

The "Snapshot"

What IS a snapshot?

A snapshot is a guide for the standards based lesson of that day. In a "list" format, it tells the students what grade level expectation they are working toward meeting that day, how they will do it, what they should know or be able to do by the end of the class period, and what homework they will need to complete.

What is NOT a snapshot?

- Agendas that simply list activities.
- "Bell starter" activities that are disconnected from the day's grade level expectation. For example - a grammar practice sentence to keep the students occupied while you do attendance, which has nothing to do with compare and contrast: the day's GLE.
- A list of EALRs that stay the same for the entire year or semester.
- Numbers - i.e. 1.2, 2.4, 3.0
- "Weekly" Calendar

Why do I need one?

A snapshot will foster communication about the grade level expectations (standards) and goals for the day between you and any student who comes into class -- including one who enters late. Students are better able to do what is asked when they have a clear expectation. Students will feel comfortable with the structure and consistency of a snapshot being their guide for that day's instruction, fostering trust and developing norms. It is a clear way to embed the standards into the classroom environment. It is a reminder for us as teachers about what we want the students to accomplish that day and how we will do it.

Elements of a "Standards-Based Lesson Design" make up the "snapshot"

⇒ **DO NOW (access prior knowledge / pre-reading or "into" learning activity)**

A "Do Now" is a pre-reading/content area strategy intended to connect students' prior knowledge with the day's lesson. It provides readiness for students to learn by reviewing something that is connected to the new concepts they will learn in class.

- It should not be new information.
- It should not be assessed (other than giving "completion credit")
- It should be a skill or activity familiar to the students.
- It should tie into the Essential Question for the unit or class.
- It CAN be an oral exercise so that students can transition from the hallway (oral) to the classroom (oral and written).
- It should lead directly into the day's lesson.

Suggestions for "Do Now" type of activities:

- brainstorming with a partner
- think / pair / share
- reviewing the prior day's notes and writing a summary

- listing the components of something learned the day before
- using a familiar graphic organizer, the students do something the prior day's/ last night's reading
- comparing some work they completed with their partner's and be prepared to share out similarities / differences
- creating a visual of a concept the class is currently working with
- Questions such as, "What are the different types of situations where a person would need to evaluate something?" - leading into a lesson on evaluating
- "List all the jobs you can think of in which a person would need to use the skill of analysis." - leading into a lesson using analysis
- Pre-reading a text which will be used that day - KWL chart about the topic, skim and scan the text features and make predictions about what the text will be about, write questions that will be answered in the reading (a form of prediction), etc.

⇒ **GLE (Grade Level Expectation or standard being taught/ reinforced that day)**

The GLE must be written in WORDS, not NUMBERS. Students should write the GLE on the top of the page on which they will take their notes for the day's lesson. This will ensure the students can match their work to the rubric when they assess their portfolios for Student Led Conferences / possible WASL alternative assessments.

A Note about GLEs and lessons...

The standards-based lesson provides explicit instruction on one grade level expectation that is the focus of the lesson. However, many lessons require the students to work on multiple GLEs in one lesson. This is normal at secondary level. Once a GLE has been taught deliberately and explicitly, using a rubric to communicate the expectations to students, then students can return to this GLE in later lessons. This is called recursive instruction. You continue to use the skills the students learned from the previous GLE to further their instruction and move forward and work on more challenging GLEs. The teacher will not provide direct instruction about the previous GLE, and therefore it does NOT need to be listed as a GLE for that day. You would only list the GLE on which you are providing explicit instruction on that day.

The GLE can be from:

- your content area grade level expectations (example:
- the reading grade level expectations your content area is responsible for (example:
- the writing grade level expectations (example:
- the math grade level expectations (example:
- the Advanced Placement test expectations (example:
- the student's IEP goals

⇒ **OBJECTIVE (What students will complete/ produce/ define/ answer/ create/ understand by the end of the day - tied directly to the GLE and unit rubric)**

The objective is the GLE translated into a specific bit of knowledge, a question that can be answered, a product that is produced, etc. The objective is, specifically as possible, what the students will know, be able to do, or produce at the end of the day's lesson. Some teachers like to write this directly under the GLE, but in a different color for ease of student understanding.

For example:

- At the end of today, you should be able to clearly explain the process of osmosis.
- At the end of today, you should have edited all of the "to be" verbs out of your paragraph.
- At the end of today, you should be able to describe the five steps in comparing two items.
- At the end of today, you should have at least three strategies you know for understanding vocabulary using context clues.
- At the end of today, you will be able to describe three causes of the US Civil War.
- At the end of today, you should be able to rotate tires on a sedan without assistance.
- At the end of today, you should be able to describe the proper form for a lay-up.
- At the end of today, you should know three techniques for controlling your breathing while swimming.
- At the end of today, you should be able to explain three similarities between ancient Chinese culture and China today.

⇒ **LEARNING STRATEGIES AND ACTIVITIES (the research-based literacy / numeracy / content-area strategies students will use to fulfill the objective and work toward the standard / GLE)**

These are the "nuts and bolts" of the day's lesson.

These are the specific activities you will design, as the teacher-coach, for the students to best access information, translate it into understandable bits of knowledge, sort it and use it in a meaningful way, and then show what they know.

These activities and strategies might include:

- teacher modeling
- peer modeling
- reading strategies
- writing to learn
- taking notes
- class discussion
- cooperative groups
- partner work
- labs
- Socratic Seminar
- experiential learning
- inquiry
- literature circles
- inner circle / outer circle
- vocabulary work / word walls
- using rubrics to examine student work samples
- WASL stem questions
- assessing their own or a peer's work
- exemplars

⇒ **HOMEWORK (I think you know what this is... Homework is a way for students to practice independently the standard / GLE of the day's instruction)**

For ease of student-teacher communication, homework should always be written in the same place easily visible for all students' access.