

Unit Organizer Implementation Checklist

Teacher Heron
 School: IUI9 Subject: ELA
 Date 2.5.19
 Unit topic: NO Float vowels

Observer _____
 Full Session _____ or Partial Session _____
 Time Start: _____ Time Stop: _____
 1st day _____ Subsequent days

Directions: Put a checkmark (✓) by each behavior that you observe.

*Expanded Map Box 9
Vowel Phonemes*

Cue

The teacher...

- Named the Unit Organizer or students named the unit
- Explained or elicited (from most, some, one) how it will help *information critical for students learning to read*
- Handed out blank Unit Organizers
- Explained expectations or elicited (from most, some, one)
- Elicited information about content on the Unit Organizer that has been covered in the past. (from most, some, one)
- Used the Unit Organizer to introduce the new/current lesson

Do

Step 1: Create a context

The teacher...

- Announced the name of the new unit or elicited (from most, some, one)
- Wrote the name of the new unit in Section 1
- Provided the name of the previous unit or elicited (from most, some, one)
- Wrote the name of the previous unit in Section 2
- Elicited a summary of the previous unit from students
- Provided the name of the next unit or elicited (from most, some, one)
- Wrote the name of the next unit in Section 3
- Elicited predictions about the next unit from students (from most, some, one)
- Elicited the relationship of the three units from students (from most, some, one)
- Wrote a "Bigger Picture" statement in Section 4

- Explained or elicited or the major relationships to be explored (from most, some, one)
- Wrote the relationships in Section 6

Step 4: Frame Unit Questions

The teacher...

- Provided some important questions
- Elicited questions from students that they would like to have answered (from most, some, one)
- Wrote the questions in Section 7
- Added questions to the list

Step 5: Tie content to tasks

The teacher...

- Reviewed the major activities and assignments for the unit
- Wrote the activities and assignments in Section 8

Step 2: Recognize content structures

The teacher...

- Explained the essence of the new unit or elicited (from most, some, one)
- Wrote the essence of the new unit in the Paraphrase Oval in Section 5
- Enhances the explanation with a "grabber"
- Introduced each of the major parts of the unit
- Created a geometric shape on the map and filled it in for each major part of the unit
- Created a line label for each part of unit "such as"

** connected to Vowel Frame*

✓ answered unit self-test questions

✓ Box 6 UR - connections addressed

→ added "characteristics" to UR

Step 3: Acknowledge unit relationships

The teacher...

UO: Float Vowel Phonemes

UO: Tying Up.

Unit Organizer Device Checklist

Teacher Heron
School: FU 19
Date 2.5.19

Observer _____
Subject: _____

Directions: Put a checkmark (✓) by each component that you observe.

Bigger Picture and Unit Names

p. 7 in Unit Organizer guidebook

- Bigger Picture creates a context for students and is written in the Bigger Picture box.
(Idea or theme holds several units together or helps students understand what multiple units have in common)
- Current Unit Name provides a big idea for the unit and is written in the Current Unit box.
(May be a section of a textbook or name created by teacher or helps student tie together ideas and information)
- Name of the previous unit is written Section 2.
- Name of the next unit is written in Section 3.
- Bigger Picture and Unit Names (previous, current, and next units) hang together and create a coherent context for students.

Unit Map

pp. 7-8 in Unit Organizer guidebook

- Paraphrase is a clear translation of the main idea of the unit.
 - Paraphrase is written in words that the students can easily understand.
 - Paraphrase contains words that reveal the central idea that students will learn.
 - Paraphrase may be a definition of the main idea.
 - Paraphrase is short.
- Content Map depicts how the content of the unit is organized.
- Unit parts (bubbles) contain a few key words for each important part of the unit.
 - Unit parts (bubbles) are limited to the most important parts (generally 7 or less).
 - Lines are drawn between the shapes to show how the parts are related to the main idea.
 - Line labels on the lines show the relationships so that students can read the unit name, paraphrase, and each unit part as a connected, complete sentence.
 - Content structure of map is limiting (helps students chunk), connected, linear, hierarchical (shows relationships), and simple.

