

Tip, Tricks & Strategies for Student Engagement

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Ideas presented...

- Connections
- Brain Based Learning
- The importance of Vocabulary
- Literacy strategies for fiction and non-fiction text
- Classroom management/engagement

Activating Schema

- When students start to learn something, they need to activate their brain to ask, “Hey brain, what do I already know about....?”



GPS

Growing the
Potential of
Students



Did you know...

patterns of talk in the classroom affect learning?

- In classrooms where large numbers of students live in poverty, teachers talk more and students talk less. (Lingard, Hayes & Mills, 2003)
- Teachers with classes of lower achieving students monopolized class time talking at least 80% of the time. (Flanders, 1970)

Primacy Recency Theory

1. Listen to the list of words that will be read.
2. When the list is completed, you will write down as many as you can remember.

www.wordle.net

The 5 Principles of Brain Friendly Teaching

- Safety
- Nourishment
- Emotional
- Social
- Seek to process information



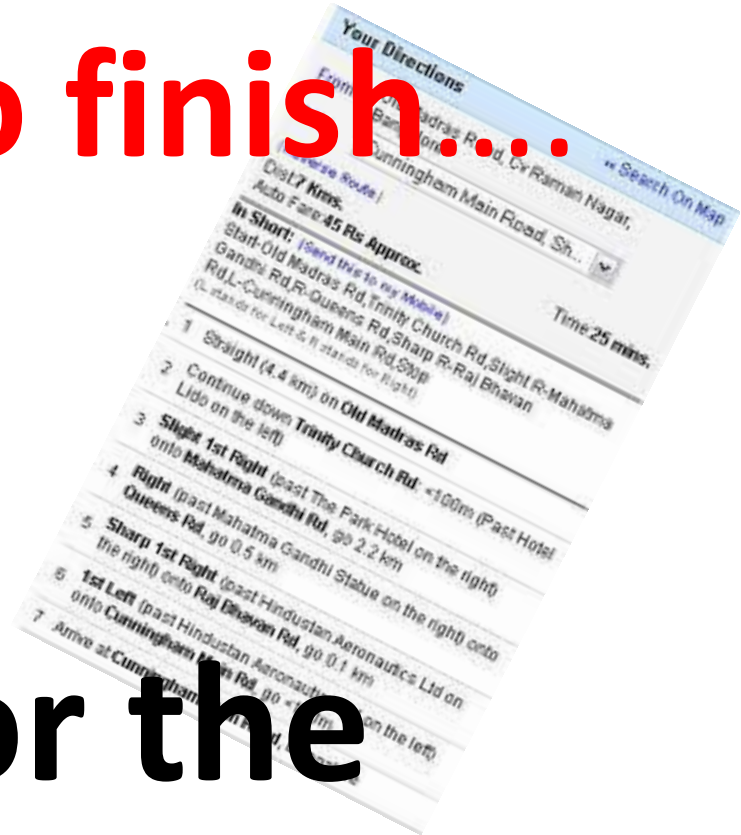
Starting the Journey

Detailed directions and voice to guide you

- Curriculum**
- GLE's/CLE's**
- Core standards**
- PLC Frameworks**
- WHIZ-BANG teaching**



Lays out the entire trip
from start to finish....



Do this for the
students too!!

Vocabulary



One of the best way to learn a new word is to associate an image with it. (Marzano, 2001)



“If I were to do one thing to raise test scores, even on standardized test, it would be to build vocabulary. In chemistry, for example, students would write ‘Dilute the solution with three milliliters of water’ rather than simply, ‘Add more water.’” (Heidi Hayes Jacobs)

Learning Vocabulary Through Text

- Students have a 5%-15% chance of learning a word through reading. (Swanborn & de Glopper, 1999)
- Dependent readers are not yet capable of figuring out the meaning of unknown words using context clues as it is a sophisticated process of interaction with the text. (adapted from Beers, Kyle, 2003)

Instructional Strategies & Effects on Achievement

Category	% Gain
Identifying Similarities & Differences	45
Summarizing & Note Taking	34
Nonlinguistic Representations	27

PASSWORD

- Follow up activity to review vocabulary
- Students are in pairs labeled A and B.
- Student A will have list of words to describe to student B.
- Student B will listen to student A's description and try to guess the word.
- This can be a competition, but does not have to be.
- Remember to celebrate at the end.

Stand Up, Hand Up, Pair Up

- Stand up and put your hand in the air.
- Find a high five partner
- Choose a partner A and B
- Person A will face the screen.
- Person B will stand directly in front of person A so they cannot see the screen.

Password Vocabulary

- Achievement
- Assessment
- No Child Left Behind
- Depth of Knowledge

Vocabulary activity

- Password Variations that correspond with Marzano:
 - Verbal description of words
 - Pictorial description
 - Dramatic description
 - Combination of the three
 - Verbal, pictorial, or dramatic description of the opposite of the word
 - Metaphors & similes for the word



Staying the course....

M.I.T.S.

– Most Important Twenty Seconds



Estimate the time it will take...

- Feedback from data will determine adjustments that have to be made.



3 Filters for Reading

- Before
- During
- After

Window Pane

- The window pane activity allows students to associate pictures with material presented through lecture, reading, or media presentation.
- This activity can be done by students recreating images drawn by a teacher or by students creating their own images.



On-going and Immediate Feedback
throughout the entire trip.....

There are many types of Formative
Assessments.

Just one of many....

GRAPHIC ORGANIZERS

Metaphor Magic

- List places you would stop or things you would see along your route on a traveling journey (this can be varied).
- Create a second list of concepts or ideas for learning.
- Ask students to create a metaphor choosing one item from each list.



Have FUN!!!!

How can you delay milk turning sour?

-Keep it in the cow.

Name a major disease associated with cigarettes.

-Premature death

What is the fibula?

-a small lie



Resources

Bowman, S. (2005). The ten minute trainer. CA: Pfeiffer

Dodge, J. (2009). 25 quick formative assessments for a differentiated classroom. New York: Scholastic

Grinder, M. (1993). Envoy: Your personal guide to classroom management. WA: Stout Graphics

Tate, M. (2004). Sit and get won't grow dendrites. CA: Corwin.

www.wordle.net

Other author's work used or cited: Robert Marzano, Heidi Hayes Jacobs, Spencer & Lauri Kagan, Richard DuFour, Harvey Silver (from ASCD website video)-The Strategic Teacher

No teacher, presenter, author or researcher has intentionally been left out. After attending many workshops and reading many books, some information has become just a part of what we did as classroom teachers and now use as trainers.

Thank You!!!

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Please remember to fill out your
evaluation.