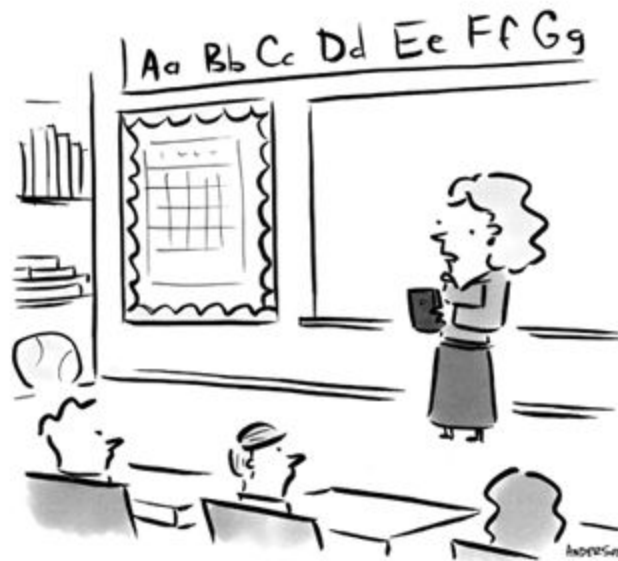


# Shake, Rattle & Roll: Motivating our Students

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"I appreciate the text, Kate, but next time  
you can just raise your hand."

Kim Campbell  
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## Do you have high behavior expectations for all your students?

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On a scale of 0-5, rate yourself on completing the following tasks. 0 = this is not a part of your classroom. 5 = this is always a part of your classroom.

1. \_\_\_\_\_ I start class on time. Bell rings and I am ready to begin class. (I send a clear message that this class is so important that we start on time)
2. \_\_\_\_\_ I redirect students who blurt, talk when someone else is, or speak in a tone that would be considered disrespectful. (Nonverbal, Verbal Warning, Consequence)
3. \_\_\_\_\_ I do not use "sh" to quiet or redirect class. Instead I use the student's name, proximity, and "I need" statements.
4. \_\_\_\_\_ I teach appropriate behavior instead of using, "knock it off," "stop that." (For example, eyes on me, pencils down, mouths closed, knees facing me)
5. \_\_\_\_\_ I am deliberate in building relationships with all my students. (For example, greet students at door, smile, laugh, share personal tidbits, ask students about things they have shared)
6. \_\_\_\_\_ I walk around the classroom, monitoring students as they work in groups or work independently.
7. \_\_\_\_\_ I recognize that managing a classroom is my number one priority, and I am willing to make changes to ensure all students have an opportunity to learn.
8. \_\_\_\_\_ I do not allow students to sleep in my class and redirect when necessary.
9. \_\_\_\_\_ I recognize that students of all ages need to move around at times during the lesson. (Research says, students can only listen for as many minutes as their age)

10. \_\_\_\_\_ I avoid power struggles with students. I choose my battles wisely. I use "You can do \_\_\_\_\_ now, or if not, \_\_\_\_\_ is going to happen."
11. \_\_\_\_\_ I give kids a chance to get it right, before I move into my progression of discipline (moving seats....step out into the hall, etc.)
12. \_\_\_\_\_ I am willing to discuss classroom issues with my colleagues to gather advice, support, and encouragement.
13. \_\_\_\_\_ I follow through with what I say I am going to do with my students and colleagues.
14. \_\_\_\_\_ I create ways to involve and communicate with the parents of my students. (For example, a weekly email, monthly newsletter, parent volunteers)
15. \_\_\_\_\_ I follow-up with the student when a major discipline issue has happened and I have had to send the student to the office, etc. (This way the student knows that you still care and want them to be in your class)

## **How Having Low Expectations Can Be Detrimental**

Adapted and modified from Asa G. Hillard, III

Research has shown that many teachers.....

- Have a tendency to demand less from low-expectation students than from high-achieving students.
- Have a tendency to give less wait time when a low-expectation student is answering a question.

- Have a tendency to give a low-expectation student the answer or call on someone else rather than repeat the question, provide clues, or ask a new question.
- Have a tendency to accept more incorrect responses from low-expectation students.
- Have a tendency to pay less attention to low-expectation students and interact with them less frequently.
- Have a tendency to call on low-expectation students less often.
- Have a tendency to sit low-expectation students further away from the teacher.
- Have a tendency when grading assessments to give high-achieving students, but not low-expectation students the benefit of the doubt in borderline cases.

