Summer School

User Guide

total motivation®

Mentoring Minds®
Critical Thinking for Life!
Summer School User Guide

total motivation® E L A

table of contents

introduction to materials ..............................................................2
session plans ...................................................................................3
extension activities using total motivation .............................8
vocabulary activities ....................................................................10
Summer school provides an important opportunity to accelerate and extend student learning, as well as to build student confidence regarding skills and achievement. Due to time constraints, it is vital to focus on instruction that both supports and challenges students and bridges learning gaps. Total Motivation is a tool that is designed to help with this instruction. Students achieve success when they make connections to prior learning and gain a strong foundation that is aligned with the standards. Following a program that provides direct instruction, collaboration with peers, interactive activities, and meaningful practice, students can make gains that will help them achieve academic success.

A strong knowledge of content and intentional planning support teachers as they construct meaningful and engaging lessons. In addition, a structured instructional framework gives teachers a roadmap to accelerate student learning. Research shows that successful concept attainment occurs when students are provided focused content instruction at least 90 minutes a day with ultimate learning occurring with repetition over a 25-day time span. Due to the limited and varied lengths of summer school programs, it is suggested that two focus standards are addressed each week using two units from Total Motivation ELA. These units will provide effective instructional strategies and appropriate practice upon which to build student success.

Vocabulary development, both selection-specific and standard-specific, provides essential knowledge that is necessary for the comprehension of complex texts and successful performance on standardized tests. Each unit highlights the selection-specific terms that support students as they decode and comprehend the unit selection and the terms that are included in the text of the focus standards. The Vocabulary Focus Activities are useful for large group, small group, and individualized instruction. The accompanying Vocabulary Formative Assessment allows teachers to gather evidence of student vocabulary acquisition.

Planning for instruction begins when teachers assess student knowledge, identifying strengths and learning gaps using these methods.

- Analyze results on standardized testing
- Utilize data from benchmark assessments
- Administer a district-based grade level appropriate pre-test

Utilizing the results of assessments allows teachers to identify the standards that require instruction and practice and focus instruction. The approach should focus on teacher-facilitated instruction that provides a solid foundation for learning. In Total Motivation ELA, the Table of Contents (Teacher Edition) and the CCSS Frequency Chart (Teacher Edition) can be used to identify the unit that best supports the instruction of the focus standard.

Research provides evidence that the more interactive the learning approach, the greater the student outcomes. Summer school instruction should be characterized by well-planned, effective, direct instruction and engaging, interactive activities. A gradual release model should be employed, where students are instructed on the focus standard, supported by group activities and practice, and allowed to demonstrate mastery independently.
<table>
<thead>
<tr>
<th>Session 1</th>
<th>90–120 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective/ Standard/Unit</strong></td>
<td>Use Table of Contents to determine unit</td>
</tr>
<tr>
<td><strong>Instructional Focus</strong></td>
<td>Use the Building Background Knowledge and related Suggested Formative Assessment [Teacher Edition] to engage learners and access prior knowledge. Vocabulary Focus [Teacher Edition]: Introduce standard-specific vocabulary for the focus standard. Choose an activity to complete and then assess student understanding with the Formative Vocabulary Assessment [Teacher Edition].</td>
</tr>
<tr>
<td><strong>Instructional Activities</strong></td>
<td>Read Unpacking the Standards [Teacher Edition] prior to delivering instruction. Provide students with an explanation of the focus standard. Project the Unit Selection [Student Edition] using the Whiteboard Feature. Identify the purpose for reading and the focus standard to help students better understand the goal of the learning. Share a whole group read aloud. Use the Vocabulary Focus [Teacher Edition] to identify selection-specific words that need to be introduced prior to the student reading. Provide students with Before, During and After Reading [Teacher Edition, pg. 193]. Discuss with students the strategies to implement as they read selections independently. Have students complete a partner read of the selection. Project the Assessment items [Student Edition]. Play Luck of the Draw (see Extension Activities for Instruction). Complete the first half of the Assessment items. Have critical discussions about correct and incorrect answers.</td>
</tr>
<tr>
<td><strong>Formative Assessment/ Assessment</strong></td>
<td>Extended Practice [Student Edition]: Assign the Extended Practice passage and assessment items either online to take advantage of progress monitoring or in the print Student Edition.</td>
</tr>
<tr>
<td><strong>Closure</strong></td>
<td>Revising/Editing [Student Edition]: Complete Revising/Editing component. Allow students to complete individually or collaborate with partners.</td>
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</table>

