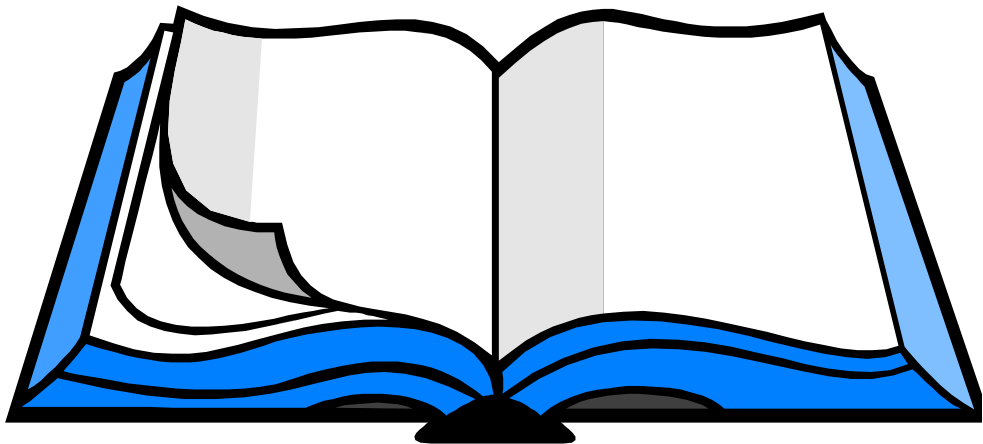


Bill McBride
Educational Consultant
Author of *Entertaining an Elephant*

**Engaging
the
Disengaged**



Anticipation Guide

Agree - Disagree

1. The greatest communication mistake is not listening well.

2. The brain can pay attention for about 20 min.

3. Today's students would rather not collaborate.

4. Instruction involving mostly predictable stimuli helps the brain retain its focus.

5. Motion disrupts concentration.

Set and Communicate the lesson objectives!

“After looking at more than 7,000 studies, John Hattie and Helen Timperley (2007) concluded that providing students with specifics about how they are doing in regard to learning objectives raised student achievement **37 percentile points!**”

Sprenger, M. (2010), *Brain-based teaching in the digital age*. ASCD

Use Behavioral Words

Analyze	Define	Formulate	Recommend
Argue	Describe	Identify	Relate
Compare	Evaluate	Measure	Summarize
Contrast	Explain	Predict	Trace

Reed, D. Clearly communicating the learning objectives matters! *Middle School Journal*, May 2012, pp.16-24.

Remind students of the lesson objectives!

Check for understanding of the lesson objectives!

Summary Tweets



Write down three things you've learned since we started. You can use only 15 words total.

1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____

Now share them with a partner. You must remember what your PARTNER said.

Summary Tweets



Write down three things you've learned since we started. You can use only 15 words total.

1. _____

2. _____

3. _____

Now share them with a partner. You must remember what your PARTNER said.

Using Technology in the Classroom

by Dr. Bill McBride (www.entertaininganelephant.com)

- 1. Poll Everywhere** – Free site that lets students send in responses from their cell phones to your computer projecting the site on a LCD. As the votes come in, the screen changes in real time. Students can send in multiple choice or text messages. The bar graphs for multiple choice change as votes are received. Sign up for free at: <http://www.poll Everywhere.com>
- 2. Google.docs** – Free site that allows groups of people to edit the same document. The user simply clicks “New” to upload a document from his or her computer and then clicks “Share” to invite people. You can invite individual email addresses or create a group “Event” in which all are on at the same time. You send them your document and they suggest changes.
<http://docs.google.com>
- 3. Chatzy.com** – Chatzy is a free alternative to normal chat sites like AOL instant messaging or Yahoo Messenger. There is no registration, installation or pop up ads and it works on any computer. You can have a private chat or create a “virtual room” where you invite a group of students. The site saves your rooms so that you can go back to them. <http://www.chatzy.com>
- 4. Flip or Point-and-Shoot camera** – This is the best of the small video cameras. Using two AA batteries, the camera records excellent images and sound for an hour or more. The camera allows you to zoom in and out. A “flip” out USB lets you download the video directly on to your computer. It’s affordable and very simple to use. An HD version is available.
<http://www.theflip.com/en-us/>
- 5. iREAD** – This is a English Learner strategy using iPods, iPhones, or iPads as student recording devices to improve fluency. Students record themselves using Voice Memos to practice fluency exercises and assessments. Teachers create Smart Playlists to keep track of student achievement. An excellent Wiki that has step-by-step directions and even grant application information is at <http://wiki.canby.k12.or.us/groups/ipodusergroup/>
- 6. Windows MovieMaker or Apple iMovie** – These movie-making programs are already installed on all PCs and Macs. They are extremely easy to use. You can turn groups of pictures on your computer into movies with transitions between pictures and even special effects. If you download a movie from your Flip camera, you can also simply insert that into your movie. Finally, you can add narration or music. Get your students to show you how. For student models, go to Bill McBride’s web site at www.entertaininganelephant.com. Click on the “Technology and Teaching” tab.

7. Wallwisher – With Wallwisher, all students are able to contribute to a prompt or show their work. Wallwisher allows students to email Post-It type comments or work to a class wall. The Post-Its come to the teacher’s “wall” first by student’s name where they can be rejected or accepted to be posted on the class wall. Students can post projects, links, book reviews, peer edits, lesson summaries, homework exercises, independent writing, etc. Sign up for free at <http://wallwisher.com/> (You can find a tutorial for using Wallwisher and 23 Ways to Use Wallwisher at <http://billmcbride.pbworks.com/>.)

8. BetterLesson – BetterLesson is a site where teachers can share great lesson plans. Begun by two elementary teachers in Roxbury, MA, the site now has over 7,000 users. Units are distinguished from individual lessons and a separate space is provided for related documents such as worksheets for videos to download. Sign up for free at <http://betterlesson.org/>

9. Zamzar – Most schools block YouTube. Unfortunately, there are many excellent videos on YouTube that provide great background or additional information on topics taught in school. Zamzar is a site that not only allows you to download YouTube videos but also allows you to change the format of audio and videos. The site is simplified into 3 simple steps, or tabs. Once you’ve filled in the third tab, which is your email, you click submit and the reformatted audio or video is sent to you email address within minutes. When you open this email, you’ll find a download link to download the new audio or video on your computer. Note that the download link only works for 24 hours. Zamzar is free at <http://zamzar.com/>

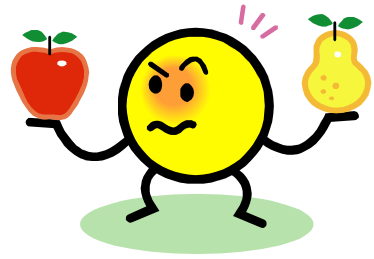
10. WatchKnow.com – WatchKnow has indexed over 20,000 educational videos, placing them into a directory of over 3,000 categories. The videos are available without any registration or fees to teachers in the classroom and to students at home 24/7. Users can dive into our innovative directory or search for videos by subject and age level. Video titles, descriptions, age level information, and ratings are all edited for usefulness.

11. Animoto - Animoto automatically produces beautifully orchestrated, completely unique video pieces from your photos, video clips and music. Fast, free and shockingly easy. [www. http://animoto.com/](http://animoto.com/).

10. Meet Me at the Corner – This is a web site where students ages 5 – 13 upload book talks, feature reports such as The History of Pizza, and interviews with local experts or authors. Teachers have free access to virtual field trips and other digital educational resources through Meet Me at the Corner, a repository of moderated educational videos. It also helps train kids to produce their own video podcasts and create documentaries they can share with their peers around the world. It’s free at <http://www.meetmeatthecorner.org/>

SIX C'S OF ENGAGEMENT

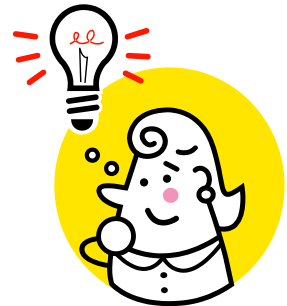
CHOICE



COLLABORATION



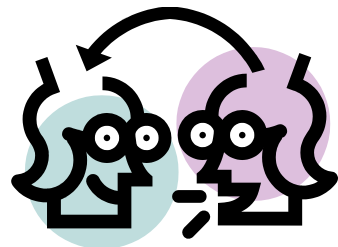
CONNECTION



**CHALLENGE/
COMPETITION**



COMMUNICATION



COMMOTION



Ransom by Lois Duncan

The kidnapping _____ place on a Thursday.
(verb)

“If it had been Friday,” Jesse _____ afterward, “I wouldn’t
(verb)

have taken the _____ at all. I would have _____ in the
(noun) (verb)

library and _____ until Mother picked me up after
(verb)

_____ Committee meeting.”
(pronoun)

There were a lot of ifs.

“If my car _____ not been in the _____,” said Glen
(verb) (noun)

And Marianne Paget thought: If I had _____ that
(verb)

_____ with Rod when he _____ it to me, when he drove
(noun) (verb)

all the way over to the _____ school just to _____ me up.
(adjective) (verb)

But she had not. She had _____ onto the bus _____
(verb) (preposition)

the others, swinging her hips a _____ so that _____ plaid
(adverb) (pronoun)

skirt _____ about her, holding her _____ shoulders
(verb) (adjective)

_____ straight beneath the blue jacket.
(adverb)

I have hurt him, she thought, and the _____ was
(noun)

_____ satisfying. I have hurt him, and by hurting him, I
(adverb)

have shown Mother _____ all of them.
(conjunction)

The Great Depression – Tier 1

An Unbalanced Economy

The problems that _____ to the Great Depression began to give out warning
verb
_____ in the early 1920's. Farm income _____ throughout the decade. Industries also
plural noun verb
declined. In the months before the stock _____ crash, the automobile and construction _____
noun plural noun
suffered from lagging orders. With their incomes slashed, many Americans could no longer _____
verb
the consumer goods that the nation's industries had been churning out.