**Culturally responsive teachers have a tendency to...**

- Use games, simulations, community building activities to get students to “buy” into their classroom, which many times leads to “choosing” academic excellence.
- Allow students’ home language to be incorporated into the classroom (In other words allow students to review concepts in their native language).
- Discuss issues in class that students find meaningful. (Current Events)

- Involve the parents. (Bring in volunteers, email parents, create newsletter)
- Be passionate about their subject area.
- Create positive relationships with their students.
- Have high expectations with HIGH support for ALL students.
- Learn about trauma and poverty
  
- Make sure their classroom has pictures that represent their students.
- Be aware of the influence of his/her own culture within the classroom.
- Recognize that NOT all students have access to the same resources at home to create and deliver quality projects. (For example, color printer, binders, etc.)

## **Top 10 Strategies to Help Cooperative Groups Succeed & Accomplish Their Goals**

Developed and Modified by Kim Campbell

1. **Create a rubric that includes a behavior component.**
  - For example:
    - \_\_\_\_\_ Student remains with group at all times.
    - \_\_\_\_\_ Student is on task at all times.
    - \_\_\_\_\_ Student followed instructions and did not ask questions already discussed or presented in class.
  
2. **Give immediate feedback regarding group behavior the next day or the same day if possible.**

- Students need to be taught how to function in a group and clearly need to understand your expectations.
- Immediate feedback allows students an opportunity to change their behavior and earn points back the next day.

**3. Constantly monitor group behavior.**

- You can NOT sit at your desk while students are working in groups. You need to be visible and constantly reminding students what your expectations are while they are in groups.

**4. Directions should be verbal and written.**

- Verbal directions should be NO longer than 1 minute.
- You must include written directions for students to refer to.
- Put directions into a list. (Boys work much better with a list)
- Deduct points if group asks any question that was either written or said in the verbal portion of the directions.

**5. Use a variety of ways to report out, rather than each group presenting.**

- Use carousel, teacher circulating asking questions, scavenger hunt, etc.

**6. Explain that you will not answer group question unless all members of the group have their hand up.**

- This eliminates group members not relying on each other to figure out the answer.

**7. Have individual accountability/group accountability within the group.**

- Each member of the group must have a responsibility that can be assessed by you as the teacher.
- For example: member 1: present, member 2: write paragraph, member 3: create PowerPoint
- Group accountability could focus on how well they did what was expected.

#### **8. Make sure groups face each other.**

- Need to teach students how to function in a group.
- Group members **MUST** be in a circle. Knee to knee...eye to eye.
- Initially avoid students sitting on the floor until students learn how to be in groups.
- Practice good listening skills by doing activities with partners, such as TAP (Think Aloud Problem Solve).

#### **9. Create groups NO larger than 3!!**

- Anymore than 3 and there is not enough for each to do within the group.

#### **10. Take the time to create the groups.**

- Time upfront to create the group helps tremendously in every aspect of group dynamics.
- If you allow students to choose, some students will not have a group or partner and that creates disengagement.
- Forces students to work with those students they do not know as well...builds relationships and community within your class.
- Cluster your groups: Gifted with gifted, homogenous, heterogeneous, etc.

Most students need and want to work with their peers, however they need to be taught how to function as a student within those groups. Taking the time to teach students how to work in a group will help make your class more engaging, less disruptive, and most importantly, more productive.

Behavior Rubric

Name: \_\_\_\_\_

Class Period: \_\_\_\_\_

\_\_\_\_\_ I did not blurt. (3 pts)

\_\_\_\_\_ I did not talk when someone else was talking. (3pts)

\_\_\_\_\_ I did not get out of my seat unless directed by the teacher. (3pts)

\_\_\_\_\_ Total

Comments: If you received 6 points or less please give write down your phone number: \_\_\_\_\_



## Quick Stats on Boys

1. Boys make up \_\_\_ % of all special education students in America.
2. For the first time in our country's history, women are earning more what than men? \_\_\_\_\_ (*The Atlantic's* Hanna Rosin, 2010 "[The End of Men](#),")
3. \_\_\_% of boys are on some sort of ADD medicine. (National Center for Education Statistics)
4. Boys are 4.5 times more likely to be expelled from **(Middle school, elementary school, pre school or high school)**
5. For every 8 qualified female applicants for college, there are only \_\_\_ qualified males.
6. The number of students suspended in **one** year (K-12) could fill the stadium seats for \_\_\_\_\_ Super Bowl games. (Rethinking Discipline Summit on Discipline, White House, 2015)
7. Boys account for \_\_\_% of all school suspensions. (US Dept. of Education, 2015)
8. \_\_\_% of teachers are women in the United States. (National Center for Education Information, 2011)

### “5 Whats” Assignment Sheet

(This strategy is great for boys, but girls benefit from it as well. Helps boys focus in on what needs to be done in a simple, to the point manner.)