**Suggestions:** In addition to the Table of Contents (Teacher Edition), the CCSS Frequency Chart, located in the Teacher Resources section (Teacher Edition), specifies the standards that are addressed in all components of Student Edition units.
## Session 2

**90–120 minutes**

<table>
<thead>
<tr>
<th><strong>Objective/Standard/Unit</strong></th>
<th>Continue with the Focus Standard and unit from Session 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Focus</strong></td>
<td>Read aloud a selection from the <strong>Suggested Unit Content Literature</strong> or from the <strong>Skill-Based Literature</strong> [Teacher Edition] and lead a discussion related to the focus standard. <strong>Vocabulary Focus</strong> [Teacher Edition]: Complete a vocabulary activity to support acquisition of both the selection-specific and standard-specific vocabulary words.</td>
</tr>
<tr>
<td><strong>Instructional Activities</strong></td>
<td><strong>Instructional Activity</strong> [Teacher Edition]: Implement an Instructional Activity that supports the focus standard and assesses student understanding with the <strong>Suggested Formative Assessment</strong> [Teacher Edition]. Complete a whole group or a partner read of the <strong>Unit Selection</strong> [Student Edition]. Utilize a graphic organizer* that will help support understanding of the focus standard. Complete in the whole group, either in print or digitally on whiteboard. Project the <strong>Assessment</strong> items [Student Edition]: Play <strong>Four Corners</strong> (see Extension Activities for Instruction). Complete the second half of the Assessment items, using <strong>Critical Thinking</strong> and <strong>Questioning Strategies</strong> [Student Edition] (see suggestion below).</td>
</tr>
<tr>
<td><strong>Formative Assessment/Assessment</strong></td>
<td><strong>Formative Assessment</strong> [Teacher Edition]: Analyze student responses while debriefing the <strong>Assessment</strong> items to inform instruction for Session 5.</td>
</tr>
<tr>
<td><strong>Closure</strong></td>
<td><strong>Critical Thinking</strong> [Student Edition]: Complete Analysis/Analyze, Evaluation/Evaluate, Synthesis/Create prompts. Allow students to complete individually or collaborate with partners.</td>
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</table>

**Suggestions:** Consult **Instructional Practices** (Teacher Edition, pgs. 204-209). This section provides strategies to promote critical thinking, effective questioning, and prompts to encourage thinking and understanding while reading.

*Download free graphic organizers at here: [https://www.mentoringminds.com/total-motivation-resources/wp-content/themes/theme-tomo2/resources/MentoringMinds_GraphicOrganizers_ELAL implications](https://www.mentoringminds.com/total-motivation-resources/wp-content/themes/theme-tomo2/resources/MentoringMinds_GraphicOrganizers_ELAL implications)*
<table>
<thead>
<tr>
<th>Session 3</th>
<th>90–120 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective/Standard/Unit</strong></td>
<td>Use the Table of Contents to determine the unit that addresses the focus standard</td>
</tr>
<tr>
<td><strong>Instructional Focus</strong></td>
<td>Use the Building Background Knowledge and related Suggested Formative Assessment [Teacher Edition] to engage learners and access prior knowledge. <strong>Vocabulary Focus</strong> [Teacher Edition]: Introduce standard-specific vocabulary for the focus standard. Choose an activity to complete and then assess student understanding with the Formative Vocabulary Assessment.</td>
</tr>
<tr>
<td><strong>Instructional Activities</strong></td>
<td>Read Unpacking the Standards [Teacher Edition] prior to beginning instruction. Provide students with an explanation of the focus standard. Project the unit selection using the Whiteboard Feature. Identify the purpose for the reading and the focus standard to help students better understand the goal of the learning. Conduct a whole group read aloud. Use the Vocabulary Focus [Teacher Edition] to identify selection-specific words that need to be introduced prior to the first reading. Reread how to approach text: Before, During and After Reading [Teacher Edition, pg. 193] and guide students to consider how these strategies will support their work as they complete a standardized test. Complete a partner read of the selection. Project Assessment items [Student Edition]: Play Merry Go Round (see Extension Activities for Instruction). Complete the first half of the Assessment items. Have critical discussions about correct and incorrect answers.</td>
</tr>
<tr>
<td><strong>Formative Assessment/Assessment</strong></td>
<td>Extended Practice [Student Edition]: Assign the Extended Practice passage and assessment items either online to take advantage of progress monitoring or in the print Student Edition.</td>
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<td><strong>Closure</strong></td>
<td>Revising/Editing [Student Edition]: Complete Revising/Editing component. Allow students to complete individually or collaborate with partners.</td>
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</table>

