

**Indicator: Rapport and Positive Social Interactions**

<p><b>Student says in front of the whole class, “Ugh, why did you choose him to solve the problem? He is not good in math and does not know how to do these problems.” Teacher does not respond to disrespectful language between students.</b></p>	<p><b>Student says to another student, “You don’t know how to do this problem because you don’t understand it.” Teacher responds, “We don’t talk that way in the classroom.” Later, when another student says to a classmate, “Stop, you are doing it wrong. You are really bad at it,” teacher does not respond.</b></p>	<p><b>Student says, “If you don’t know how to solve the problem, I will help you.” Teacher says, “Thank you, Marta, for helping Amanda. It is important that we all help one another to solve the problem.”</b></p>	<p><b>Students work collaboratively in small groups listening to each other and helping each other to complete a task.</b></p>
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### Indicator: Strategies, Tasks & Questions

<p>Teacher asks questions, most of which are similar to the following: Teacher says, "Name the main character in the novel." Student responds "Percy Jackson."</p> <p>Teacher asks, "What school does Percy attend?" Student responds, "Yancy Academy."</p> <p>Task is given where students are asked to fill in answers on a worksheet.</p>	<p>Teacher asks questions similar to the following: "What type of school is Yancy Academy, and why are students enrolled there?"</p> <p>Teacher gives a task in which students are asked to write a paragraph summarizing Percy Jackson's character, including reasons why he is enrolled at Yancy Academy.</p>	<p>Teacher asks a variety of questions similar to the following: "After learning what an archetypical hero is, why would Percy Jackson be considered a hero?" "What does the author do to show that the character, Percy Jackson, is changing?"</p> <p>Teacher gives a task in which students are asked to analyze "<i>The Hero's Journey</i>" and find examples from <i>The Lightning Thief</i> that relate to this text.</p>	<p>In small groups, students read different myths that were referred to in <i>The Lightning Thief</i>.</p> <p>Following "The Hero's Journey" text, each group develops five questions that connect, compare and contrast their myths to <i>The Lightning Thief</i> and <i>The Hero's Journey</i>. Students exchange myths and their questions with another group.</p>
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Indicator: Feedback to Students

<p><b>The counselor says, “Good job!”</b></p> <p><b>The counselor says to students, “If you have a problem at school you should talk to your teacher.”</b></p> <p><b>The counselor tells the student that they need four credits in Math but the student has already completed two.</b></p>	<p><b>The counselor says, “You were so helpful to your classmate.”</b></p> <p><b>The counselor asks students, “How would you solve a problem at school? Would you talk to a friend, a teacher, or school counselor?”</b></p> <p><b>The counselor tells the student it might be a good idea to take another math credit.</b></p>	<p><b>The counselor says, “It was great how you helped that other student make up an assignment.</b></p> <p><b>The counselor asks students, “If you have a problem at school, what can you do? Who can you get help from here at school?”</b></p> <p><b>The counselor tells the student that it might be good to take an additional Math course in Personal Finance since the information is practical and applied in real life.</b></p>	<p><b>The counselor asks students to think/pair/share a time that their partner was helpful to them and what that looked, sounded and felt like.</b></p> <p><b>Students remind each other about how they can solve a problem at school.</b></p> <p><b>The counselor asks the student to consider what additional elective credits might be helpful especially if applying to community college for manufacturing.</b></p>
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