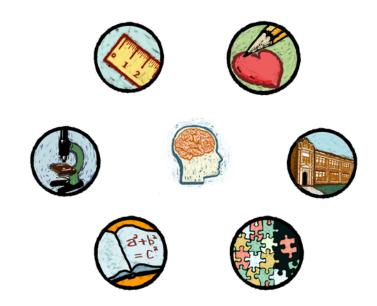# Brain-Targeted Teaching® Model

Planning Templates

#1 Setting the Emotional Climate for Learning

#2 Creating the Physical Learning Environment

#3 Designing the Learning Experience

#4 Teaching for mastery of skills, content & concepts

#5 Teaching for Extension and Application of Knowledge

#6 Evaluating Learning

Features:
- ☑ **Predictability/routines**
- ☑ **Personal connection between teacher and student**
- ☑ **Personal connection between content and student**
- ☑ **Trust and acceptance**
- ☑ **Warm and supportive environment**
- ☑ **Control and choice**
- ☑ **Humor**
- ☑ **Music, visual art, dance, drama, creative writing**
- ☑ **Celebration**
- ☑ **Family and community connections**

- How does a positive climate encourage a sense of industry and competence?
- What are some factors that create a negative climate in the classroom and what are the consequences of that climate?
- How can teachers create a positive emotional climate?
- What routines in the classroom offer a sense of security and order?
- How can teachers use behavior-specific praise of effort throughout the unit?

BT #1 ACTIVITIES

#1 Setting the Emotional Climate for Learning

#2 Creating the Physical Learning Environment

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#5 Teaching for Extension and Application of Knowledge

Features:
- ☑ **Novelty: Change displays often**
- ☑ **Aesthetics: Visually appealing classroom, color and design**
- ☑ **Sensory: Sound, lighting, scents**
- ☑ **Order: Establish class routines**
- ☑ **Movement: Facilitate organized movement**
- ☑ **Inviting Surroundings: Bulletin boards, lamp light, plants, furniture, multicultural themes, master art work, photography**
- ☑ **Display students' work attractively**

- How can the environment help learning?
- What sensory conditions in a classroom can foster attention or inattention?
- How can the teacher balance novelty and consistency in the classroom?
- What elements of the physical environment can block learning?

BT #2 ACTIVITIES

#1 Setting the Emotional Climate for Learning

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#6 Evaluating Learning

Features:
- ☑ **Use of Common Core State Standards and curriculum scope and sequences**
- ☑ **Articulation of key learning goals and objectives**
- ☑ **Assessment of prior knowledge**
- ☑ **Design of concept map through graphic organizer that demonstrates overarching content and concepts; employs tenets of mind mapping, non-linguistic structures, and curriculum mapping**
- ☑ **Demonstration of connections among concepts**
- ☑ **Design of "big-picture" activities**
- ☑ **Promotion of students' personalized learning goals**
- ☑ **Activities that align with summative assessments**

- What **Common Core State Standards** are to be taught during the learning unit?
- What **learning goals** can develop from the content standards?
- What **main concepts** can derive from the learning goals?
- How can **concept mapping** promote a global understanding of the main concepts?
- How can mapping help the teacher determine the students' **prior knowledge** of those concepts?
- How can mapping give a preview of what is to come in the instruction?
- How can mapping use familiar concepts/terms to relate to new concepts/terms?
- How can mapping give concepts in general terms before presenting the specifics?

BT #3 Concepts Maps and Learning Goals

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#4 *Teaching for mastery of skills, content & concepts*

#5 Teaching for Extension and Application of Knowledge

#6 Evaluating Learning

Features:
- ☑ **Emotional connection to content**
- ☑ **"Big Picture "concepts**
- ☑ **Repeated rehearsals**
- ☑ **Elaboration through arts integration: Visual arts, Music, Theater, Dance, Creative writing**
- ☑ **Spacing time for consolidation of learning**
- ☑ **Varied and novel learning activities**
- ☑ **"Chunk" and space learning tasks**
- ☑ **Mnemonics**
- ☑ **Summarize/ rephrase**
- ☑ **Student choice in activities**
- ☑ **Meaningful movement integration**
- ☑ **Technology integration**

- Based on content standards, learning goals and main concepts, what **content, skills and concepts** must students **master** in this learning unit?
- What **instructional objectives** will facilitate mastery of the content, skills and concepts?
- What **activities** will facilitate learning?
- What **variety** of activities will allow for repeated rehearsal and allow for elaboration of learning objectives?

BT #4 Objectives and Activities

1. OBJECTIVE:
   -ACTIVITIES

2. OBJECTIVE:
   -ACTIVITIES

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#6 Evaluating Learning

Features:

☑ **Comparisons**
☑ **Classifications**
☑ **Divergent thinking tasks**
☑ **Creative application of content**
☑ **Analysis and synthesis**
☑ **Metaphors and analogies**
☑ **Cause and effect**
☑ **Investigations**
☑ **Experiments**
☑ **Problem-solving using real-world contexts**

LEARNING GOALS *The students will* <u>apply</u> *their knowledge of …by…*

BT #5
1. OBJECTIVE:
   -ACTIVITIES

2. OBJECTIVE:
   -ACTIVITIES

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#1 Setting the Emotional Climate for Learning

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#6 Evaluating Learning

Features:

- ☑ **Immediate, frequent, relevant feedback**
- ☑ **Feedback that verifies correct responses**
- ☑ **Feedback that requires students to extend thinking**
- ☑ **Authentic performance assessment**
- ☑ **Anchor papers; models of exemplary response**
- ☑ **Rubrics, scoring tools**
- ☑ **Self-reflection and journals**
- ☑ **Task revisions**
- ☑ **Formative and summative assessments**

Base your evaluation on the numbered objectives in Target #4 and #5

BT #6 ACTIVITIES
1. OBJECTIVE:
    -ACTIVITIES

2. OBJECTIVE:
    -ACTIVITIES

Arts Integration in **BTT Learning Unit**

#1 Setting the Emotional Climate for Learning
objective:
activity:

#2 Creating the Physical Learning Environment
objective:
activity:

#3 Designing the Learning Experience
objective:
activity:

#4 Teaching for mastery of skills, content & concepts
objective:
activity:

#5 Teaching for Extension and Application of Knowledge
objective:
activity:

#6 Evaluating Learning
objective:
activity:

Vocabulary Ideas: create, draw, compose and perform, dramatize, recite, sculpt, paint, invent, score, print, illustrate, carve, design, build, collage, make, produce, stamp, issue, memorize and perform, sketch, collaborate, assemble, plan, demonstrate, show.