**Suggestions:** Scaffolding Instruction (Teacher Edition, page 219) allows teachers to facilitate learning when concepts or skills are first introduced. Differentiated Instruction (Teacher Edition, page 220) is important to consider as teachers plan and instruct to meet the needs of individual students.
## Session 4

<table>
<thead>
<tr>
<th>Objective/Standard/Unit</th>
<th>90–120 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue with the Focus Standard and unit from Session 3</td>
<td></td>
</tr>
</tbody>
</table>

### Instructional Focus
- Read aloud a selection from the **Suggested Unit Content Literature** or from the **Skill-Based Literature** [Teacher Edition] and lead a discussion related to the focus standard.
- **Vocabulary Focus** [Teacher Edition]: Complete a vocabulary activity to support acquisition of both the selection-specific and standard-specific vocabulary words.

### Instructional Activities
- **Whole Group**
- **Small Group**
- **Partner**
- **Independent Practice**

### Instructional Activity
- **Instructional Activity** [Teacher Edition]: Implement an Instructional Activity that supports the focus standard and assesses student understanding with the **Suggested Formative Assessment** [Teacher Edition].
  - Complete a whole group or a partner read of the **Unit Selection** [Student Edition].
  - Project the **Assessment** items [Student Edition] only revealing the options. Have students play *Jeopardy* and say or write the questions that would match the displayed options. Reveal the question [Student Edition] and guide students to consider how each question relates to the options and to consider the evidence for the correct response.

### Formative Assessment/Assessment
- Have students reflect, in writing or orally, on their understanding of the focus standard for the unit by summarizing their understanding of the standard and by explaining how their understanding supported their comprehension and analysis of the **Unit Selection** [Student Edition] and their responses to the **Assessment** items [Student Edition].

### Closure
- **Critical Thinking** [Student Edition]: Complete Analysis/Analyze, Evaluation/Evaluate, Synthesis/Create prompts. Allow students to complete individually or collaborate with partners.

### Suggestions:
Using formative assessments throughout the sessions, identify skills that need further instruction and practice. Access the **Skill-Based Literature** located in the Teacher Resources Section (Teacher Edition, pages 248-259). The suggested read alouds allow teachers to address specific skills.
### Session 5

**90–120 minutes**

<table>
<thead>
<tr>
<th>Objective/Standard/Unit</th>
<th>Use this session to review and provide additional practice for the focus standard from Sessions 1/2 and Sessions 3/4.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Focus</strong></td>
<td><strong>Suggested Unit Content Literature</strong> or <strong>Skill-Based Literature</strong> [Teacher Edition]: Choose a piece of literature that will provide a foundation for additional instruction and practice as students build knowledge and confidence with the application of the focus standards from Sessions 1/2 and Sessions 3/4. Select <strong>Vocabulary Focus Activities</strong>, <strong>Instructional Activities</strong>, or <strong>Intervention Activities</strong> from Sessions 1/2 and Sessions 3/4 to use as stations. Assign stations to students according to need or allow students to select stations.</td>
</tr>
<tr>
<td><strong>Instructional Activities</strong></td>
<td><strong>Performance Task Assessment</strong> [Teacher Edition]: Use one of the Performance Task Assessments from the units in Sessions 1/2 or Sessions 3/4. Review the Performance Task Assessment steps and determine those appropriate to assign to students to complete, including research, writing, and speaking. <strong>Motivation Station Activities</strong> [Student/Teacher Edition]: Assign the activities from the units completed during Sessions 1/2 and Sessions 3/4.</td>
</tr>
<tr>
<td><strong>Formative Assessment/Assessment</strong></td>
<td><strong>Extended Practice</strong> [Student/Teacher Edition]: Select an Extended Practice selection and Assessment items from a unit not used during Sessions 1/2 and Sessions 3/4. Consider both the genre of the selection and the standards addressed by the assessments in making the choice of unit.</td>
</tr>
<tr>
<td><strong>Closure</strong></td>
<td>Have students compose a Journal entry that reflects on their learning from the week and how that learning supports their knowledge and confidence.</td>
</tr>
</tbody>
</table>

**Suggestions:** Close reading requires a student to critically analyze a text for evidence in order to gain an understanding of the form and meaning of the text. To learn more about this skill and how it fosters student success, access the Mentoring Minds ELA blog and the related articles on close reading visit mentoringminds.com/blog/. 
**Four Corners**
Label four areas within your classroom A/F, B/G, C/H, D/I. Use the Whiteboard Feature or a document camera to project a multiple choice question in full screen. Read the question. Have each student move to the corner that corresponds with the answer he/she believes to be correct. Have them talk with the people in their group about why they believe that answer is correct. Have some students share out. Critical discussions may follow as to why an answer may or may not be correct. This also allows you to formatively assess where the level of understanding might be and gives the teacher an opportunity to clarify misconceptions.

**Luck of the Draw**
Choose a Guided Practice or Check for Understanding page from a unit. Using the Whiteboard feature or a document camera, project that activity page full screen. Divide the students into the number of groups that corresponds with the number of questions on the activity. Place these numbers in a cup (e.g.: if there are 5 questions, write numbers 1-5). Have one member from each group draw a number; this will be their question to solve. They must solve the problem and give a rationale as to why all answers choices are right or wrong. Allow everyone to have a chance to complete a question. Come back together as a whole group and answer the questions on the board if able. Have each student share his/her thinking, allowing others to listen, question, or challenge if they do not agree with the given results. This activity requires students to think critically and justify their responses. Plus, it requires them to evaluate others’ responses for accuracy.

**The Answer Is...**
The object of this activity is to have students create the answer choices for a given question. Using the Whiteboard Feature full screen or a document camera, enlarge a question so that the question is all that is displayed. Review the question with the students. Have them work in pairs or small groups to create 4 answer choices that will accurately answer the question posed. Have students share their possible answer choices and, as a group, determine if they are accurate in their thought process. Then display the actual answer choices and see how close the students are in their answer creation.
extension activities  using total motivation

Get to the Point
This game can be used as a formative assessment to determine level of understanding for students. On index cards, record an idea related to the focus standard for the unit. For instance, a unit on Genres of Literature might include: literary, informational, etc. At the top of the index card write the idea or concept. Then, write numbers 1, 2, 3. Students select a card. Set the timer for 2-3 minutes. Have students question class members, and record a learning point related to that concept. Students can then share their results.

Merry Go Round
Divide students into 2 equal groups. Create an inner and an outer circle. Have students turn to face each other. Using the Whiteboard Feature or document camera, project a question from a unit. Have the inner group answer the question. The outer circle can either agree or disagree, giving reasoning for their stance. Have the inner circle move one person to the left. Repeat the process with the outer circle answering the question and the inner circle responding. The outer circle can move to the right following questioning.
vocabulary activities

Find Your Match
Write vocabulary words and definitions on index cards. Use the glossary at the back of the book to determine definitions. Give each student a card. Instruct them to move amongst the group trying to find the person who has the match. When each student finds a match, have the partners sit together. Once all words have been matched, have partners share their word and the definition to verify accuracy.

Vocabulary Concentration
Create sets of vocabulary words, a set of definitions and a set of visual representations of the word. Give each pair of students the set. Have them mix up the cards and place them face down. Have students take turns flipping over 3 cards. Once they create a match of all three vocabulary parts, they get to keep the set. If there is not a match, students turn the cards back facedown. The person with the most sets at the end of playing time wins.

Dictionary Dash
Have students use the glossary in the back of the book to “find” vocabulary words. Call out a vocabulary word. Have the first student to find the word stand up. Then have the student state the page number, read the word, and give the definition.

Vocabulary Sketch
Give students an index card for each vocabulary word addressed. Have students write the word on one side of the card. On the other side, have students sketch a visual that represents that word to them. For students to sketch, not draw, you may need to time them, allowing only one minute per sketch.

Palm Reader
Give each student the definition of a vocabulary word on a small piece of paper, much like a fortune in a cookie. Have students move around to find a partner to work with. Have partners take turns reading the definition, with the other partner identifying the vocabulary word. Once the process has been completed, have the students rotate to find a new partner and repeat the process.
Lingo Bingo
Give students a 3X3 game board. Have each student fill in one free space of his/her choice. Then, have students fill in their boards with vocabulary words, using each word only once. Call out a definition. If students have the corresponding word on their card, have them cover it with a marker. Have the first student to get 3 across, 3 down or 3 diagonally stand. Check for accuracy of words to determine if the student is a winner. Then have students clear the game boards and begin a new game as time allows.
Notes