STEP 1: READ & ANNOTATE (8:30-8:50 AM)
- READ FROM P. 167 TO THE TOP OF P. 169
- GROUP 1 ONLY: READ “SEE THEIR BRILLANCE…” AND “ENSURE THAT ALL CHILDREN GAIN ACCESS TO BASIC SKILLS…” (PP. 169-172)

STEP 2: DIALOGUE & RECORD (8:50-9:15 AM)
- SELECT TWO TABLE FACILITATORS & ONE NOTE KEEPER
- DIALOGUE USING THESE THREE PROMPTS:
  - WHAT STOOD OUT FROM THIS TEXT?
  - WHAT ARE THE BENEFITS AND CHALLENGES OF THESE LESSONS?
  - WHAT DO (OR COULD) THESE LESSONS LOOK LIKE IN ACTION AT YOUR SCHOOL?
- RECORD IMPORTANT IDEAS TO TEACH BACK TO WHOLE ROOM

STEP 3: TEACH OUT (9:15-9:30 AM)
- SELECT 1-2 PEOPLE TO SHARE THE WISDOM OF YOUR GROUP WITH THE WHOLE ROOM
DIALOGUE GROUP 2

STEP 1: READ & ANNOTATE (8:30-8:50 AM)
- READ FROM P. 167 TO THE TOP OF P. 169
- GROUP 2 ONLY: GROUP 2: READ “WHATEVER METHODOLOGY…” AND “PROVIDE THE EMOTIONAL EGO STRENGTH…” (PP. 172-177)

STEP 2: DIALOGUE & RECORD (8:50-9:15 AM)
- SELECT TWO TABLE FACILITATORS & ONE NOTE KEEPER
- DIALOGUE USING THESE THREE PROMPTS:
  - WHAT STOOD OUT FROM THIS TEXT?
  - WHAT ARE THE BENEFITS AND CHALLENGES OF THESE LESSONS?
  - WHAT DO (OR COULD) THESE LESSONS LOOK LIKE IN ACTION AT YOUR SCHOOL?
- RECORD IMPORTANT IDEAS TO TEACH BACK TO WHOLE ROOM

STEP 3: TEACH OUT (9:15-9:30 AM)
- SELECT 1-2 PEOPLE TO SHARE THE WISDOM OF YOUR GROUP WITH THE WHOLE ROOM
DIALOGUE GROUP 3

STEP 1: READ & ANNOTATE (8:30-8:50 AM)
- READ FROM P. 167 TO THE TOP OF P. 169
- GROUP 3 ONLY: READ “RECOGNIZE AND BUILD ON…” AND “USE FAMILILAR METAPHORS…” (PP. 177-179)

STEP 2: DIALOGUE & RECORD (8:50-9:15 AM)
- SELECT TWO TABLE FACILITATORS & ONE NOTE KEEPER
- DIALOGUE USING THESE THREE PROMPTS:
  - WHAT STOOD OUT FROM THIS TEXT?
  - WHAT ARE THE BENEFITS AND CHALLENGES OF THESE LESSONS?
  - WHAT DO (OR COULD) THESE LESSONS LOOK LIKE IN ACTION AT YOUR SCHOOL?
- RECORD IMPORTANT IDEAS TO TEACH BACK TO WHOLE ROOM

STEP 3: TEACH OUT (9:15-9:30 AM)
- SELECT 1-2 PEOPLE TO SHARE THE WISDOM OF YOUR GROUP WITH THE WHOLE ROOM
DIALOGUE GROUP 4

STEP 1: READ & ANNOTATE (8:30-8:50 AM)
- READ FROM P. 167 TO THE TOP OF P. 169
- GROUP 4 ONLY: READ “CREATE A SENSE OF FAMILY…” AND “MONITOR AND ASSESS…” (PP. 179-183)

STEP 2: DIALOGUE & RECORD (8:50-9:15 AM)
- SELECT TWO TABLE FACILITATORS & ONE NOTE KEEPER
- DIALOGUE USING THESE THREE PROMPTS:
  o WHAT STOOD OUT FROM THIS TEXT?
  o WHAT ARE THE BENEFITS AND CHALLENGES OF THESE LESSONS?
  o WHAT DO (OR COULD) THESE LESSONS LOOK LIKE IN ACTION AT YOUR SCHOOL?
- RECORD IMPORTANT IDEAS TO TEACH BACK TO WHOLE ROOM

STEP 3: TEACH OUT (9:15-9:30 AM)
- SELECT 1-2 PEOPLE TO SHARE THE WISDOM OF YOUR GROUP WITH THE WHOLE ROOM
STEP 1: READ & ANNOTATE (8:30-8:50 AM)
- READ FROM P. 167 TO THE TOP OF P. 169
- GROUP 5 ONLY: READ “HONOR AND RESPECT…” AND “FOSTER A SENSE…” (PP. 183-187)

STEP 2: DIALOGUE & RECORD (8:50-9:15 AM)
- SELECT TWO TABLE FACILITATORS & ONE NOTE KEEPER
- DIALOGUE USING THESE THREE PROMPTS:
  - WHAT STOOD OUT FROM THIS TEXT?
  - WHAT ARE THE BENEFITS AND CHALLENGES OF THESE LESSONS?
  - WHAT DO (OR COULD) THESE LESSONS LOOK LIKE IN ACTION AT YOUR SCHOOL?
- RECORD IMPORTANT IDEAS TO TEACH BACK TO WHOLE ROOM

STEP 3: TEACH OUT (9:15-9:30 AM)
- SELECT 1-2 PEOPLE TO SHARE THE WISDOM OF YOUR GROUP WITH THE WHOLE ROOM