Another _____ that fueled the Depression was the growing _____ in
noun noun
_____ between rich people and most Americans. The _____ of the 1920's did not help all
noun noun
Americans equally. In 1929 less than 1 percent of the population _____ nearly one-third of the
verb
country's _____. At the same about 75 _____ of American families lived in _____ or on
noun noun noun
the very _____ of it.
noun

Credit Crisis

Borrowed _____ fueled much of the economy in the 1920's. _____ bought land,
noun plural noun
equipment and supplies on credit. Consumers used _____ to buy cars. Investors borrowed money to
noun
buy _____. Many small banks suffered when farmers defaulted, or _____ to make loan
noun verb
_____. Large banks which had _____ stocks as an investment, suffered huge _____
plural noun verb plural noun
the stock market crash. These losses forces thousands of _____ across the _____ to close
plural noun noun
between 1930 and 1933; _____ of depositors lost their money.
plural noun

International Depression

_____ in the American economy also sapped the strength of foreign _____.
plural noun plural noun
European countries needed to _____ money from American banks and to _____ goods to
verb verb
American consumers in order to _____ their World War _____ debts to the United States.
verb noun
During the _____ 1920's, bank funds for loans _____ up. International _____ slowed
adjective verb noun
down because, without _____ loans, other nations had _____ money to _____.
Proper noun adverb verb

The Great Depression – Tier 2 (Method 1)

An Unbalanced Economy

The problems that _____ to the Great Depression began to give out warning
_____ in the early 1920's. Farm income _____ throughout the decade. Industries also
_____ declined. In the months before the stock _____ crash, the automobile and construction _____
suffered from lagging orders. With their incomes slashed, many Americans could no longer _____
the consumer goods that the nation's industries had been churning out.

Another _____ that fueled the Depression was the growing _____ in
_____ between rich people and most Americans. The _____ of the 1920's did not help all
Americans equally. In 1929 less than 1 percent of the population _____ nearly one-third of the
country's _____. At the same about 75 _____ of American families lived in _____ or on
the very _____ of it.

Word Bank

Paragraph 1

fell
afford

market
industries

signs
led

Paragraph 2

gap
edge
poverty

wealth
factor
boom

percent
money
had

The Great Depression – Tier 2 (Method 2)

An Unbalanced Economy

The problems that _____ to the Great Depression began to give out warning
(sent, led, talked)
_____ in the early 1920's. Farm income _____ throughout the decade. Industries also
(words, ideas, signs) (shrank, grew, stayed)
declined. In the months before the stock _____ crash, the automobile and construction _____
(money, time, market) (industries, toys, people)
suffered from lagging orders. With their incomes slashed, many Americans could no longer _____
(eat, spend, buy)
the consumer goods that the nation's industries had been churning out.

The Great Depression – Tier 3

The problems that _____ the Depression first _____ in the early 1920s.
verb verb
Farmers lost _____. Large companies, or industries also _____ money.
noun verb
In the months before the stock market _____, or lost most of its money, the auto and construction
verb
companies, or _____, were hurt by very few orders. Because many Americans had very _____
plural noun adjective
money, they could no longer _____ the things, or products, that companies _____.
verb verb

Word Bank

Paragraph 1

money

little

industries

buy

lost

caused

started

crashed

made

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joyoftech.com

ASK THE BUSH-APPROVED SCIENCE GUY-

Q: IS THERE ANYTHING TO THIS CLIMATE CHANGE THEORY PEOPLE ARE TALKING ABOUT?



2

Mike Kiefe THE DENVER POST 04/19/07 www.caglecartoons.com

Dry Bones HOT STUFF



3

DryBonesBlog.com



13 4

Welcome to the Maldives Climate Conference

Getting Groups to Work

Step 1 – Analyze Group Dynamics: Begin by having your students analyze how a good group works. Place students in groups of 4. Ask one member of each group to choose EVEN or ODD. Groups whose member chooses EVEN must answer 4 of the even-numbered questions below. Groups whose member chooses ODD must answer 4 of the odd-numbered questions below. Ask students to choose a group member, or scribe, to write down their answers. Tell them their answers will be read aloud to the entire class.

Questions:

1. If you are the group leader, how do you want to be treated?
2. If you are a group member, how do you want the leader to treat you?
3. If you are a group member, how do you want other members to treat you?
4. If you are speaking, how should others behave?
5. How would you describe someone who is a “good listener?”
6. How would you describe someone who is a “good speaker?”
7. If someone disagrees with you, how and when would you like them to say so?
8. If you are working hard, how do you feel about someone who doesn’t participate?
9. If there is a disagreement in your group, how can you resolve the conflict while respecting each person’s input?

