

XV

xvii

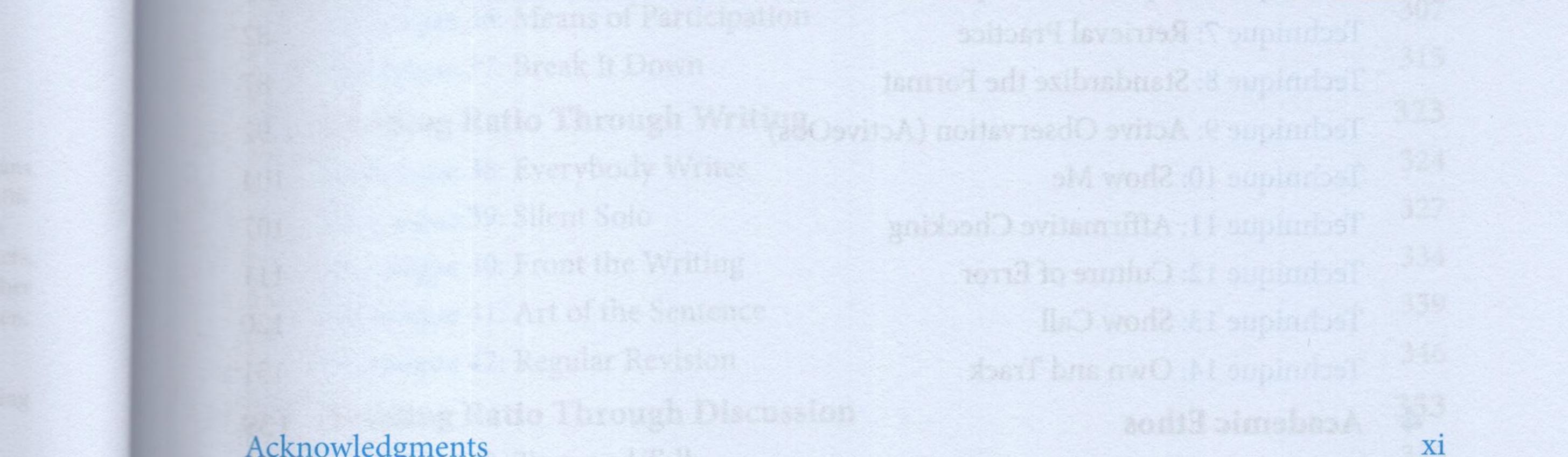
XIX

XXXV

3

14

19



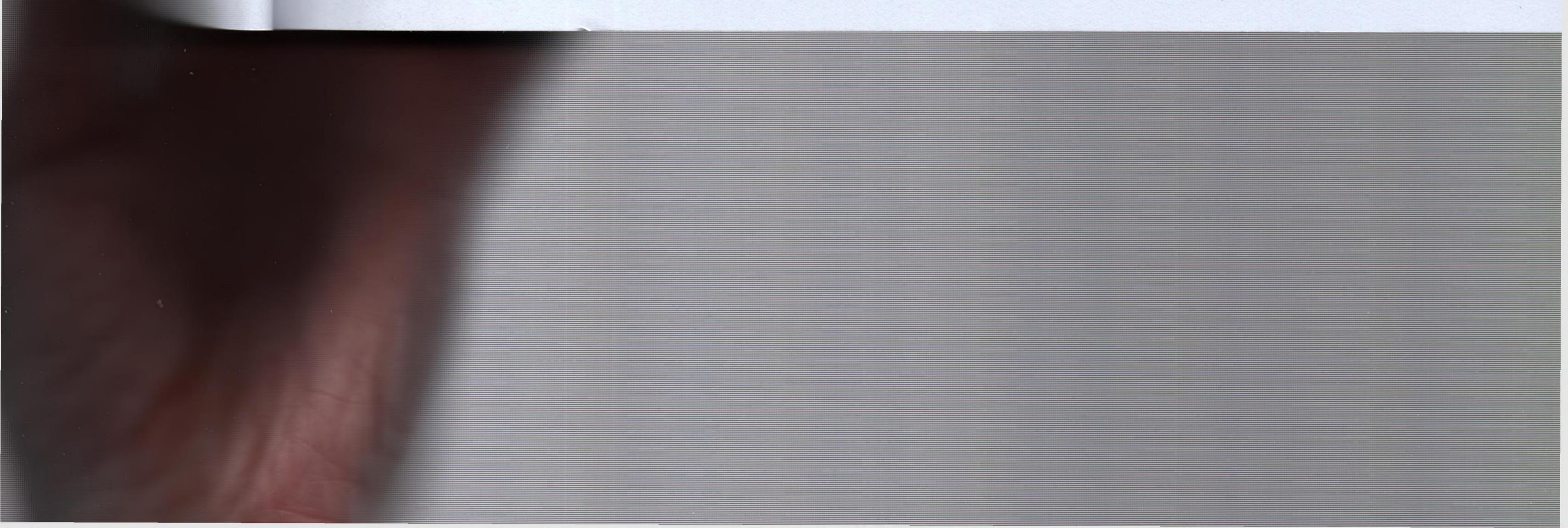
| Acknowledgments  |                                  |  |  |  |  |
|--|----------------------------------|--|--|--|--|
| The Author   |                                  |  |  |  |  |
| About Uncommon Schools   | trigin al mun for Might is Right |  |  |  |  |
| Preface to the 3.0 Edition: Equity, Justice, and the Science of Learning |                                  |  |  |  |  |
| Introduction to the Third Edition: The Art of Teaching and Its Tools     |                                  |  |  |  |  |

