TN Department of **Education**

Professional Learning Package: Implementing Unit Starters

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Module 1:
Preparing to Teach with Unit Starters
Learning Session 4

Module 1 Learning Sessions

Session	Guiding Questions
1 ✓	• What is a Unit Starter? • Why teach with Unit Starters? • What resources are included in the Unit Starter? • How do Unit Starters support standards-based instruction?
2 ✓	• How are concepts and understandings organized in the Unit Starter?
3 ✓	• How are concepts and understandings supported by the Unit Starter's texts, tasks, and question sequences?
4	• How can I prepare to teach with the Unit Starter?

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Group Norms

- Be fully present.
- Actively participate.
- Embrace collaboration.
- Keep students at the center.

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Revisiting Session 3: Learning to Application

- Find a partner. Share a quick summary of the text you read and analyzed.
- Then, share a summary of your responses to **Questions 4, 5**, **and 6** from **Appendix A: Unit Preparation Protocol.**

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Learning Session 4

- Guiding questions:
  - How can I prepare to teach with the Unit Starter?
    - How do the texts in this unit connect together to build students' knowledge of the unit concepts?
    - What are the purposes of each lesson? How do lessons build toward the end-of-unit task?
    - What do my students already know about this concept? What knowledge do I need to build as a teacher related to this concept?

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How do the texts in this unit build knowledge?

How do the texts in this unit build knowledge?

- Read all of the **texts** in the unit. Then, complete **Question 3** in **Appendix A: Unit Preparation Protocol**

Question 3: How will students build knowledge and vocabulary over the course of the unit?

Read each of the texts for the unit, and consider how the texts are thoughtfully sequenced to build world and word knowledge.

• How are the texts sequenced to build knowledge around the unit concepts? • How are the texts sequenced to support students in developing academic and domain-specific vocabulary? • Which instructional strategies are suggested for each text? How will I sequence them within the literacy block?	

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What are the purposes of each lesson?

Connecting Daily and End-of-Unit Tasks

Review the **Unit Starter Teaching Guide** you created in learning session 3. **How will students demonstrate their understandings by applying what they have learned over the course of the unit?**

- How are the lesson objectives sequenced to build knowledge around the unit concepts?

- How do the daily tasks build over the course of the unit to support students in completing the end-of-unit task?

- How are expectations for students' performance on the daily tasks aligned with the disciplinary standards and the grade-level literacy standards?

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What do my students already know?

What do my students already know?

- Consider what **students** already know about the unit concepts as well as what information you as a **teacher** may need to build in preparation for the unit.

- Complete **Questions 7 and 8** in **Appendix A: Unit Preparation Protocol.**

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Closing Reflection

- What will students know at the end of the unit?
- What will students do throughout the unit to build this knowledge?

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Learning Session Summary

- In **learning session 4** we addressed these questions:
  - How do the texts in this unit connect together to build students' knowledge of the unit concepts?
  - What are the purposes of each lesson? How do lessons build toward the end-of-unit task?
  - What do my students already know about this topic? What knowledge do I need to build as a teacher related to this topic?
- In **learning session 5,** which we will engage in **after teaching** the first Unit Starter, we will address these questions:
  - How can I refine my teaching with Unit Starters?

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Learning to Application

Learning to Application

Prior to teaching your Unit Starter:
- If needed, complete any remaining sections of Appendix A: Unit Preparation Protocol.
- If needed, complete any remaining lesson summaries.

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Additional Resources

- **Appendix B: Lesson Preparation Protocol** supports teachers in thinking through the important pieces of each lesson prior to teaching it.

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Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork