



@tomschimmer



<http://tomschimmer.com>

# Confidence Builders

## Resource Package

Tom Schimmer



[tschimmer@live.ca](mailto:tschimmer@live.ca)



(250) 488-3876

# Measurement Unit Plan

**STANDARD #1:** Use the Pythagorean relationship to calculate the measure of the third side of a triangle, given the other two sides in 2-dimensional application."

Student-Friendly Learning Target Statements	
<p><b>Knowledge Targets</b></p> <p><i>"What I need to know!"</i></p>	<input type="checkbox"/> I can explain the definition of <b>squares</b> and <b>square roots</b> <input type="checkbox"/> I can identify the <b>hypotenuse</b> on a right triangle. <input type="checkbox"/> I can explain the <b>Pythagorean Theorem</b> .
<p><b>Reasoning Targets</b></p> <p><i>"What I can do with what I know."</i></p>	<input type="checkbox"/> I can identify a <b>right triangle</b> . <input type="checkbox"/> I can predict the approximate value of <b>imperfect squares</b> and <b>square roots</b> . <input type="checkbox"/> I can summarize when and how the Pythagorean Theorem could be applied in " <b>real life</b> " situations.
<p><b>Skill Targets</b></p> <p><i>"What I can demonstrate."</i></p>	<input type="checkbox"/> I can calculate <b>squares</b> and <b>square roots</b> . <input type="checkbox"/> I can use The Pythagorean Theorem to calculate the length of the hypotenuse of a right triangle when given the lengths of the other two sides. <input type="checkbox"/> I can use The Pythagorean Theorem to calculate the length of an unknown side of a right triangle when given the lengths of the hypotenuse and another side.
<p><b>Product Targets</b></p> <p><i>"What I can make to show my learning."</i></p>	<input type="checkbox"/> I can construct a three dimensional model that both proves the Pythagorean Theorem and demonstrates its "real-life" application.

**STANDARD #2:** Describe the patterns and generalize the relationships by determining the areas and perimeters of quadrilaterals and the areas and circumferences of circles.

**STANDARD #3:** Estimate and calculate the area of composite figures.

Student-Friendly Learning Target Statements	
<p><b>Knowledge Targets</b></p> <p><i>"What I need to know!"</i></p>	<input type="checkbox"/> I can explain the definition of a <b>quadrilateral</b> . <input type="checkbox"/> I can explain definition of <b>perimeter, area, and circumference</b> . <input type="checkbox"/> I can identify the <b>different formulas</b> used to calculate perimeter, area and circumference. <input type="checkbox"/> I can explain the definition of a <b>polygon</b> .
<p><b>Reasoning Targets</b></p> <p><i>"What I can do with what I know."</i></p>	<input type="checkbox"/> I can classify <b>polygons</b> based upon the number of sides. <input type="checkbox"/> I can compare and contrast <b>quadrilaterals, squares, and rectangles, and parallelograms</b> . <input type="checkbox"/> I can translate word problems into a mathematical formula to calculate the correct answer.
<p><b>Skill Targets</b></p> <p><i>"What I can demonstrate."</i></p>	<input type="checkbox"/> I can calculate the perimeter of any object, given the lengths of each side of the figure. <input type="checkbox"/> I can find the length of an unknown side of a figure when given the perimeter and the lengths of the remaining sides. <input type="checkbox"/> I can calculate the area of a <b>rectangle, square, parallelogram, triangle, and a circle</b> . <input type="checkbox"/> I can calculate the area of <b>composite figures</b> .
<p><b>Product Targets</b></p> <p><i>"What I can make to show my learning."</i></p>	<input type="checkbox"/> I can design and draw a floor plan for a small vacation home, AND <ul style="list-style-type: none"> <li>• Determine the type of flooring you can afford given the size of the main floor.</li> <li>• Determine the amount of fencing you need in order to enclose your yard.</li> <li>• Draw a diagram of the front of your house and determine the total amount of siding needed to cover it.</li> </ul>

