

# 4MAT Lesson Plan Rubric

MHC/AAM

03/26/02

| Quadrant                           | 1   | 2  | 3   | Score |
|------------------------------------|---|--|---|-------|
| Quadrant 1, Right Mode: Connecting | The teacher has little or no connecting activity to introduce the concept.    | Students are not interested in the activity.   | The activity connects learners to the concept in a personal way and directly relates to the concept.  |       |
| Quadrant 1 Left Mode: Attending    | Students have difficulty in forming small groups.                             | Students have little interaction in their groups.  | This activity is well linked to 1R. Feelings about the activity experience are shared.  |       |
| Quadrant 2 Right Mode: Imagining   | Learners have difficulty in making the link between the concept and content.  | Students have trouble developing and image to depict content.  | The created bridge blends the previous experiences of the learners with the concept leading the way for an examination of the expert content. The concept is transformed into a wordless image. |       |
| Quadrant 2 Left Mode: Informing    | The teacher lectures without group interaction.                               | Same as before with the addition of video and or guest expert.   | The content is delivered in a developmentally appropriate manner and organized for easy understanding by the students.  |       |
| Quadrant 3 Left Mode: Practicing   | There are some worksheets and teacher prepared exercises.                     | Students are at stations at work centers requiring them to engage different learning activities.                         | Learners are asked to look at information in new ways. In addition, learners prepare practice materials for fellow students.  |       |
| Quadrant 3 Right Mode: Extending   | Learners are asked to extend the learning into their own lives by discussion. | Learners design real problems with real-world applications.  | Many options for are offered and they are created to appeal to each of the four learning styles and require both analyzing and synthesizing.  |       |
| Quadrant 4 Left Mode: Refining     | The teacher uses tests to evaluate the learning.                              | Learners participate in self-evaluation, editing, refining and reworking of their learning based on agreed-upon rubrics. | Learners get input from peers and the teacher to assess their learning.   |       |
| Quadrant 4 Right Mode: Performing  | Learners report/demonstrate/perform what they have learned.                   | Those who receive the report, demonstration or performance assess positively.  | Learners integrate the content by asking complicated questions as a result of the learning.   |       |
| Total Points:                      |   |  |   |       |



## Brain Processing

### Left Mode – Right Mode

**Left Mode Processing:** Left- Operates best through structure, sequence. Prefers language, is sequential, examines the elements, has number sense. Works to analyze or break down information.

**Right Mode Processing:** Right- Operates out of being, comprehends images, seeks patterns, creates metaphors, is simultaneous. Strives to synthesize, consolidate information.

# Sample 4mat Lesson Plans

**PT Brinkman**

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the PT Brinkman text bar.

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**Environmental education in the schools creating a program that works.** , *Nonformal Education Manual*, 2004 ,2005 Claiming Identity Through Redefined Teaching in Construction Programs Mostafa, Sherif,Rahnamayiezekavat, Payam,2019-07-31 Without a rich learning source that presents state of the art pedagogy covering the key areas of contemporary practice the industrial field may fall out of line with the current times By reforming itself to embrace new norms such as social responsibility deploying modern construction methods including modular building and modernizing construction contracts the recent literary material will only positively influence the workforce of the world Claiming Identity Through Redefined Teaching in Construction Programs provides scholarly insights into the learning and teaching mechanisms developed at different institutions to address the ever changing attributes in the field of construction management Featuring topics that include artificial intelligence industrial law and operations management the book is ideal for educators industrial managers academics researchers and students

**A Case Study of Transfer of Learning Activities in a Trainer of Trainers Program** Maureen L. Griffin,1997 Differentiation Rick Wormeli,2023-10-10 Differentiation From Planning to Practice author Rick Wormeli provides an overview of the cognitive science behind differentiation As a teacher you know a one size fits all education doesn t work students are more diverse than ever In his book Wormeli gives a step by step process to create a fully crafted differentiation lesson and shows the necessary planning for an effective lesson design for diverse classrooms Wormeli demonstrates how to weave common and novel differentiation strategies into all subjects and offers clear advice about what to do when things don t go as expected Based on nearly thirty years of experience as a teacher and instructional coach his thoughtful and imaginative classroom accommodations will help teachers succeed with advanced students struggling students English language learners and students across the multiple intelligences spectrum Differentiation provides a practice guide to create lessons that will prepare students for real life success and build their critical thinking skills in the process Nonformal Education (NFE) Manual Peace Corps (U.S.). Information Collection and Exchange,2004

