

PD Support Materials

Semantic Mapping

Directions for Using the Overview Slideshow

Each Instructional Strategy Guide contains an overview slideshow that sets the context for the evidence-based practices that are presented in Teach with Tech and illustrated in the Lesson in Action. It also identifies ways to differentiate instruction based on the Universal Design for Learning (UDL) principles. Discussion questions are embedded in each slideshow.

PD Goals

- ▶ To set a context for delving into Teach with Tech and the Lesson in Action
- ▶ To elicit prior knowledge and build background knowledge

PD Materials

- ▶ The slideshow within the Instructional Strategy Guide
- ▶ Discussion questions (embedded within the slideshow and provided as a handout below)

PD Activity

- ▶ Ask teachers to review the slideshow (either before or during the session)
- ▶ Elicit conversation using discussion questions
- ▶ As a follow up, share key ideas

See the PD Facilitator Guide for related activities to support ongoing professional learning.

Discussion Questions for Semantic Mapping Slideshow

DISCUSSION QUESTIONS

1. In what ways do you use semantic maps (also known as graphic organizers) to teach academic vocabulary skills?
2. How does semantic mapping help struggling students and those with language-based learning disabilities?
3. In what ways can you use technology tools to help prepare your students to use semantic mapping?

DISCUSSION QUESTIONS

1. How can you increase the complexity of the maps you use based on your students' needs?
2. Does some content lend itself better to use of semantic maps for vocabulary instruction?
3. How can peer collaboration help students in using semantic maps?

DISCUSSION QUESTIONS

1. In what ways can students use technology tools before or after reading to create semantic maps?
2. In what ways do you differentiate instruction for struggling students?
3. What elements of semantic mapping is it important to emphasize when debriefing with students?

Directions for Using Teach With Tech

Each Instructional Strategy Guide contains a Teach with Tech section, which presents suggestions for differentiating evidence-based practices and personalizing instruction using a range of technology tools.

PD Goals

- ▶ To examine and discuss evidence-based practices in terms of:
 - What they are and how they can be used to differentiate instruction
 - How technology tools can be integrated to further meet the needs of struggling students
- ▶ To generate additional instructional strategies based on the needs of your students and the technology tools that are available in your school

PD Materials

- ▶ Teach with Tech (which is located within the Instructional Strategy Guide). This can be:
 - Distributed as a handout
 - Projected onto a large screen
 - Viewed on laptops, tablets, and other devices
- ▶ A companion chart (below), titled ***Differentiate the Strategy***. The chart is divided into three columns:
 - The left-hand column, “Evidence-Based Practices,” is divided into three sections, one for each of the three headings of evidence-based practices.
 - The middle column, “PowerUp Suggested Strategies,” lists the strategies presented within PowerUp.
 - The right-hand column, “Differentiating Instruction with Technology,” is blank so that it can be used to record ideas brainstormed by the group of teachers in your school.

PD Activity

- ▶ Review Teach with Tech (contained within the Instructional Strategy Guide)
 - Review the strategies under each of the three evidence-based practice headings
 - Discuss how relevant they are to your students’ needs
 - Compare them with current classroom practices
 - Identify new ideas that could be implemented
 - Discuss the accompanying Quick Views
 - Explore and discuss the identified UDL Guidelines
- ▶ Introduce the companion chart titled ***Differentiate the Strategy***
 - Collaboratively (in small groups or pairs) brainstorm ideas to include in the right hand column (“Differentiating Instruction with Technology”) by:
 - Exploring possible technology tools available in the school
 - Sharing ideas
 - Identify what it would take to implement these ideas in the classroom

See the PD Facilitator Guide for related activities to support ongoing professional learning.

Differentiate the Strategy: Semantic Mapping

Evidence-based Practice	PowerUp Suggested Strategies	Differentiating Instruction with Technology
Provide Clear Explanations	After explaining the purpose of semantic mapping, hand out, post, or display the directions for creating a semantic map.	
	Show how online tools can help with word and concept mapping.	
	Invite students to demonstrate how they would create a semantic map on your interactive whiteboard while they explain the steps they are carrying out. Ask other students to revise the map by adding, rearranging, and deleting items.	
Give Students Strategies and Models	As you model how to create a map on your interactive whiteboard, use a "think-aloud" approach to talk through each of the steps you are taking and why. Choose a simple map format for your first few demos. Pick synonyms and antonyms that students know well, and use brief explanations to describe words.	
	Provide students with examples and templates of semantic maps drawn from various sources.	
	Give students online access to an incomplete or poor example of a semantic map that you have created. Have students work in pairs to revise and improve this "non-example." Have the class talk through the qualities of a really good semantic map. Ask the students to use these qualities as their class-generated rubric, saved on the class website.	
Provide Ongoing Formative Assessment	Provide a display with examples of semantic maps in the classroom, on a class website, or in a print or online portfolio for students to refer to when they practice. Post the class-created semantic map rubric in various formats (on the board, on bookmarks, on the class blog, and so on) to facilitate student access.	
	Encourage students to create semantic maps online and offline using pictures, illustrations, and graphics, along with written words.	
	Give students varied opportunities to practice making and using semantic maps in different settings and with words from many texts, recognizing that their needs and abilities may differ.	

Directions for Using the Lesson in Action

Every Instructional Strategy Guide includes one or more Lessons in Action. Each lesson provides a classroom example of the relevant evidence-based practice. The example illustrates how a teacher aligns instruction with the Common Core State Standards, differentiates instruction to meet the needs of her diverse students, uses technology to personalize learning, and engages in formative assessment.

PD Goals

- ▶ To analyze the Lesson in Action and reflect on current teaching practice
- ▶ To provide teachers with a foundation for their own lesson planning

PD Materials

- ▶ The Lesson in Action you selected from the Instructional Strategy Guide, which can be:
 - Distributed as a handout
 - Projected onto a large screen
 - Viewed on laptops, tablets, and other devices
- ▶ The companion handout (titled **Scavenger Hunt**), which can also be distributed as a handout, projected onto a large screen, or viewed on devices

PD Activity

- ▶ Analyze and discuss the Lesson in Action
- ▶ Use the **Scavenger Hunt** handout to discuss how the teacher is:
 - Aligning the lesson with the Common Core State Standards
 - Employing the strategies suggested in Teach with Tech
 - Using technology to support struggling students
 - Personalizing instruction through differentiation
 - Translating UDL principles into action
- ▶ Compare the Lesson in Action with current practice in your school and classrooms
- ▶ Identify the new ideas the Lesson in Action offers for using:
 - Evidence-based practices
 - Differentiated instruction and UDL
 - Technology tools
- ▶ Use the Lesson at a Glance for lesson planning:
 - Discuss the sequence of the instructional steps: What? Why? How?
 - Discuss how the instructional steps can be used as a basis for lesson planning
 - Create a modified lesson plan to meet student needs by working individually or in collaboration

See the PD Facilitator Guide for related activities to support ongoing professional learning.

Scavenger Hunt



Within the Lesson in Action, can you find an example of how the teacher...

1. Aligns instruction to meet the Common Core State Standards?
2. Uses one of the Teach with Tech suggested practices?
3. Uses technology to support struggling students?
4. Personalizes instruction through differentiation?
5. Translates UDL principles into action?

If you can't find an example, what would you have done?