

Module 1.2

How Do We Reach Reluctant Students?

Pages 12–25

Estimated Time: 1 Hour, 35 Minutes



Prior to Meeting

- Have participants read pages 12 to 25, beginning at the section titled “Daniel’s Success: Strategies That Worked.”
- Remind participants of their assignment from Module 1.1.

Materials You Need for This Module

- PowerPoint slides for Chapter 1, Module 2
- Chart paper and markers
- Copies of Standards for Motivation and Engagement
- Copies of **Handout 1.3** and **Handout 1.4**

Segment One: Introduction (Approximately 15 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3** and explain that the module focuses on this description of a college- and career-ready student.
3. Have participants turn and talk to a partner. Pick one of the following phrases from this description that exemplifies your students’ greatest struggle and discuss what you do (or might do) to help them in this area:
 - “comprehend and evaluate complex texts”
 - “construct effective arguments”
 - “independently . . . discern a speaker’s key points”
 - “ask relevant questions”

- “build on others’ ideas”
 - “become self-directed learners”
4. Ask participants to share the artifacts from their classes that demonstrate implementation of one standard from the Standards for Motivation and Engagement.

Segment Two: Considering the Standards and Reluctant Students (Approximately 30 Minutes)

1. Remind participants of the purpose and content of Appendix B of the Common Core State Standards. If you wish, have participants reread the sidebar on page 2 titled “Common Core and Common Sense: What Do We Do About the Exemplar Texts?”
2. Project **PowerPoint Slide 4** and give participants **Handout 1.3**. Ask for a volunteer to read the excerpt from “Paul Revere’s Ride” aloud. Ask participants to think of a particular reluctant or struggling learner from their teaching and how they believe that student would respond to this text.
3. Place participants into ten groups. Assign each group one of the ten Standards for Motivation and Engagement. Then instruct each group to perform the following and record their answers on chart paper:
 - Use the example of a struggling learner that you taught and make a list of difficulties that he or she might have in comprehending this excerpt.
 - Consider the sample performance task (CCSS Appendix B, p. 89) that accompanies this poem. Will it help struggling learners comprehend the poem? Why or why not? Does the performance task meet the Standard for Motivation and Engagement that your group was assigned?
 - Think of another activity that might meet your assigned Standard for Motivation and Engagement. How will your selected activity help a struggling learner comprehend the poem?
4. Hang the chart paper with your group’s answers around the room and ask participants to circulate quietly and read each response. Then have them return to their seats and write down three key take-aways about how to reach reluctant students. Ask for volunteers to share one of their take-aways with the whole group. If you wish, record these responses on chart paper for everyone to see and share.

Segment Three: What Happens to Reluctant Learners? (Approximately 20 Minutes)

1. Have participants reread “Voices From the Field” on page 17. Project **PowerPoint Slide 5** with the quotation from Michelle Fine.
2. Fine relates perceptions of “smart kids” and “remedial kids” that she encountered in her research. Distribute **Handout 1.4** and have participants work in groups of 3 to 5 people to list other consequences that “remedial” or “struggling” kids might face. Remind participants that they can refer to the Standards for Motivation and Engagement for thoughts about areas of teaching that might affect this population of learners.
3. Ask for volunteers to share responses with the entire assembly. Ask the group these concluding questions:
 - How can we help students learn despite negative perceptions and the classroom expectations they engender?
 - Where in Daniel’s story do you see these perceptions playing a role?
 - Does anything about Daniel’s story offer ways to resist these perceptions?

Segment Four: Responding to Struggling Learners (Approximately 20 Minutes)

1. Project **PowerPoint Slide 6**.
2. Have participants reread the journal entry written by Daniel on page 20. Ask participants to assume they were his teacher and make notes as they read regarding the feedback they would give Daniel on this entry.
3. Have participants turn and share their thoughts about their feedback for Daniel. Then, ask them to brainstorm one or two specific strategies that might help to capitalize on Daniel's interest and engagement. What is their recommendation for Daniel's next writing assignment? Remind teachers to consult the Standards for Motivation and Engagement as they discuss these questions.
4. Ask for volunteers to share key take-aways from their discussions with partners. What does Daniel's story teach us about motivating and engaging students?

Segment Five: Responding to Struggling Learners in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 7**.
2. Ask participants to come to the next session with notes or other materials that help them recall their response in the past to a specific struggling learner after an assignment, activity, discussion, or assessment. Materials they bring might include video or audio recordings, copies of written comments, or their own notes. Tell them that the focus of discussion will be on how the response sets up the struggling learner for success on future assignments.

Segment Six: Respond in Your Learning Log (Approximately 5 minutes)

1. Project **PowerPoint Slide 8** and read it aloud.
2. Ask participants to respond to the slide in their learning logs.

Handout 1.3 **Excerpt From “Paul Revere’s Ride” by Henry Wadsworth Longfellow
(CCSS Exemplar Text for Grades 6–8)**

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, “If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country-folk to be up and to arm.”

Sample Performance Task for “Paul Revere’s Ride” from CCSS Appendix B (p. 89)

Students *compare and contrast* the effect Henry Wadsworth Longfellow’s *poem* “Paul Revere’s Ride” has on them to the effect they experience from a *multimedia* dramatization of the event presented in an interactive digital map (<http://www.paulreverehouse.org/ride>), *analyzing* the impact of different *techniques* employed that are *unique to each medium*. [Standard RL.6.7]

Standard RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Copyright © 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Retrieved from the companion website for *Common Core CPR: What About the Adolescents Who Struggle . . . or Just Don’t Care?* by ReLeah Cossett Lent and Barry Gilmore. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

Handout 1.4 **“Smart Kids” and “Remedial Kids”**

What Happens to “Smart Kids”	What Happens to “Remedial Kids”
<p data-bbox="391 394 597 422">Get to participate</p> <p data-bbox="407 459 581 487">Work in groups</p> <p data-bbox="391 525 607 552">Are seen as creative</p>	<p data-bbox="1024 394 1214 422">Get to memorize</p> <p data-bbox="992 459 1247 487">Are accused of cheating</p> <p data-bbox="1008 525 1219 552">Are right or wrong</p>

Retrieved from the companion website for *Common Core CPR: What About the Adolescents Who Struggle . . . or Just Don't Care?* by ReLeah Cossett Lent and Barry Gilmore. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2013 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.