



Use the RELATE Think Sheet
 to increase student performance in your
 inclusive classroom

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Video Notes


Ellis, Edwin. *Making real-world connections when teaching major concepts in inclusive classrooms.* Mastermind, LLC. http://www.idonline.org/article.php?max=20&special_grouping=&id=48&loc=51 (accessed 3/18/05).

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Video Notes Directions


- This guide supports the video presentation and provides you a copy of the PowerPoint slides used in the program. There are multiple segment breaks in the video that are included to allow time for you to process the information you have seen and heard.
- The slides that are associated with the segment breaks have reflection questions to consider during the interim period.
- It is advisable to print out all of the supplemental files for this program as resources to utilize during and after viewing.
- The follow-up activities should be completed and submitted to your professional development director for possible credit



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WPWBAT:
 (Workshop Participants Will Be Able To:)

- Observe several RELATE Think Sheet examples
- Co-create a RELATE Think Sheet with presenter
- Develop a sample RELATE Think Sheet for their individual content area
- Problem solve issues that arise during the development process



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Presentation Agenda

- Review workshop objectives (5 min)
- Describe the RELATE Think Sheet (5 min)
- Support its use in the classroom (10 min)
- Talk through and explain an example (15 min)
- Model construction with participants (10 min)
- Participants develop RELATE Think Sheet (25min)
- Participants review peer work (10 min)
- Peers provide feedback and summarize (10 min)



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Tell me, and I'll forget. Show me, and I may not remember. Involve me, and I'll understand.

Native American Proverb



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What Is the RELATE Think Sheet?

- It's an organizer that asks the student a series of **six questions** that elaborate on the key concept
- Each question builds a bridge between the new concept and the student's prior knowledge and experience
- These bridges or cognitive structures are how we retain and integrate new information to construct knowledge and generate original thought



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What Is the RELATE Think Sheet?

- When content is systematically enhanced through a coordinated process of sequencing, questioning, elaboration, and reflection, it is termed cognitive strategy instruction
- Cognitive strategy instruction has been shown through numerous research studies to be effective with students who have learning disabilities

Swanson, H. Lee. *Searching for the best model for instructing students with learning disabilities*. Focus on Exceptional Children, October 2001. http://www.findarticles.com/p/articles/mi_qa3813/is_200110/ai_n9002990 (accessed 3/13/05).



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The Six Questions

1. What are the concept's key features?
2. Should this idea be part of today's world?
3. What is an example from the lesson and the real world?
4. How does society promote or not promote this idea?
5. This idea is like...?
6. Explain an experience connection you have to this concept.



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Less Is More...

- Focusing more time to reach deeper understandings of selected key concepts has delivered results
- Students increased performance on state assessments by 19.7%, in 1 year
- Students moved from 16th of 25 schools to 7th of 25 schools



Maryland State Department of Education
<http://www.mdk12.org/ds/ta/hsa/comparePerf.asp?sq2=No&SubjectID=4GO&Detail=NO&Group=REGSPED&> (accessed 3/27/05).

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Segment 1 is now finished— Intro to RELATE

Please proceed with the activity.

Think of a concept you have taught recently and that did not go as well as you planned. Why didn't it go well? Why might you have done differently to get better results?

Continue to the next segment at the conclusion of the activity.



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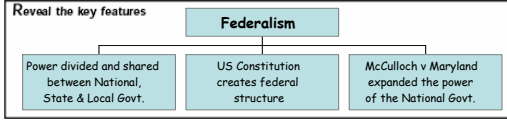
RELATE to real-world <small>Reveal the key features</small>	
Develop the main idea and critical details in a mini-web.	
<small>Evaluate its value</small> <small>Why is this concept important?</small> <small>Why is this concept NOT important?</small>	<small>Let examples</small> <small>Give 3-5 examples</small>
<p>Decide if the society is better off with or without this, and why.</p>	<p>From class, what is an example of this concept?</p>
<small>Analyze actions</small> <small>How does society promote or prevent this concept?</small>	<small>Real-world example</small> <small>What do you see in the real world that is an example of this?</small>
<p>How does society promote or prevent this concept?</p>	<p>Take idea to the... Develop a metaphor or simile. Creativity counts</p>
<small>Explain an experience or knowledge connection</small> Think of a personal experience or when you may have connected with an aspect of this concept.	

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RELATE to real-world <small>Reveal the key features</small>	
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<small>Evaluate its value</small> <small>Why is this concept important?</small> <small>Why is this concept NOT important?</small>	<small>Let examples</small> <small>Give 3-5 examples</small>
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<small>Explain an experience or knowledge connection</small> Think of a personal experience or when you may have connected with an aspect of this concept.	

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RELATE to real-world



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Evaluate its value

Why this idea SHOULD be part of today's world OR Why this idea should NOT be part of today's world

Reasoning

Yes, because when power is shared, government is more able to meet the specific needs of big and small communities

List examples

Example from lesson

The FBI is the national police, and the troopers are the states' police.

Real-world example

The national government does not get to make our school's dress policy



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Analyze actions

Ways it has been PROMOTED OR Ways it has been PREVENTED

Example

Was promoted by the Supreme Court when it ruled that a state could not tax the national Government, in *McCulloch v MD*

This idea is like...

It's like, I can keep my bedroom like I want, but I have to keep the family room like my mom wants it!



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Explain an experience or knowledge connection

When I travel in and out of my state I do not need a special ID, but when I traveled to El Salvador last winter I had to get a passport from the US State Department.

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Segment 2 is now finished— Learning the Concept

Please proceed with the activity.

How might you introduce the RELATE sheet to your students? How will you pair or group students for maximum success? What vocabulary or skills do you need to pre-teach prior to using the RELATE sheet?

Continue to the next segment at the conclusion of the activity.

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RELATE to real-world


Review the key features

<p>Evaluate its value How can the RELATE sheet be used to support student learning?</p>	<p>Get examples Provide examples of how the RELATE sheet can be used.</p>
<p>Analyze across the layers of RELATE</p>	<p>Use what is there</p>

Explain an experience or knowledge connection

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Segment 3 is now finished— Looking at Examples

Please proceed with the activity.

Review the cost-benefit analysis student sample. What additional instruction would you give to students that might produce better results?

Select a concept from your curriculum and work through completing the RELATE sheet.

Continue to the next segment at the conclusion of the activity.



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RELATE to real-world		
Review the key features		
Explain its value Why do we NEED or USE it? What are the benefits?	What are the costs? What are the drawbacks?	List examples Provide the context
Identify the PROCESSES or RELATIONS	How does it fit in...?	Explain an experience or knowledge connection



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Segment 4 is now finished— Using the Strategy

Please proceed with the activity.

Select another concept from your curriculum and work through completing the RELATE sheet.

Now that you've completed two RELATE sheets, how will you help students use the information on the sheet to construct an open ended response question about the concept?



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