

THE
FUNDAMENTAL

5

The FORMULA
for Quality Instruction

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FUNDAMENTAL
5

Presenter:
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Meridian Public School District



MPSD Mission and Vision Statements

- ***Mission Statement:*** The mission of MPSD is to develop excellence in each student in a safe, innovative learning environment supported by teachers, parents, and the community.
- ***Vision Statement:*** MPSD prepares ALL students, in a parent and community partnership, to be literate, self-directed learners with the confidence and character to compete in a complex and ever-changing world.

Warm-Up Activity

1. Think about your best day of instruction (or your ideal classroom). What were the **characteristics** of your class that day?
2. What **actions** did you have to take to make this classroom possible?

Objective and End Goal

- ***WE WILL*** become familiar with the components of the Fundamental 5 and discover the advantages of implementing strategies designed to reinforce learning.
- ***I CAN*** collect and produce strategies that can be used to enhance learning and incorporate the Fundamental 5 components.

The Fundamental 5

- A simple plan that a teacher can implement today that will begin to improve the quality of classroom instruction
- These are **NOT** recommendations.
- All 5 interact and interconnect.
- Must execute all 5 with fidelity.





What are the Fundamental 5?

1. Framing the Lesson
2. Working in the Power Zone
3. Frequent, Small-Group, Purposeful Talk (FSGPT) About the Learning
4. Recognize and Reinforce
5. Writing Critically



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FRAMING THE LESSON



Framing the Lesson

Two Parts to a Lesson Frame:

1. States the learning objective.
2. States how the student will demonstrate what was learned during the lesson.



Framing the Lesson Example

We will identify the components of an effective lesson frame.

I will create and share a lesson frame with my table group.



Framing the Lesson (*video*)

<https://www.youtube.com/watch?v=phXpt1GvGU4>



Tips for Framing the Lesson

- Place in the classroom where students can see the objective and the product.
- Discuss at the beginning of class using “kid friendly” language.
- Make sure it is reasonable to complete the objective in one daily lesson or class.



ACTIVITY

Frame this Standard with a partner!

RL 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

THE POWER ZONE





Working in the Power Zone

Teaching in close proximity to one student, a small group of students, or the entire classroom of students.



The Power Zone (*video*)

Seinfeld:

<https://www.youtube.com/watch?v=NGVSIkEi3mM>

Teacher Work Area



Front of Room



Lecture Position #1

Front of Room

Teacher Desk



Lecture Position #2



Power Zone #2

Front of Room

Teacher Desk



Power Zone #3

Front of Room

Teacher Desk





The Importance of Working in the Power Zone

- ❑ Working in the Power Zone cuts down on classroom behaviors; you are not limited to one area of the classroom.
- ❑ Working in the Power Zone promotes student discourse; you are able to interact and provide feedback.