## Student-Friendly Learning Targets Process

1. **Determine whether your curricular standard is a *knowledge, reasoning, skill, or product target*.** Remember that *reasoning targets* have *knowledge target underpinnings*, that is, students have to *know* certain facts, procedures, or steps before they can *reason*. Before demonstrating a *skill*, students will likely have to *know* things and be able to do something with that knowledge (*reason*). Once you identify the “type” of standard being unpacked you will be able to identify the underpinnings that serve as the foundation of that standard.
2. **Identify any words or phrases within the standard that need clarification for students.** It is important to simplify language for students in order to allow for maximum accessibility. At the same time, it is also important to be aware of the words and phrases that are an integral part of achieving the standard. While simplifying language is important, removing key terms and phrases (however difficult for students they might be) might actually alter the standard too much.
3. **Define the words and phrases you’ve identified.** Once you’ve determined that there are some words and phrases that need clarification, use a dictionary, textbooks, supporting material or even your state/provincial documents to come up with a clear definition. If you are working collaboratively with others, coming to an agreement on definitions is important to ensure consistency across multiple classrooms.
4. **Convert the definition(s) into language that your students will likely understand. Use “I can...” or “I am learning...” as a beginning to each statement.** Again, the balance is to simplify the language for maximum accessibility without going too far by compromising the integrity of the standard. Simplification doesn’t necessarily mean we render the standard as unrecognizable or that the language we use disrespects our students’ intellect. The “I can...” or “I am learning...” openings are a positive affirmation of accomplishment once the standards (or underpinnings) have been achieved. (See Figure 3.1)
5. **Use the same process (steps 2, 3, 4) for all underpinnings of the reasoning, skill or product targets identified in step 1.** Remember, *knowledge targets* do not have any underpinnings and while they still should be redefined in student-friendly language, there are no further steps required.
6. **Determine any “extension” targets or demonstrations you want the students to achieve or accomplish.** Again using Figure 3.1 as the example, the *product targets* identified represent extensions from the standards. “Building a three dimensional model” or “Designing a floor plan” are not required as part of achieving the standard, however, they do represent more authentic and meaningful ways for students to demonstrate their mastery or proficiency with the standards. They also represent a more practical applicability of the standards to “real-life” situations, which can, at times, be the missing link for students who are not clear as to why an individual standard is important.
7. **Clearly define the extension targets using the same process in steps 2, 3, and 4.**
8. **Organize and communicate the student-friendly standards/targets to the students (and parents).** Figure 3.1 represents an example of how this information might be organized. Adjust, adapt, or create a format that works for you and, more importantly, works for your students. The format you choose should also match the process and routines you currently (or intend to) use. Unpacking standards is a good first step, but *using* these unpacked standards is even better. The format and manner in which you communicate this information should be efficient, effective, and relevant.
9. **Be ready to revise your student-friendly targets.** The only sure-fire way of knowing whether you’re student-friendly targets are *student-friendly* is to use them with your students, take note of their responses, and revise them if necessary.

**Trigonometry Chapter Targets**

**Trigonometry:** the study of triangles and measurement.

<b>Knowledge Targets</b>	
	I can identify the opposite, adjacent and hypotenuse sides in a right triangle
	I can state the three primary trigonometric ratios
	I can identify the angle of elevation
	I can identify the angle of depression
	I know Pythagoras' theorem
	I can locate the smallest or largest angle given the measures of the sides
	I can locate the smallest or largest side given the measure of the angles
<b>Reasoning Targets</b>	
	I can decide which trig ratio to use to solve for a given side or angle
	I can understand when it is appropriate to use the Sine Law
	I can understand when it is appropriate to use the Cosine Law
<b>Skill Targets</b>	
	I can label a triangle with appropriate letters for angles and sides
	I can determine a given side in a right triangle using trigonometry
	I can determine a given angle in a right triangle using trigonometry
	I can use the Sine Law to solve a triangle
	I can use the Cosine Law to solve a triangle
	I can solve problems when more than 1 triangle is needed
<b>Product Targets</b>	
	I can draw a picture using triangles given a word problem

**Assessment:**

1. Identifying Opposite Adjacent and Hypotenuse Sides (F)
2. Recognizing Primary Trig Ratios (F)
3. Finding Sides and Angles of right Triangle (F)
4. Quiz (S)
5. Recognizing Angles of Elevation and Depression (F)
6. Homework Check of Trig involving more than one triangle (F)
7. Sine Law (F)
8. Cosine Law (F)
9. Test (S)

F- formative (for FEEDBACK)

S- summative (for GRADES)

1- Need extra help

2- Getting it but need to practice

3- Got it!