Step 2 – Discuss Good Group Work: Now lead a class discussion through the questions. Ask groups that chose question 1 to send a member to the board to write their responses OR ask the group’s scribe to stand and state their answer. In this case, write their answers on the board. Continue this procedure through all nine questions. If by chance no group chooses a question, then cover that question with the whole group.

Step 3 – Write the Rules: Based on this discussion, tell students that they are now going to write the rules they will follow in groups. Each student will first write a minimum of seven rules based on the questions above. (They may write more if they wish.) Once they have written their own rules, have them meet back in their original groups. Members are to pass their rules around to each other, reading silently. When they read a rule they think is important or well-written, they should put a check mark beside it. The scribe will then ask someone to read aloud one of the rules with multiple check marks. The scribe will write this rule down, thus beginning their list of rules. (Remind them not to repeat similar rules already read aloud.) Continue until each group has a complete list.

Step 4 – Finalize the Rules: Ask the scribe from each group to write their rules down on the board or on large sheets of paper. Read through each list with the class. Ask the class to raise their hands when you read a rule that they think is especially well-written or that they feel is very important. Put a check by that rule. From these checked items, you should now be able to create a list of rules for the class. At the following class session, pass out ¹⁴ final copy of these rules to every class member. Note: Use this list in any Rubric for Group Discussion you create for assessment.

Collaborative Review Activities

Concentric Circles: Make up a list of review questions or mental math problems. Divide the class into two equal groups. If you have an odd number, choose a student to be the caller in your place. One group forms a circle. The other group forms a larger circle on the outside of the first. Each student should be facing a classmate in the other circle. Either you or the caller will ask a review question. The inside circle students must answer so that only their partner can hear. If they don't know the answer they must say so. Now tell the **outside** circle to move a number of people, e.g. "Move to the right 5 persons." The inside person tells the outside person his or her answer to the previous question. Ask the outside group who "knows" they heard the right answer. Check the answer and if it's incorrect, call on another student. Now call out the second review question. This time the outside person must answer. Then tell the **inside** circle to move, e.g. "Move to the left 7 persons." The outside person will whisper his/her answer to the inside partner. Ask for a correct response. Continue in this manner until all questions are covered.

Dodge the Question: For this activity you'll need a very soft sponge ball. Write a set of review questions or mental math problems on the board. Have students form single-file lines, five persons in a line. Extra students can be assigned one each to a line. Move the lines as far apart as possible. Tell them to put their hands on each other's shoulders. They **MUST NOT** let go of the person's shoulders ahead of them. Hand the ball to the first person in one line. His or her job is to read one of the review questions aloud. He or she then moves slowly, trying to hit the **TAIL END PERSON** in another line with the ball. The lines must try to dodge the moves and fakes of the thrower but can't let go of each other's shoulders. If the thrower hits an end person, the end person's line has 10 seconds to come up with an answer to the question. If the thrower misses, then his line has 10 seconds to answer.

Memory Ball: This is a good activity to do on a Friday or after covering a large amount of material. Ask the class to brainstorm major topics they've covered over the period of time. Create a web of these on the board. Have the students form a circle. Give one student a ball. Whomever that person throws the ball to, that person has 10 seconds to tell the group something they learned about the topic. If a student repeats someone else's answer, have the entire group yell "Repeat!" The student then has 5 more seconds to respond again. Then he or she throws the ball to a **NEW** person. If he or she throws the ball to someone who has already caught it, the group yells "Repeat!" The ball must be thrown again.

Answer Alliteration: Prepare a list of review questions or mental math problems. Divide the class into halves. Have the groups line up on opposite sides of the room, facing each other. Remind students that "alliteration" is when two words begin with the same sound, e.g. Terrific Tom. Using the review questions, students will ask members of the opposing team a review question. However, if Bill calls on Dana he must say, "I am Brave Bill and I call on Delightful Dana (for example) to answer this question." [The caller must quickly think of the alliteration to go with a classmate's name. The alliteration **MUST** be complimentary or the team loses five points and the offender sits out.] The person called upon has 10 seconds to answer and gets a point for answering correctly, no points for missing. If missed, the caller calls on another classmate using alliteration again. Whoever gets it right then picks another review question and opposing team member to answer it. [Variation: caller picks an **ACTION** alliteration which answerer must act out, e.g. Bouncing Bill.)

SHOW, _____ Challenge _____ Connection KNOW, _____ Commotion _____ Communication Engaging _____ Prior _____ Knowledge _____ and GO!