**Environmental Education in the Schools** Judy Braus,David Wood,1993

**Handbook of Research on Innovations in Non-Traditional Educational Practices** Keengwe, Jared,2020-12-11 While many school districts and institutions of higher education still cling to the traditional agrarian school year with a factory model delivery of education and Carnegie units based on seat time when most people are no longer farmers factory workers or reliant on learning in a classroom there are bursts of promising practices that buck the norm by questioning the educational value of these traditions Though researchers have investigated the potential of students learning in their own homes via personalized instruction delivered by computers rather than attending traditional institutions the status quo in education has remained stubbornly resistant to change Mixed reality simulations year round schooling grouping students by competencies instead of age and game based teaching are just a few of the educational innovations that seek to maximize

learning by recognizing that innovation is essential for successfully teaching students in the modern era The Handbook of Research on Innovations in Non Traditional Educational Practices is a comprehensive reference source that examines various educational innovations how they have developed workarounds to navigate traditional systems and their potential to radically transform teaching and learning With each chapter highlighting a different educational innovation such as experiential learning game based learning online learning and inquiry based learning and their applications in all levels of education this book explores the issues and challenges these educational innovations face as well as their impact It is intended for academicians professionals administrators and researchers in education and specifically benefits academic deans vice presidents of academic affairs graduate students faculty technology leaders directors of teaching and learning centers curriculum and instructional designers policymakers principals and superintendents and teachers interested in educational change

Active Learning in Social Studies Roberta M. Woolever, Kathryn P. Scott, 1988 Working with CCBI volunteer workbook. , 2004 *4MAT in Action* Susan Morris, Bernice McCarthy, 1995 **Understanding by Design** Grant P. Wiggins, Jay McTighe, 2005 What is understanding and how does it differ from knowledge How can we determine the big ideas worth understanding Why is understanding an important teaching goal and how do we know when students have attained it How can we create a rigorous and engaging curriculum that focuses on understanding and leads to improved student performance in today s high stakes standards based environment Authors Grant Wiggins and Jay McTighe answer these and many other questions in this second edition of Understanding by Design Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in 1998 the authors have greatly revised and expanded their original work to guide educators across the K 16 spectrum in the design of curriculum assessment and instruction With an improved UbD Template at its core the book explains the rationale of backward design and explores in greater depth the meaning of such key ideas as essential questions and transfer tasks Readers will learn why the familiar coverage and activity based approaches to curriculum design fall short and how a focus on the six facets of understanding can enrich student learning With an expanded array of practical strategies tools and examples from all subject areas the book demonstrates how the research based principles of Understanding by Design apply to district frameworks as well as to individual units of curriculum Combining provocative ideas thoughtful analysis and tested approaches this new edition of Understanding by Design offers teacher designers a clear path to the creation of curriculum that ensures better learning and a more stimulating experience for students and teachers alike

**4MAT in Action** , 1983 Resources in Education , 1995 **Methods of Teaching** Preston D. Feden, Robert Mark Vogel, 2003 METHODS OF TEACHING APPLYING COGNITIVE SCIENCE TO PROMOTE STUDENT LEARNING helps prospective teachers learn how to apply recent findings by cognitive scientists to their classroom practices in order to promote true conceptual change among their students The book focuses squarely on ways to bring about deep rather than surface learning to all students The authors use and model many of

the teaching strategies they present focusing on major core concepts and utilizing a rich array of pedagogical features to help prospective teachers build a deep understanding of how people learn and what strategies they can use as teachers to help their students achieve long lasting comprehension Throughout the text the authors emphasize the need to change instruction in light of new findings from cognitive science Planning for instruction behavior management and technology are integrated into each chapter *Planning for Student Success* ,1991 *The Ultimate Jewish Teacher's Handbook* Nachama Skolnik Moskowitz,2003 This complete and comprehensive resource for teachers new and experienced alike offers a big picture look at the goals of Jewish education *Programming and training* Peace Corps (U.S.),2001 **Lessons from Restructuring Experiences** Nancy E. Hoffman,W. Michael Reed,Gwen Socul Rosenbluth,1997-01-01 Intended for readers interested in establishing or assessing collaborative reform efforts the book is organized in three units The first provides an overview that will enhance readers understanding of professional development schools and school restructuring The authors review and highlight important concepts and processes in collaborative restructuring The second unit brings the concepts and processes of collaborative change to life by sharing the stories of teachers and administrators in elementary and secondary professional development schools The third unit addresses the complex issue of assessing the outcomes of restructuring in both schools and the university **Educational Leadership** ,1943

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