## Five Themes: Mental Models and Purposeful Execution Mental Models

Principle 1: Understanding Human Cognitive Structure Means Building Long-Term Memory and Managing Working Memory
Principle 2: Habits Accelerate Learning

Principle 3: What Students Attend to Is What They Will Learn About

|   | Principle 4: Motivation Is Social                   | 23 |  |
|---|---|----|--|
|   | Principle 5: Teaching Well Is Relationship Building |    |  |
| 2 | Lesson Preparation                                  | 37 |  |
|   | Technique 1: Exemplar Planning                      | 45 |  |
|   | Technique 2: Plan for Error                         | 49 |  |
|   | Technique 3: Delivery Moves                         | 53 |  |
|   | Technique 4: Double Plan                            | 58 |  |
|   | Technique 5: Knowledge Organizers                   | 62 |  |
|   |   |    |  |



| 3 | Check for Understanding                       | 75  |
|---|---|-----|
|   | Technique 6: Replace Self-Report              | 76  |
|   | Technique 7: Retrieval Practice               | 82  |
|   | Technique 8: Standardize the Format           | 87  |
|   | Technique 9: Active Observation (ActiveObs)   | 92  |
|   | Technique 10: Show Me                         | 104 |
|   | Technique 11: Affirmative Checking            | 107 |
|   | Technique 12: Culture of Error                | 111 |
|   | Technique 13: Show Call                       | 120 |
|   | Technique 14: Own and Track                   | 131 |
| 4 | Academic Ethos                                | 139 |
|   | Technique 15: No Opt Out                      | 139 |
|   | Technique 16: Right Is Right                  | 153 |
|   | Technique 17: Stretch It                      | 161 |
|   | Technique 18: Format Matters                  | 173 |
|   | Technique 19: Without Apology                 | 181 |
| 5 | Lesson Structures                             | 187 |
|   | Technique 20: Do Now                          | 187 |
|   | Technique 21: Take the Steps                  | 194 |
|   | Technique 22: Board = Paper                   | 202 |
|   | Technique 23: Accountable Independent Reading | 205 |
|   | Technique 24: FASE Reading                    | 209 |
|   | Technique 25: Circulate                       | 222 |
|   | Technique 26: Exit Ticket                     | 228 |
| - |   |     |

## Pacing 0

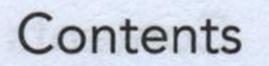
Contents

viii

Technique 27: Change the Pace incople S Teathing Well Is Relationship Bu Technique 28: Brighten the Lines Technique 29: All Hands Technique 30: Work the Clock Technique 31: Every Minute Matters **Building Ratio Through Questioning** 7 Technique 32: Phrasing Fundamentals Technique 33: Wait Time

727 231 241 248 252 behnique l'Exemplar Planning 256 260 265 274 276

|    | Technique 34: Cold Call                    | 282    |
|----|--|--------|
|    | Technique 35: Call and Response            | 301    |
|    | Technique 36: Means of Participation       | 307    |
|    | Technique 37: Break It Down                | 315    |
| 8  | <b>Building Ratio Through Writing</b>      | 323    |
|    | Technique 38: Everybody Writes             | 324    |
|    | Technique 39: Silent Solo                  | 327    |
|    | Technique 40: Front the Writing            | 334    |
|    | Technique 41: Art of the Sentence          | 339    |
|    | Technique 42: Regular Revision             | 346    |
| 9  | <b>Building Ratio Through Discussion</b>   | 353    |
|    | Technique 43: Turn and Talk                | 355    |
|    | Technique 44: Habits of Discussion         | 368    |
|    | Technique 45: Batch Process                | 374    |
|    | Technique 46: Disciplined Discussion       | 378    |
| 10 | Procedures and Routines                    | 385    |
|    | Technique 47: Threshold and Strong Start   | 391    |
|    | Technique 48: Habits of Attention          | 397    |
|    | Technique 49: Engineer Efficiency          | 406    |
|    | Technique 50: Routine Building             | 407    |
|    | Technique 51: Do It Again                  | 413    |
| 11 | <b>High Behavioral Expectations</b>        | 419    |
|    | Technique 52: What to Do                   | 425    |
|    | Technique 53: Radar and Be Seen Looking    | 432    |
|    | Technique 54: Make Expectations Visible    | 438    |
|    | Technique 55: Least Invasive Intervention  | 439    |
|    | Technique 56: Firm, Calm Finesse           | 446    |
|    | Technique 57: Art of the Consequence       | 448    |
|    | Technique 58: Strong Voice                 | 455    |
| 12 | <b>Building Student Motivation and Tru</b> | st 475 |
|    | Technique 59: Positive Framing             | 477    |
|    | Technique 60: Precise Praise               | 485    |
|    | Technique 61: Warm/Strict                  | 490    |



Technique 62: Emotional Constancy Technique 63: Joy Factor

How to Access the Videos Ready to Learn More? Index

503

505

507

Seclamatic 35: Call and Response