Unit Relationships

p. 8 in Unit Organizer guidebook

- Two or more major relationships listed in the Unit Relationships box show how the teacher wants the students to think about key concepts in the unit (higher order thinking skills that are needed to understand the unit).
- Relationships listed are reflected in the paraphrase, the unit parts, and the unit questions.

Unit Questions

p. 8 in Unit Organizer guidebook

- 3 Four or five questions listed in the Unit Questions box and focus on the big ideas that students should know by the end of the unit.
- Questions are limited to the most important ideas (generally 4-5 questions).
- Unit questions are coherent with the other parts of the unit.

Unit Schedule

p. 8 in Unit Organizer guidebook

- Major activities and assignments for the unit are listed (possibly) in the schedule box with proposed dates.
- Activities and assignments are linked to the mapped parts of the unit and support the learning of the unit.

Expanded Unit Map and Questions

(Mark if used and mark NA if not used.)

p. 8 in Unit Organizer guidebook

- Expanded map provides a more detailed understanding of the unit concepts.
- Map meets all of the criteria for unit map above (limited to most important information, lines, line labels, coherent with other parts of unit).
- Shapes (square, diamond, etc.) show different levels of subtopics and clearly show how all of the parts are related.
- New unit questions meet the criteria above.

Overall

- Unit Organizer makes abstract and complex ideas more concrete and understandable.
- Information on the device is spaced well (not too much, not too crowded).
- The entire unit is coherent.

_____ **Comments:**

phonological processing & literacy skills

NAME Carrie
DATE _____

The Unit Organizer

<p>② LAST UNIT /Experience the importance of phonemic awareness</p>	<p>① THE CURRENT UNIT Phonemes in English</p>	<p>③ NEXT UNIT /Experience phonological skills assessments</p>
<p>④ BIGGER PICTURE</p>		
<p>⑤ UNIT MAP</p>		
<p>13 Role of Phonemes in Literacy</p>	<p>including 44 speech sounds in English. including consonant phonemes and vowel phonemes</p>	
<p>14 Voicing, continuity and nasality</p>	<p>including consonant phonemes and vowel phonemes</p>	
<p>15 organization of consonant phonemes</p>	<p>including consonant phonemes and vowel phonemes</p>	
<p>16 Construct consonant chart</p>	<p>including consonant phonemes and vowel phonemes</p>	
<p>19 organization of vowel chart</p>	<p>including consonant phonemes and vowel phonemes</p>	
<p>20 construct vowel chart</p>	<p>including consonant phonemes and vowel phonemes</p>	
<p>21 phoneme sorting activity</p>	<p>including consonant phonemes and vowel phonemes</p>	
<p>22 Quiz</p>	<p>including consonant phonemes and vowel phonemes</p>	
<p>⑦ UNIT SELF-TEST QUESTIONS</p>	<p>How are phonemes organized? Explain how knowing the phonemes could be helpful in our teaching? How do you produce different phonemes?</p>	
<p>⑥ UNIT RELATIONSHIPS</p>		
<p>Categories & subcategories</p>	<p>explanation</p>	<p>characteristics</p>