- 1 Provide each student with a copy of the “SHOW, KNOW, and GO!” grid to record his responses.
- 2 Have students fill in the blank with a vocabulary word within an upcoming unit of study to complete the question, “What do you know about ___?”
- 3 Challenge students to move around the room, asking other students the question, “What do you know about ___?” Students exchange grids, write their names in an empty box, and record something to represent what they know about the topic.
- 4 Each student shares and explains what he wrote or drew in the grid.
- 5 Students continue asking other students, trying to complete each box in the grid. Each box must show a different representation of the topic.
- 6 Have students share their ways of understanding the topic with the class.



SHOW, KNOW, and GO!

What do you know about _____?

Name: _____	Name: _____	Name: _____
Name: _____	Name: _____	Name: _____
Name: _____	Name: _____	Name: _____



SHOW, KNOW, and GO!

What do you know about _____?

<p>_____</p> <p>Answer: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Name: _____</p>	<p>_____</p> <p>Answer: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Name: _____</p>	<p>_____</p> <p>Answer: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Name: _____</p>
<p>_____</p> <p>Answer: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Name: _____</p>	<p>_____</p> <p>Answer: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Name: _____</p>	<p>_____</p> <p>Answer: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Name: _____</p>
<p>_____</p> <p>Answer: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Name: _____</p>	<p>_____</p> <p>Answer: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Name: _____</p>	<p>_____</p> <p>Answer: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Name: _____</p>



SHOW, KNOW, and GO!

What do you know about Student Engagement ?

<p>What does an Anticipation Guide do?</p> <p>Answer: _____</p> <p>_____</p> <p>_____</p> <p>Name: _____</p>	<p>Why do we set and check objectives?</p> <p>Answer: _____</p> <p>_____</p> <p>_____</p> <p>Name: _____</p>	<p>What's the greatest communication mistake?</p> <p>Answer: _____</p> <p>_____</p> <p>_____</p> <p>Name: _____</p>
<p>Why teach in 10 minute segments?</p> <p>Answer: _____</p> <p>_____</p> <p>_____</p> <p>Name: _____</p>	<p>Name one "Stop and Summarize" method?</p> <p>Answer: _____</p> <p>_____</p> <p>_____</p> <p>Name: _____</p>	<p>Why does Choice improve engagement?</p> <p>Answer: _____</p> <p>_____</p> <p>_____</p> <p>Name: _____</p>
<p>Why do our students want to collaborate?</p> <p>Answer: _____</p> <p>_____</p> <p>_____</p> <p>Name: _____</p>	<p>What can students do besides raising hands?</p> <p>Answer: _____</p> <p>_____</p> <p>_____</p> <p>Name: _____</p>	<p>What does motion do for the brain?</p> <p>Answer: _____</p> <p>_____</p> <p>_____</p> <p>Name: _____</p>

Qualitative Measures

Narrativity

“The Cask of Amontillado”
by Edgar Allan Poe

Carnival in Italy

nobleman

pompous drunk

insult, revenge

rare wine

cold, damp vaults

chained

“a very good joke indeed”

loud and shrill screams

“May he rest in peace.”

1. Select a short story or chapter students are about to read.
2. Choose 10 words or phrases directly from the piece. The first should represent setting; the second—a character; the third—a character, and the fourth conflict.
3. Put the first clue on the board and call one student up and give these directions: “Give us the first sentence of a story and use this word or phrase in your sentence.”
4. Put up the second clue. For modeling, you continue the story by adding a sentence that contains the second clue.
5. Put up the third clue and call up another student to continue the story. If a clue is in quotes, the students must have one of the characters say the clue.
6. Continue in this manner. The last student with the last clue must pull everything together and give the story an ending.
7. Now tell the class that they are going to see what “author’s name” did with the same clues.
8. Variation: Have students write a sentence with the first clue, then pass their papers around the room adding to each other’s stories as you put the²⁰ clues up.

E.S.P.

Explaining and Solving Problems

Problem: Your mom gives you money for your birthday. You go to the pet store with \$25. You decide to buy 2 red-tail fish for \$3.69 each and fish food for \$4.19. Rounded tanks are \$11.48. However, you like square-shaped tanks, which are \$14.89. Estimate your total cost to find which tank you can buy.

