

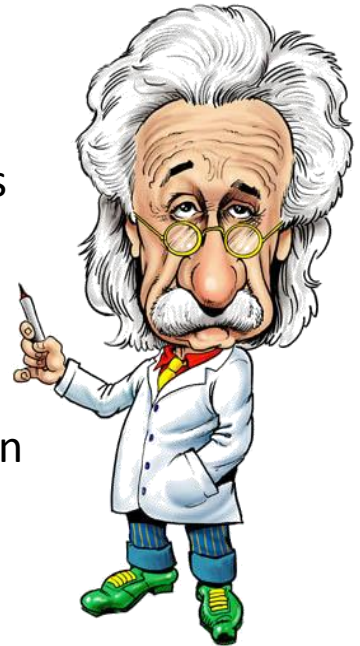
DODGE CITY MIDDLE SCHOOL

DEFINING ACTIVITY THINKING

(Total Time for Activity = 10 Minutes)

Activity Two Directions:

- Part One: Take five minutes to read and discuss the caveat for activity thinking.
- Part Two: At the end of the five minute discussion as a group and come to consensus on the discussion question located on page two.



Activity Thinking answers the question of “What will students do to take in information, process it, and internalize it?”

Caveat: "When teachers' prime planning concern is about activities, they miss opportunities to underline the critical learning's, make connections between learning's for students, and check and evaluate student learning. A teacher thinking in terms of activities is concerned more with what students are doing rather than with what they are learning." (Saphier et al, p.373)

Highlighting Points of Activity Thinking

- The focus shifts from what the teacher will do (coverage) to how students will participate in the lesson.
- What activities do you want students to do to meet the lesson objectives?
- Activity thinking defined in a Common Core unit is the “What” of the unit as it transitions a teachers thinking from coverage of the essential question to student involvement.



Discussion Question: A student centered learning environment encourages students to share what they are learning. How can student centered learning activities become constructed in ways to help students make connections with information, process it and internalize it?