The Importance of Working in the Power Zone

- **Classroom Management**
- **Build Relationships**
- **Improves Instruction**



The Power Zone **Activity**



**DOES THIS
PICTURE
DISPLAY A
CLASSROOM
SET UP IN THE
POWER ZONE?
IF YES, HOW
SO? IF NO,
HOW CAN THE
TEACHER FIX
IT?**

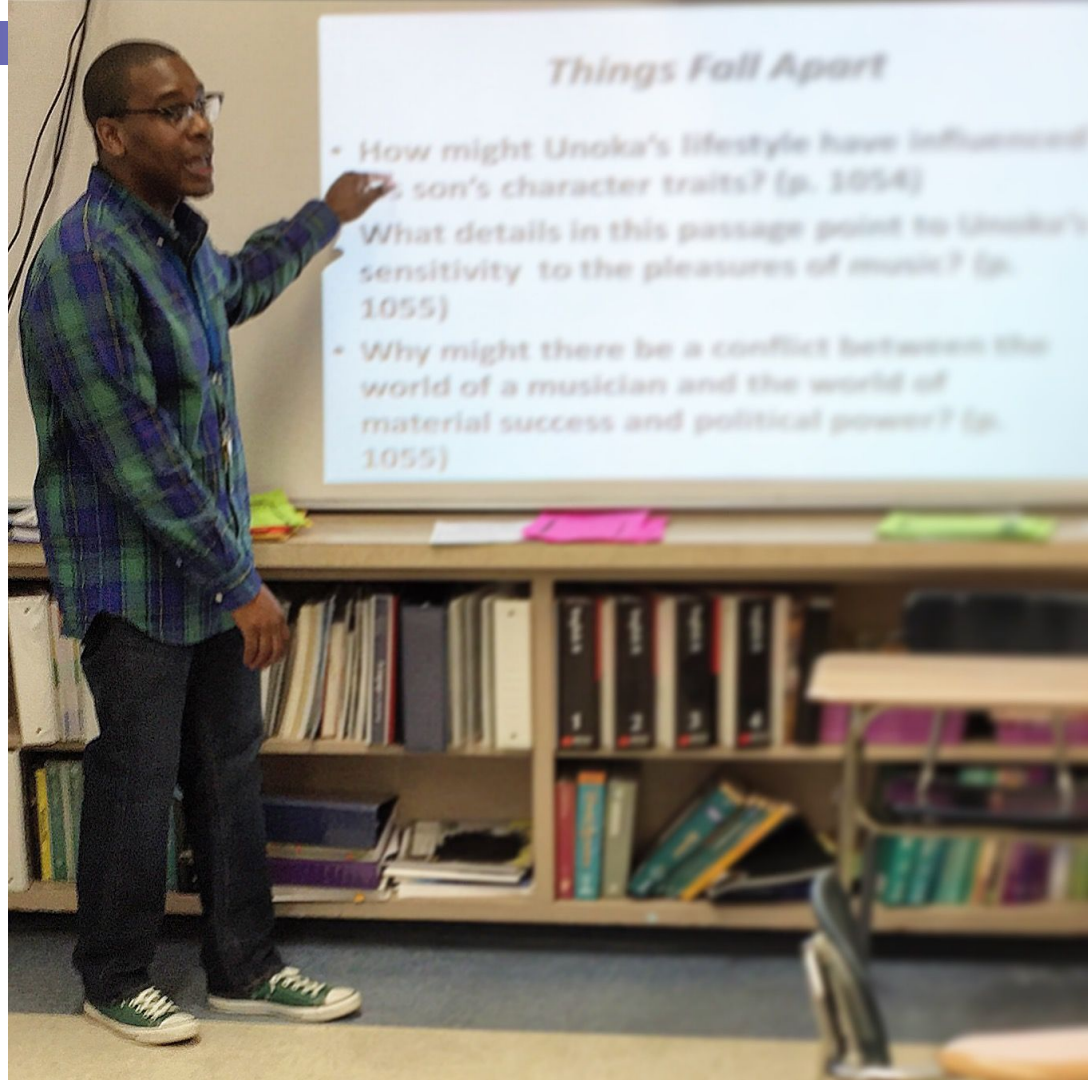


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**FREQUENT,
SMALL-GROUP,
PURPOSEFUL
TALK (*FSGPT*)
ABOUT THE
LEARNING**





Frequent, Small-Group, Purposeful Talk (*video*)

<https://www.youtube.com/watch?v=qf3uN8IfwEo>

Frequent, Small-Group, Purposeful Talk

- ❑ **Frequency:** after every 10-15 minutes of teacher talk, students should be able to discuss for 30 seconds to 3 minutes
- ❑ **Group Size:** 2-4 students
- ❑ **SEED Question:** pre-planned to guide student conversations
- ❑ **Power Zone**

**RECOGNIZE
AND
REINFORCE**





Recognize and Reinforce

Academic Reinforcement and Recognition

- Improvements in achievement and not just high grades

Social and Behavior Recognition

- A student that has difficulty turning in work now turns in a completed assignment
- Throwing trash from the floor away without being asked



Recognize and Reinforce

Necessary Components

- Personable
- Specific



Recognize and Reinforce

Examples of Reinforcement:

- Reward and/or acknowledgement for As and 10 point improvements from previous assessments (don't tell other students whether it is for an A or 10 points).
- Recognize and/or reward students that are on time to class for the entire week.

Recognize and Reinforce (video)

The Big Bang Theory:

[https://www.youtube.com/watch?v=bDZ
CyObMfkA](https://www.youtube.com/watch?v=bDZCyObMfkA)



***Recognize and
Reinforce
Activity***



Praise Statement #1

"Excellent prediction, Farrah. You had to be listening closely to be so detailed in describing what you thought might happen next in the story."

Effective or Ineffective? If effective, how so? If ineffective, how could it be improved to become



Praise Statement #2

“You’re a good girl, Sadie.”

Effective or Ineffective? If effective, how so? If ineffective, how could it be improved to become effective?



Praise Statement #3

"Lamont, I'm impressed with how you went to the glossary to find definitions for new words."

Effective or Ineffective? If effective, how so? If ineffective, how could it be improved to become effective?



Praise Statement #4

“I am proud of you, class. Way to go!”

Effective or Ineffective? If effective, how so? If ineffective, how could it be improved to become effective?



Praise Statement #5

"Hey. Jackson. I'm really impressed with your decision to return to class after the fire drill when others ran off to the hills. It takes a lot of self-control & maturity to make these types of responsible choices. Give yourself a pat on the back after you get one from me."

Effective or Ineffective? If effective, how so? If ineffective, how could it be improved to become effective?



Praise Statement #6

“All of you have really been working hard! First thing this morning, you handed in your homework, and just now you finished your math papers right on time. Great job!”

Effective or Ineffective? If effective, how so? If ineffective, how could it be improved to become effective?

Writing Critically



Writing Critically

- **Writing for the purpose of organizing, clarifying, defending, refuting, analyzing, dissecting, connecting, and/or expanding on ideas or concepts.**
- **Assess the critical writing every time, but it does not have to be graded every time. It can be assessed by teacher observation, peer review, self-assessment, use of a rubric, etc.**

Examples of Writing Critically

- Sentences on 3x5 card
- Bubble chart
- Paragraph
- Heading with bullet points

**Our students need to write more. Check for proper capitalization and punctuation of sentences.*



What are the
Fundamental
Five?



Why does the Fundamental Five work?

- 1. It improves the focus of both the students and teacher on the learning objective for every class.**
- 2. Conversations and critical writing improve the students' understanding of the subject and their recall of the facts and concepts.**
- 3. It gives teachers accurate, effective, and efficient feedback to evaluate all students' understanding.**
- 4. It helps build student self-confidence.**