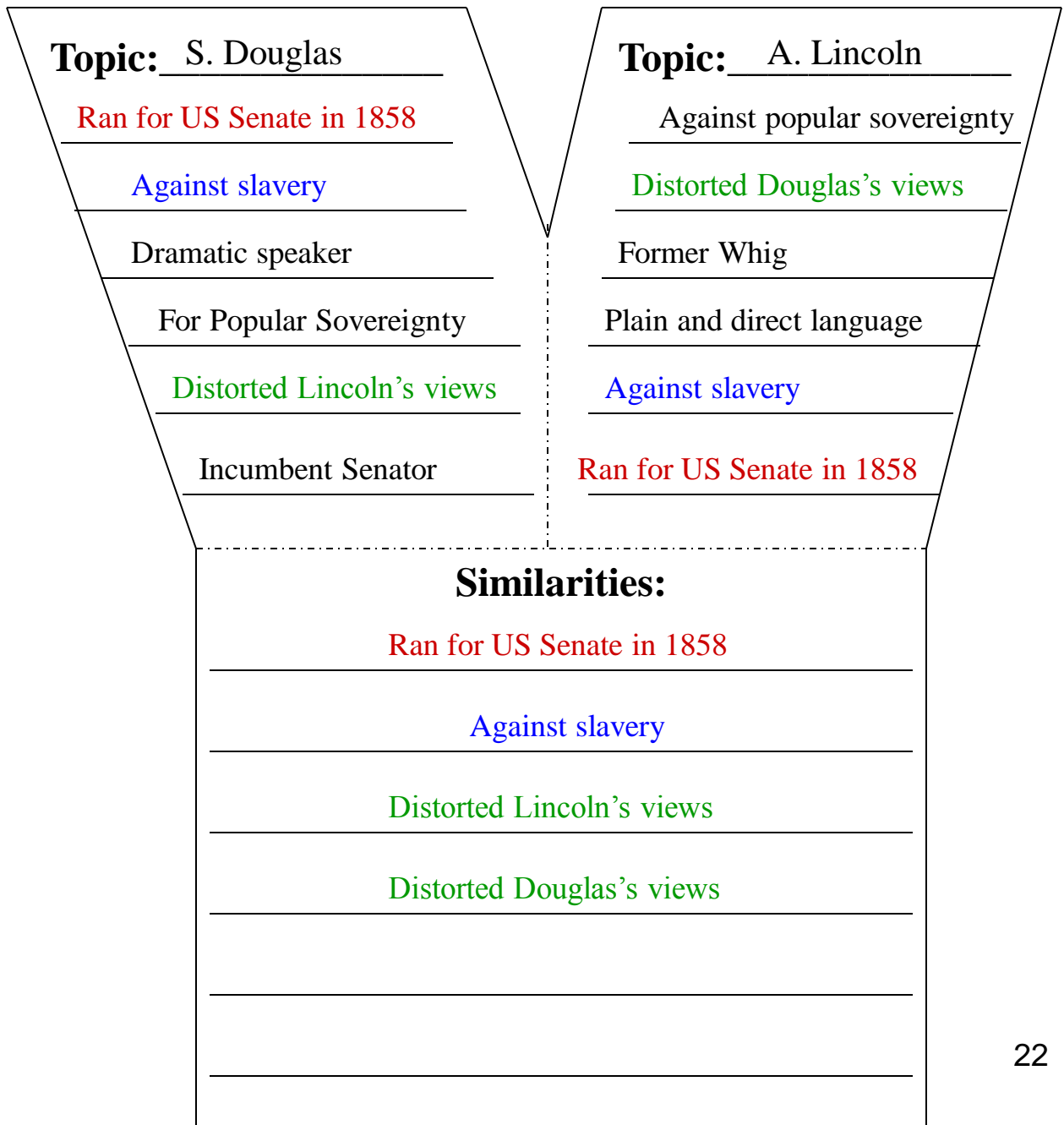
\$25.00	buy	2 fish
food	\$4.19	\$3.69
round	\$11.48	square
\$14.89	which	tank

Summary: You have \$25.00. You want to buy 2 fish at \$3.69 each and food for \$4.19. Round tanks cost \$11.48. Square tanks cost \$14.89. Which tank can you buy?

Compare/Contrast “Y” Notes

Summarizing Differences and Similarities

What it looks like: Topic: The Lincoln-Douglas Debates



Compare/Contrast “Y” Notes

Summarizing Differences and Similarities

Note Making

Note Making

Topic: _____

Topic: _____

Similarities:

W-Chart (Differences and Similarities)

Topic: _____

Note Making

The diagram is a large 'W' shape composed of three trapezoidal columns. The top section of each column is labeled 'Note Making' and contains a solid top line and seven dashed lines for writing. The bottom section of the 'W' is labeled 'Similarities' and contains a solid top line and three dashed lines for writing.

Similarities

Sentence Synthesis

What it looks like? Coordinates and Scatter Plots

Teacher's Words:

coordinate plane

ordered pair

x-coordinate

y-coordinate

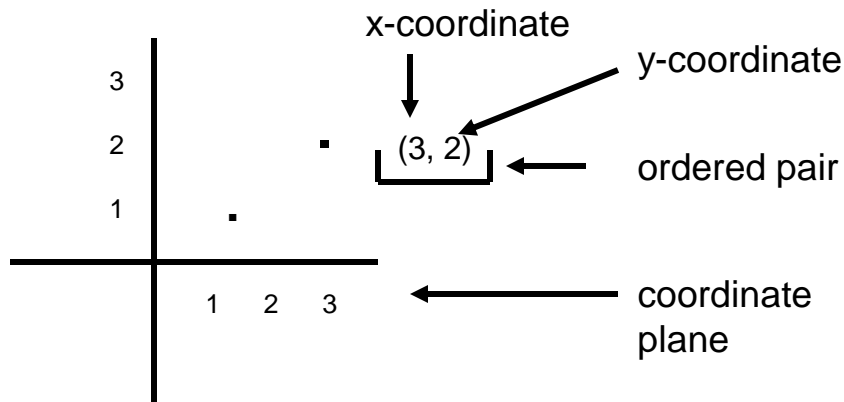
Sample Student Sentence:

Points on a **coordinate plane** correspond to an **ordered pair** of real numbers. The first number is the **x-coordinate** and the second is the **y-coordinate**.