1. What has to be done? (No more than 3 bullet points)
2. What are examples of successful projects/assignments. (Be able to show examples)
3. What is the timeline for completion?
4. What “mastery checks” will be required? Example of a mastery check:
  - a. Show outline to teacher by Friday.
  - b. Show teacher introductory paragraph before starting body paragraphs.
5. What happens once assignment is completed?
  - a. If successful, you may play video games, board games, etc.
  - b. If not successful, you will use time to make corrections.

Copyright: 2013 Edmond J. Dixon  
Helping Boys Learn, [www.helpingboyslearn.com](http://www.helpingboyslearn.com)

## **Strategies to Engage Boys**

1. Competition (Against time, against peers, against authority)
  - a. Vocabulary games (Quizlet)...time
  - b. Add Rock, Paper, Scissors as part of review....peers
  - c. Stump the Chump... authority
2. Games: Have boys make game to learn information...game  
created must include: Movement, Time, Score, Some Type of Challenge,  
Include Information Learned in Class.
3. Slo-Mo: Take concept learned in class and act it out with a partner in slow motion.
4. Board Games: Make board games and add movement, such as jumping jacks/sit ups.
5. Storyboards: Make storyboard retelling story THEN write about it.
6. 5/30: When giving instructions teacher talks for 5 minutes, students work for 30 minutes. Do not even allow for questions within the 5 minutes, instead walk around and answer individual questions.
7. Silent Sequencing: Students draw picture of one aspect of instruction or topic...then students must put in order without talking

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### Key Word Prediction

Purpose: Using predictions to engage the student and spur their curiosity about the text they are about to read.

### Materials Needed:

- o    Text/article
- o    List of words for students to see
- o    Picture relating to article/text

### Pre-Game:

- o Choose 5-15 words from the text that could be put together in a variety of ways. Choose words that students are familiar with as well as a few words they may not know. It is also helpful if a few words have multiple meanings.

### Game Time:

- o Write the words on the board or display them on your PowerPoint.
- o In small groups, have students discuss what they think the story is going to be about based on the words.
- o Briefly share their predictions with the class.
- o Students could also write a story using the words...let them be creative. It's OK for students to play with words even if they do not use them correctly.
- o Optional: After students predict what the article is about; show them a picture that relates to the story. Use: "What do you notice/wonder?" Ask students to go back to their words and see if their prediction changes based on the picture they saw.

Adapted from D. Nessel and J. Baltas, Thinking Strategies, Skylight, 2000.

## **LOOPING (Vocab Game)**

Copyright: Unknown

### Materials:

- Index cards or slips of paper
- List of vocab words

### Pre-Game:

You will need to comprise a list of vocab words...you will need as many vocab words as you have students.

Each student will need one index card that will have a vocab word and a definition (the definition on the card will NOT match the vocab word).

When creating the index cards begin with the vocab word LOOPING. The final definition you create should be the definition of LOOPING (vocab game we are playing).

#### EXAMPLE OF INDEX CARDS

Vocab:  
LOOPING

Definition:  
Greatest job on  
Earth.

Vocab: Teaching

Definition:  
Place kids love to  
go.

Vocab: School

Definition:  
Weird middle people  
teachers love.

Vocab: Adolescent

Definition:  
Vocab game we are  
playing.

#### Game Time:

1. Tell students that you are going to play a game called LOOPING. The goal of the game is to review vocab words, work cooperatively by listening, and to work as quickly as you can as a class.
2. Point out to the students that on their index card they will find a vocab word and a definition. The two do NOT go together.
3. The game begins with the person who has the vocab LOOPING.
4. That student begins the game by saying, "LOOPING" and then gives the definition he/she has written on his/her card. The other students listen to the definition being given and if it matches their vocab word they respond by saying the vocab word and then reading the definition on their cards. The object is to get around the room as fast as they can.
5. The game ends when the definition of LOOPING is read and the student with the LOOPING vocab word their card says, "LOOPING."