# MEASUREMENT UNIT TEST REVIEW

**What are my Strengths? What are my areas in need of Improvement?**

Name: \_\_\_\_\_ Assignment: \_\_\_\_\_ Date: \_\_\_\_\_

(1) Please look at your corrected test and mark whether each problem is right or wrong. (2) Then look at the problems you got wrong and decide if you made a simple mistake. If you did, mark the "simple mistake" column. (3) For all remaining problems you got wrong, mark the "more study" column.

Problem	Learning Target	Right?	Wrong?	Simple Mistake?	More Study?
1	<b>Definition:</b> Pythagoras				
2	<b>Definition:</b> Polygon				
3	<b>Definition:</b> Square Root				
4	<b>Definition:</b> Right Triangle				
5	<b>Definition:</b> Circumference				
6	<b>Definition:</b> Area				
7	<b>Definition:</b> Parallelogram				
8	<b>Definition:</b> Quadrilateral				
9	<b>Definition:</b> Perimeter				
10	<b>Definition:</b> Hypotenuse				
11	<b>Formulas:</b> Area of a Circle				
12	<b>Formulas:</b> Area of a Triangle				
13	<b>Formulas:</b> Circumference of a Circle				
14	<b>Formulas:</b> Area of a Parallelogram				
15	<b>Formulas:</b> Area of a Rectangle				
16	<b>Formulas:</b> Pythagorean Theorem				
17	<b>Imperfect Squares:</b> Estimating the answer to an imperfect square.				
18	<b>Imperfect Squares:</b> Estimating the answer to an imperfect square.				

19	<b>Imperfect Squares:</b> Estimating the answer to an imperfect square.				
20	<b>Imperfect Squares:</b> Estimating the answer to an imperfect square.				
21	<b>Perimeter:</b> The Perimeter of a Triangle.				
22	<b>Perimeter:</b> The Perimeter of a Rectangle.				
23	<b>Perimeter:</b> The Perimeter of a Circle.				
24	<b>Area:</b> The Area of a Square.				
25	<b>Area:</b> The Area of a Rectangle				
26	<b>Area:</b> The Area of a Parallelogram				
27.	<b>Area:</b> The Area of a Triangle				
28.	<b>Area:</b> The Area of a Circle				
29.	<b>Pythagorean Theorem:</b> Calculate the length of the hypotenuse when given the other sides.				
30.	<b>Polygon:</b> Calculate the perimeter and area of a polygon.				
31.	<b>Polygon:</b> Calculate the net area when one figure is enclosed in another.				

*(Adapted from "You Be George" Activity, CASL Training (March 2005), Assessment Training Institute)*

# MEASUREMENT UNIT LEARNING PLAN

## Learning Targets I am GOOD at...

Learning Targets I got right:

Learning Targets I got wrong because of simple mistake:

What I can do to keep this from happening again:

## Learning Targets I need to KEEP LEARNING...

Learning Targets I got wrong and I'm not sure what to do to correct them:

What I can do to get better at them:

*(Adapted from "You Be George" Activity, CASL Training (March 2005), Assessment Training Institute)*

## Reading Strategies Student Self-Assessment

**Intended Purpose:**

- The purpose of this self-assessment is to provide you (the student) with the opportunity to identify your areas of strength and challenge within each of the nine reading strategies we focus on.
- Rather than producing a grade/mark, this assessment is designed to provide you with descriptive feedback that can help you and your parents understand what it will take to improve your ability and skill within each strategy.