Sample Student Sentence:

The **x-coordinate** and **y-coordinate** are the points of an **ordered pair** plotted on a **coordinate plane**.

Sample Student Drawing:



The Six C's of Engagement

Dr. Bill McBride – www.entertaininganelephant.com

Choice:

- Give students choices about where they work. Research shows that retention is improved when we study in a variety of settings.
- Give students choices in learning materials or resources. Offer 3 books on the Great Depression. Allow students to choose 6 of 10 word problems or questions. Have students divide material within a group—jigsaw.
- Give students many choices on whom to work with. Use “4-Second” partners a number of times during a class session.
- Give students choices to show they have learned material, e.g. video or film, cell phone movie, cell phone recording to teach classmates, PowerPoint show, a physical construction, skit, rap or song, debate, poster/art work, etc.
- Use Polleverywhere, Wallwisher, Chatzy.com, or Googledocs to give students choices in how to respond.

Collaboration:

- Collaborate with other teachers so that you reinforce and show connections to each other's content and use similar teaching and learning strategies.
- Digital brains are social brains that demand frequent feedback. Provide multiple opportunities for students to respond to each other and share ideas.
- Set up “quick groups or pairs” for students to work through a problem or section of text and to summarize what they've learned.
- Use jigsaw groups for students to divide and conquer material and teach each other what they've learned.

Implement reciprocal teaching strategies.

- Digital brains enjoy collaborative problem solving. Abolish the practice of teachers asking questions and calling on one student to answer. Instead, pose material not as facts to be memorized but as problems to be solved and debated.
- Have students create their own Rubric for acceptable behavior in groups.
- Use collaborative games like “Dodging the Question.”

Connection:

- Teach in context. Connect all new learning to the students' background knowledge and to previous learning.
- Model how you make connections to new learning by using "Think Alouds" with your students, speaking your thoughts aloud as you read or think and showing how you make connections.
- Explain to students why the material you're teaching matters in the real world. Connect your material to community resources, higher educational institutions, civic organizations, local government and businesses.
- Use Anticipation Guides to activate student prior knowledge and create interest. Uncertainty breeds engagement. Lie to your students.
- The brain makes sense of the world by connecting new material to what it already knows. Take a half-step backwards before taking two steps forward so that students continually relate what they've learned to new material.
- Use project-based learning so that students can make multiple connections to learning. Research shows that students learn better with "mixed problem sets" or projects that force them to see connections.
- Have students present what they're learning to real audiences. Real audiences can be younger students who benefit from peer instruction or professionals in the real world who can provide expert feedback.

Challenge:

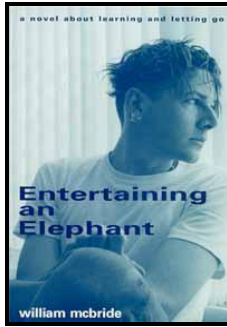
- Provide opportunities for students to elaborate and build on other's ideas.
- Ask higher level questions that require students to summarize, analyze, criticize, and synthesize.
- Provide opportunities for students to reflect on their learning. Create an atmosphere where students feel positive about questioning the validity of ideas or authors' biases.
- Provide opportunities for students to apply their learning to real world situations or present-day conditions.
- Promote creative and artistic responses and assessments of learning.
- Use project-based learning so that students can make multiple connections to learning. Research shows that students learn better with "mixed problem sets" or projects that force them to see connections.
- Don't review your material for your students. Instead, save the last 10 minutes of each class or topic session for students to show you what they've learned. Promote them to summarize in creative ways, e.g. a radio talk show, a rap, a skit, a pantomime, 20 Questions, etc.
- Use competitive games to review material. Boys especially enjoy competition.

