Proper pacing of a lesson is an integral part to student engagement and success. Improperly paced lessons lead to disruptive behavior and a challenge to classroom management. You may feel this when you found you’ve spent too much time on one activity, or your transitions are rocky.

One essential of instructional pacing is **creating a sense of urgency**. Think diligent pace but not frantic. This pace may vary from one class to the next.

Use a timer on your desk, online-stopwatch.com, or the Mobi toolbox timer. This way students are clear that there is an expectation for finishing their task.

While moving ahead, provide ample wait/think time along the way. This means when asking a question to the whole group, give think time before asking them to share. Practice by counting 5 to 10 seconds in your head before eliciting responses.

## Included with this newsletter

* “The Curve of Forgetting”

## Pacing tips

When planning instruction, it is important to compare the rigor of your core instruction and the rigor in which the students will be tested. Often you may be teaching the standard, but the CST or test asks them to synthesize the content information in a different way.

The following example compares an Algebra standard with an Released Test Questions, (RTQ). The standard requires the student to graph a linear equation, compute the x-and y-intercepts, and sketch the region. If the core content only teaches students to graph, but not how to compute the y-intercept, the student will not be successful on the CST.

When planning instruction or when you are finishing a unit of instruction, it is helpful to look at the RTQs aligned to the standard to look at the level of rigor tested to ensure student success.

Example Algebra Standard:

**6.0** Students graph a linear equation and compute the *x*- and *y*-intercepts (e.g., graph 2*x* + 6*y* = 4). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by 2*x* + 6*y* < 4).

Example RTQ:



**Discipline Update**

Greetings Panthers,

On the back of this newsletter you will see a comparison of last year’s suspensions and expulsions compared to this year’s suspensions and expulsions. Please note that our suspension rate has gone down drastically, and our expulsions went from 12 this time last year to 3 this year so far. The entire Painted Hills team deserves credit for this. Keep up the hard work. Great job Panthers!!!

-Oliver

**Spelling Bee Winners!**

Congratulations to Alondra Campos and Maria Acosta ☺

Staff Shout Outs

Happy Holidays and Happy New Year to each and every one of you. You are all amazing and deserve a nice break to spend time with family and friends.

Thinking Map Corner

To make class thinking maps interactive, have students write their idea on a sticky note and come up to add it to the map.



# Comparative Rigor

Principal Ryan Saunders

Assistant Principal Eric Antuna

12/21/12

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