

Getting the Most from Your Teacher Editions

**Do you really need your teacher edition?
How will your TE help you?**

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What is that Frontmatter in your TE?

- Pre-Planning for chapters/semesters/year
- Using the Teaching Cycle: Engage, Instruct, Apply, Assess
- Teaching a Biblical Worldview
- How to use the Instructional Materials
- Incorporating Academic Rigor
- Use the Lesson Plan Overview on Trove/TTO
- Follow or customize the Lesson Plan Overview by downloading and editing



Pre-Planning

- Using your teacher edition, note your objectives and standards.
- Start with the end in mind: what do you want the students to be able to do/know at the end of the lesson?
- Plan biblical worldview shaping relating to lesson.
- List any materials, visuals, or worksheets needed.
- Download a video from Trove/TTO related to your lesson.
- **Sometimes it may help to (a few days before teaching the lesson), determine which problems/questions you will assign.**
 - In a notebook, work out every example in the instructional material and the assignment you plan to give, step by step.
 - This helps you to be very familiar with every problem.
 - It takes time and effort, but completely worth it for you as a teacher.
- **If you are stuck for creativity, try checking out TPT, YouTube, or Instagram. You can find many ideas for**
 - Videos/songs
 - Worksheets
 - Graphic organizers
- **Think: What prior knowledge of the concept do the students have?**
- **Think: How can you connect this prior knowledge?**
- The Lesson Opener will help connect prior knowledge with the new concept.
- Download the lesson PowerPoint from TTO and edit to fit your teaching style and needs.
- Add/delete/edit slides, save
- **Determine how you will assess learning:**
- Random questioning

- [Viewpure.com](https://www.viewpure.com)
- [Watchkin.com](https://www.watchkin.com)
- [Video.Link](https://www.video.link)
- [Edpuzzle.com](https://www.edpuzzle.com)

- Simple raise of hands
- Homework
- Section Reviews
- Exit Tickets
- Quiz
- Game
- **Plan accommodations for special learners:**
 - One-on-One
 - Differentiated Instruction



This Photo by

Teaching the Lesson

THE TEACHING CYCLE

Each chapter or section begins with an overview. Section overviews include the lesson's essential question, objectives, and suggested resources. The overview is followed by a four-part teaching cycle: engage, instruct, apply, and assess.

- **Engage** students by capturing their attention, activating prior knowledge, and motivating them to connect with new content.
- **Instruct** students by using direct, indirect, and interactive strategies to expand and extend their knowledge and skills.
- **Apply** students' learning by practicing knowledge and skills and connecting them to real life.
- **Assess** students' understanding by using a variety of tools to systematically evaluate knowledge, skills, attitudes, and beliefs in order to improve student learning.

Each cycle includes research-based teaching strategies, ideas for demonstrations, tips for correcting misconceptions, formative assessments, suggestions for scheduling lab activities, and more. Differentiated instruction notes are located in the bottom margin and are easily identified by their yellow-tinted box. There are more teaching strategies than you will have time for, providing you the freedom and flexibility to choose those that best fit your students.

Margins also contain answers and expanded solutions to review questions.

- **Using the presentation in your TE and the PowerPoint will save time and be efficient.**
- List the objectives on your board, if you choose.
- **Put up a challenging or engaging idea or object from your lesson, even a controversial topic to encourage students to start thinking.**
- Give the direct instruction in the Presentation, including the Lesson Opener from the TE to connect prior knowledge.
- **Allow for and encourage questions throughout the lesson. Actively engage all students in the learning process.**
- Incorporate supplementary sections for students to practice analyzing and thinking critically about the concept.
- Use hands-on or interactive activities: discussion, game, experiment, peer work, manipulatives, visual aids, etc.
- **Have additional exercises/examples ready if needed.**

Assigning Practice

- Project the eTextbook from Trove/TTO and go over instructions. (Beginning of year)
- Best Practice – do 1 to 2 questions together.
- Have students set up homework papers neatly.
- Train students to grade each other’s homework.
- Grade individual work for accuracy, group work for completion.
- Assign homework if applicable.
- **How have you integrated critical thinking?**
- **What Blooms levels did you use?**

Tips and Hints

- Always over plan – you can always cut material and finish the next day.
- **Ask many questions as you instruct. Implement “every student, every day.”**
- Implement “every student-every day.” Try to ask every student a question every day.
- **Special learners – by walking around, make sure these students have a correct answer before calling on them.**
- Present the material in small increments: Engage, Instruct, Apply, Assess (you may do this several times during the class)
- **Require students to take thorough notes and keep in a notebook all year for reference and study.**
- Guide students during initial practice. Model steps and gradually have them work more independently.
- **Employ discovery learning.**
- Always be moving around the room.
 - **keeps students on-task encourages students to ask questions allows teacher to help struggler.**
- Encourage group work – this requires training and monitoring.
- **Teach and model behavior expectations:**
 - **how to act during the lesson, transitions, activities, and group work**
- Give constant, sincere positive reinforcement for both work and behavior.
- **Employ active student engagement strategies:**
 - **small whiteboards, small groups/teams, peer-to-peer explanations, board work**