Communication:

- Feedback needs to be timely. Digital brains are social brains that demand frequent feedback. Provide multiple opportunities for students to respond to each other and share ideas.
- Provide feedback that is specific. Telling a student that he or she did a good job teaches them nothing about what they've specifically done well.
- Teach "constructive feedback" to students. Positive feedback promotes learning and retention. Too much negative feedback shuts down the brain both cognitively and emotionally.
- Teach students how to listen. Remind them that listening means not interrupting, keeping eye contact, not talking about themselves, and asking the speaker questions that promote elaboration and deeper reflection.
- Divide material into short segments thus allowing for ample teacher interaction and feedback.
- Set up "quick groups or pairs" for students to work through a problem or section of text and to summarize what they've learned.
- Provide feedback that clarifies misconceptions or confusion. Save the last 10 minutes of each class or topic session for students to show you what they've learned.
- Give students a variety of ways to respond so that you provide equitable opportunities for student feedback.
- Give students opportunities to question and challenge each other's ideas.
- Use Polleverywhere.com, Wallwisher, Chatzy.com, or Google docs that give a large number of students an opportunity to respond to a prompt.

Commotion:

- Research shows that movement improves learning and retention, creates positive moods, causes stem cells to divide, lowers anxiety, lessens impulsive behavior, and promotes neuron growth.
- Students need to move, especially boys. Allow students to stand or sit or move around to complete activities as long as they behave.
- Break material into short segments so that students can move.
- Use "4-Second" partners a number of times during a class session. Require students to find a partner from the other side of the room.
- Use competitive games that require some type movement to review material, such as "Dodge the Question" or "Scramble Stanley."
- Use project-based learning, drama, or hands-on activities that require physical actions.
- Use as many of the students' five senses as possible to learn subject matter. Have students act out information or physically demonstrate concepts .



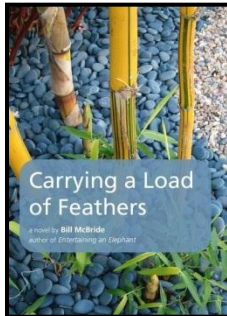
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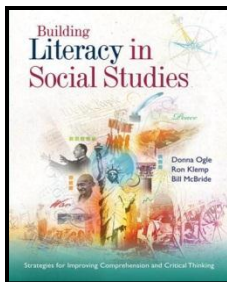
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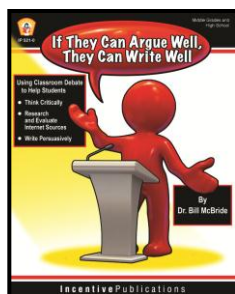


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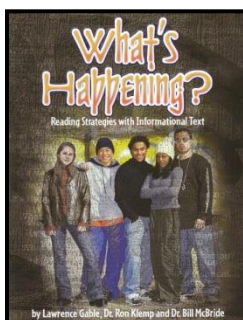


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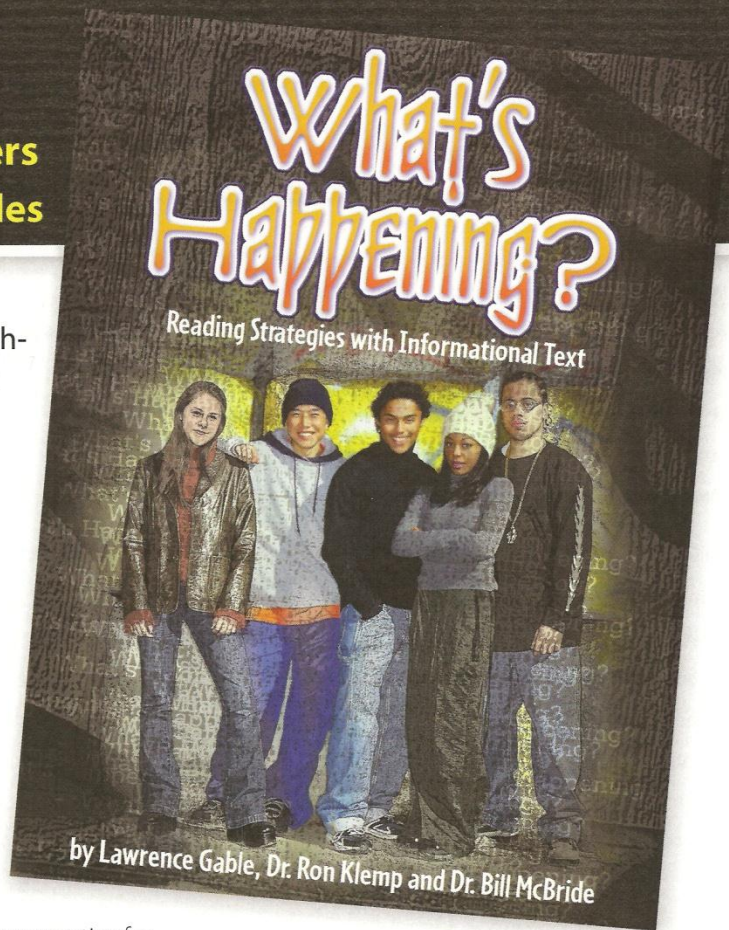
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What's Happening?:

- Teaches literacy strategies by suggesting deeper readings of an article for different purposes
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Concussions Have Long-Term Effects	Sports
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Somalia's Problems Lead to Piracy	Global Issues
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