Strategies	Not Yet	Meeting	Exceeding
<b>Activating Prior Knowledge</b>	<input type="checkbox"/> I find it very difficult to make connections between what I already know and what I am about to read. <input type="checkbox"/> I don't realize how, and/or why, what I already know will help me understand what I am reading.	<input type="checkbox"/> I sometimes use my prior knowledge and experiences to give what I read more meaning. <input type="checkbox"/> I attempt to use prior knowledge as a "fix-it" strategy, but I sometimes have difficulty making connections between what I know and what I am reading	<input type="checkbox"/> I always use my prior knowledge and experiences to give what I read more meaning. <input type="checkbox"/> I use prior knowledge as a "fix-it" strategy, even when the text is difficult and/or unfamiliar
<b>Deciding what's Important in a Text</b>	<input type="checkbox"/> I don't use my prior knowledge to determine why I am reading the text. <input type="checkbox"/> I am unable to separate the important from the unimportant information.	<input type="checkbox"/> I sometimes use my prior knowledge to determine why I am reading the text. <input type="checkbox"/> I sometimes find it difficult to separate the important from the unimportant information. <input type="checkbox"/> I can't identify the important information in unfamiliar and/or difficult text.	<input type="checkbox"/> I use my prior knowledge to determine why I am reading the text. <input type="checkbox"/> I find it easy to separate the important from the unimportant information. <input type="checkbox"/> I can identify the important information in unfamiliar text.
<b>Synthesizing Information</b>	<input type="checkbox"/> As I read, I don't organize information into categories that make sense. <input type="checkbox"/> I am unable to use/create topic sentences to help me organize information as I read. <input type="checkbox"/> I can't restate the main ideas in my own words.	<input type="checkbox"/> As I read, I organize information into categories that make sense, except when the text is difficult and/or unfamiliar <input type="checkbox"/> I sometimes find it difficult to use/create topic sentences to help me organize information as I read. <input type="checkbox"/> I can restate the main ideas in my own words, except when the text is difficult and/or unfamiliar.	<input type="checkbox"/> As I read, I organize information into categories that make sense, even when the text is difficult and/or unfamiliar <input type="checkbox"/> I can use/create topic sentences to help me organize information as I read. <input type="checkbox"/> I can restate the main ideas in my own words.
<b>Drawing Inferences During and After Reading</b>	<input type="checkbox"/> I can't generate meaning from the clues in the text. <input type="checkbox"/> I am not able to identify and use clues in the text to "read between the lines" to identify theme, character traits and/or motivation. <input type="checkbox"/> I am not able to use evidence from the text to support my inferences and/or make connections.	<input type="checkbox"/> I can generate meaning when the clues in the text are obvious. <input type="checkbox"/> I am able to identify and use clues in the text to "read between the lines" to identify theme, character traits and/or motivation, except when the text is difficult and/or unfamiliar <input type="checkbox"/> I sometimes find it difficult to use evidence from the text to support my inferences and/or make connections.	<input type="checkbox"/> I can generate meaning even when the clues in the text are less obvious. <input type="checkbox"/> I am able to identify and use clues in the text to "read between the lines" to identify theme, character traits and/or motivation. <input type="checkbox"/> I use evidence from the text to support my inferences and/or make connections.