The Unit Organizer

9 Expanded Unit Map

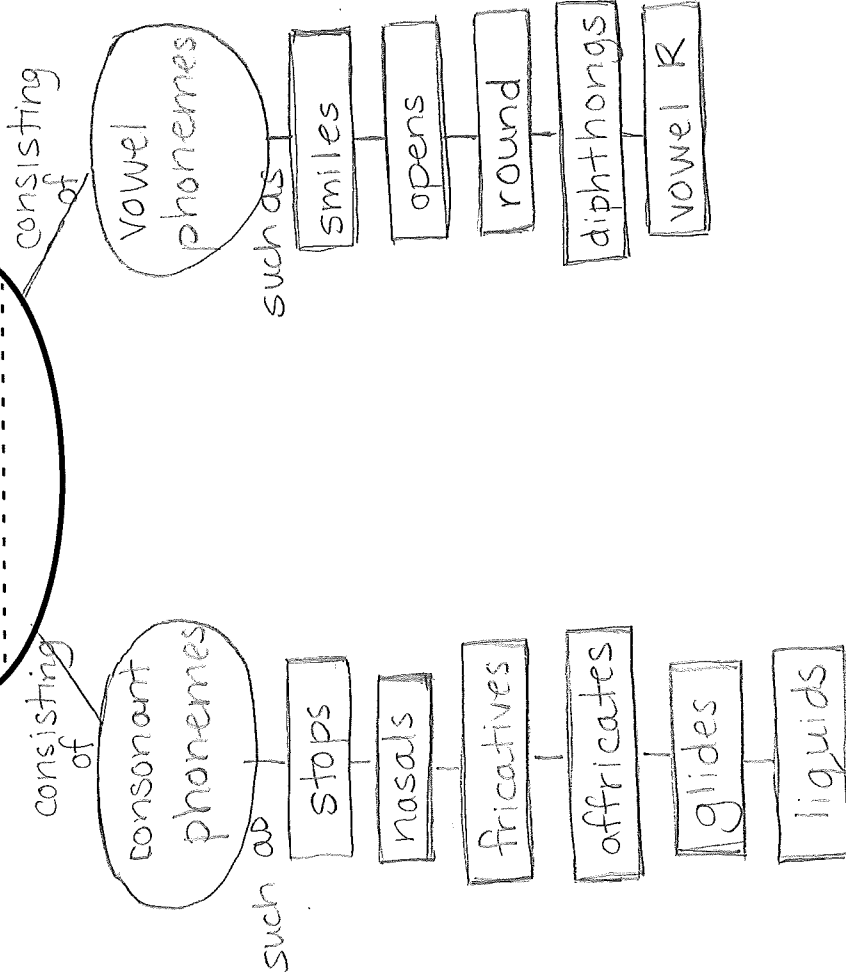
NAME
DATE

Mrs. Carrie

Phonemes in English

is about...

the 44 speech sounds in English



How do you produce different consonant phonemes?

NEW UNIT SELF-TEST QUESTIONS

10

2

phonological processing and literacy skills

how do we assess

The Unit Organizer

NAME Barb

DATE

4 BIGGER PICTURE

<p>2 LAST UNIT /Experience awareness importance of phonemic</p>	<p>1 CURRENT UNIT Phonemes in English</p>	<p>3 NEXT UNIT /Experience phonological skills assessment</p>			
<p>5 UNIT MAP</p> <p>is about...</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>44 speech sounds in English</p> </div> <p>consisting of</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>consonant phonemes</p> </div> <p>→ and →</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>vowel phonemes</p> </div> </div>					
<p>8 UNIT SCHEDULE</p>	<p>13 Role of phonemes in literacy</p> <p>14 Voicing, continuity & nasality (mining)</p> <p>15 org of consonant chart</p> <p>16 consonant chart</p> <p>17 consonant chart</p> <p>18 consonant chart</p> <p>19 consonant chart</p> <p>20 phoneme awareness activity</p> <p>21 quiz</p>				
<p>7 UNIT SELF-TEST QUESTIONS</p>	<p>#3. Explain how knowing the phonemes could be helpful in teaching.</p> <p>#4. How are phonemes a vowel phonemes organized? ans: sub categories</p> <p>#5. How do you produce different vowels by their characteristics?</p>				
<p>6 UNIT RELATIONSHIPS</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 33%;">categories & sub categories</td> <td style="width: 33%;">explanation</td> <td style="width: 33%;">characteristics</td> </tr> </table>			categories & sub categories	explanation	characteristics
categories & sub categories	explanation	characteristics			

note to me

*

The Unit Organizer

9 Expanded Unit Map

NAME

Mrs. Lamb

DATE

JAN 2019

Phonemes in English

is about...

44 speech sounds in English

consisting of

consisting of

Consonant Phonemes

such as

p b t

stops

nasals

fricatives

affricates

glides

liquids

6 categories

Vowel Phonemes

such as

5 miles

open

round

diphthongs

vowel 'r'

for vowels

How do you produce different consonant phonemes? some are similar

we know how to make the sounds

may No we're good

NEW UNIT SELF-TEST QUESTIONS

110