<p><b>Self-Monitoring Comprehension</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> As I read, I don't check my understanding of the text.</li> <li><input type="checkbox"/> I can't identify specific words or passages that are confusing.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> As I read, I sometimes check my understanding of the text.</li> <li><input type="checkbox"/> I don't immediately realize that I do not understand what I am reading.</li> <li><input type="checkbox"/> I can identify specific words or passages that are confusing, except when the text is difficult and/or unfamiliar.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> As I read, I constantly check my understanding of the text.</li> <li><input type="checkbox"/> I can recognize when I don't understand what I am reading.</li> <li><input type="checkbox"/> I can identify specific words or passages that are confusing.</li> </ul>
<p><b>Repairing Faulty Comprehension</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I don't use "fix-it" strategies (ex. re-read, prior knowledge, context clues) when I read confusing words or passages.</li> <li><input type="checkbox"/> I often get stuck because I never know which "fix-it" strategy to use and when to use it.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I use one or two "fix-it" strategies (ex. re-read, prior knowledge, context clues) when I read confusing words or passages.</li> <li><input type="checkbox"/> I don't always know which "fix-it" strategy to use and when to use it</li> <li><input type="checkbox"/> When one "fix-it" strategy doesn't work, I get stuck.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I use a variety of "fix-it" strategies (ex. re-read, prior knowledge, context clues) when I read confusing words or passages.</li> <li><input type="checkbox"/> I know which "fix-it" strategy to use and when to use it.</li> <li><input type="checkbox"/> When one "fix-it" strategy doesn't work, I try another.</li> </ul>
<p><b>Ask Questions</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I never ask myself questions about the text before, during, or after I read.</li> <li><input type="checkbox"/> I am not able to focus on what I need to look for in the text because I don't ask questions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I sometimes ask myself questions about the text before, during, and/or after I read.</li> <li><input type="checkbox"/> By asking questions, I am able to focus on what I need to look for in the text, except when the text is difficult and/or unfamiliar.</li> <li><input type="checkbox"/> If the answer to my questions is not obvious, I usually skip it.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I consistently ask myself questions about the text before, during, and after I read.</li> <li><input type="checkbox"/> By asking questions, I am able to focus on what I need to look for in the text.</li> <li><input type="checkbox"/> If the answers to my questions are not obvious, I use other sources to find them.</li> </ul>
<p><b>Building Vocabulary</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I skip over words I don't know.</li> <li><input type="checkbox"/> I am unable to identify any strategies that will help me understand unknown words</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know that defining unknown words will improve my understanding of the text but I don't always do it.</li> <li><input type="checkbox"/> I use a one or two strategies to help me define unknown words.</li> <li><input type="checkbox"/> When one strategy doesn't work, I usually skip it.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know that defining unknown words will improve my understanding of the text.</li> <li><input type="checkbox"/> I use a variety of strategies to help me define unknown words.</li> <li><input type="checkbox"/> When one strategy doesn't work, I try another until I have defined the word.</li> </ul>
<p><b>Developing Fluency</b></p>	<p><b>When I read aloud...</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I do not use punctuation to improve my ability to understand what I am reading.</li> <li><input type="checkbox"/> I do not use proper expression.</li> <li><input type="checkbox"/> I read word-by-word, and can't read ahead.</li> <li><input type="checkbox"/> According to the "one-minute probe", I am a <b>frustrated</b> reader.</li> </ul>	<p><b>When I read aloud...</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I use punctuation to improve my ability to understand what I am reading, unless the text is difficult and/or unfamiliar.</li> <li><input type="checkbox"/> I use proper expression, unless the text is difficult and/or unfamiliar.</li> <li><input type="checkbox"/> I can read ahead to make sure I sound smooth and natural, unless the text is difficult and/or unfamiliar.</li> <li><input type="checkbox"/> According to the "one-minute probe", I am an <b>instructional</b> reader.</li> </ul>	<p><b>When I read aloud...</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I use all punctuation to improve my ability to understand what I am reading, even when the text is difficult and/or unfamiliar</li> <li><input type="checkbox"/> I use proper expression, even when the text is difficult and/or unfamiliar.</li> <li><input type="checkbox"/> I can read ahead to make sure I sound smooth and natural, even when the text is difficult and/or unfamiliar.</li> <li><input type="checkbox"/> According to the "one-minute probe", I am an <b>independent</b> reader.</li> </ul>

**Feedback Form (3 – 2 – 1)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assignment: \_\_\_\_\_

**AREAS OF STRENGTH:**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

**AREAS IN NEED OF IMPROVEMENT (and 'HOW'):**

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ONE STRETCH (Something I want you to try)**

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Writing Feedback Form (EXAMPLE)

Name: Susan

Date: September 28, 2012

Assignment: Persuasive Essay - First Draft

### **3 ASPECTS THAT ARE STRONG:**

- 1) *The organization of your essay is logical making it easy to the reader to follow your argument.*
- 2) *Your opening paragraph, including your thesis statement, clearly identifies the topic of your essay and is also effective at previewing the main points to be discussed.*
- 3) *The supporting details you've included in each of your body paragraphs are relevant and solidify the argument your trying to make by provide real-life examples.*

### **2 AREAS IN NEED OF IMPROVEMENT:**

1. *The transitions between your paragraphs are thoughtful, however they lack variety. Try to be a little more creative with how you transition the reader from one idea to the next.*
2. *Your concluding paragraph is a little too specific to your topic. Remember, the goal with the conclusion is to broaden the reader's focus to a more generalized perspective and how your argument fits in to the big picture.*

### **1 STRETCH (Something I'd like you to try)**

1. *At the end of your concluding paragraph, try leaving the reader with a compelling question that leads them to explore your topic even further.*

**Peer-/Self-Assessment Feedback Form (3 – 2 – 1)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assignment: \_\_\_\_\_

SELF or PEER-ASSESSMENT
<b>3 AREAS OF STRENGTH:</b>
1. _____ _____
2. _____ _____
3. _____ _____
<b>2 AREAS NEEDING IMPROVEMENT</b>
1. _____ _____
2. _____ _____

**My Teacher's Advice:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**My Next Steps:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_