#### Strategy Suggestions:

- The first time let the class practice.
- Depending on time give each class 2-3 times to try to get the best time. Have a competition between classes as to who can do it the fastest.
- If you have more cards than students give your brighter students more than one vocab word. Make sure all cards are in play.

## **Get a Clue (Vocab Review)**

Copyright: Unknown

### Materials:

Index Cards or Powerpoint cards  
Partners (good to group according to ability)

### Time:

15-20 minutes

### Pre Game:

Teacher makes a classroom set of review cards (30 students=15 sets of cards).

On each review card are 4-5 clues about the vocab word students are trying to guess based on the clues.

Each clue is worth a certain number of points. The more difficult the clue, the more points it is worth.

The goal is for each partner to try to guess the vocab word by the clues his/her partner gives them.

### EXAMPLE of REVIEW CARDS

<p><b>PENNISULA</b> <b>Clue #1:</b> A physical feature (4pts) <b>Clue #2 :</b> Found in the southeast part of USA (3pts) <b>Clue #3:</b> Water is found on 3 sides (2pts) <b>Clue #4 :</b> Florida is considered this (1pt)</p>
---

If the student guesses on the first clue, they get 4pts, second clue, 2pts, etc.

\*\*Students are allowed only 2 guesses per clue

### Strategy Suggestions:

- Keep track of which partner wins and the next day, have the winners play each other, etc.
- You could create a mini tournament.

## **Geograboo (Vocab Review)**

**\*\*Play game just like the game Taboo\*\***

### Materials:

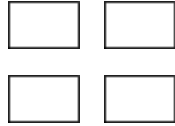
Game cards (you will need to make)  
Groups of 4  
Clock with minute hand

Time:

15-25 minutes

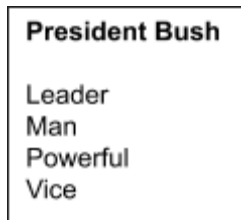
Pre-Game:

1. Have groups of 4 put their desks in a square, with partners sitting diagonally from one another



2. Create Geograboo cards (like Taboo cards)
3. Give each group an envelope with cards. Teams should divide up the cards.

EXAMPLE of TABOO CARDS



**\*\*Object of the game is to have students try to guess the vocab word or term (bold) WITHOUT using the words listed below\*\***

**D<sup>3</sup>: Draw It! Describe It! Do It!**

Copyright: Todd Roudabush

Materials:

- Envelopes with D<sup>3</sup> dice rolling directions taped to the front
- Index cards with vocab words or phrases on each card
- Scratch paper for drawing
- Clock with a second hand/stopwatch
- Dice for each group

Time:

30-45 minutes

Pre-Game:

Divide class into teams of 2, and match-up pairs for many individual games (a “game” consists of a group of 4)

Before class, you will need to prepare enough envelopes for each individual game

Each group of 4 will need an envelope containing index cards with vocab words and/or phrases, a copy of the rules, scratch paper, stopwatch, and a die

SAMPLE OF DICE ROLLING DIRECTIONS

**D<sup>3</sup>**  
subduction

INDEX CARD



**1 or 2 = DRAW IT**  
**3 or 4 = DESCRIBE IT**  
**5 or 6 = DO IT**

weathering  
heat and pressure

**Game Time:**

1. You will be in a team of 2 competing against another team. The goal is to get your teammate to say the word/phrase you are drawing, describing, or doing (acting out). If your teammate doesn't successfully guess the word in the time provided, your opponents can "steal" by guessing the correct word/phrase.

2. When it is your turn

- 1) Draw a card from the envelope, and
- 2) Roll the die to see whether you will draw, describe, or do

**(1 or 2) DRAW IT**

- On a piece of paper, draw a picture to represent your word/phrase.
- You may not speak.
- You may not write words down unless your teammate says it first.

**(3 or 4) DESCRIBE IT**

- Verbally describe your word/phrase.
- You may not say the word
- You may not say "The word begins..." (ex. "begins with m" for magma)
- You may not act out the word
- You may not say "rhymes with..." (ex. "rhymes with schlagma")

**(5 or 6) DO IT**

- Act out your word/phrase
- You may not speak

3. Alternate turns with your opponents...AND, with your teammate every time it is your team's turn again.

4. While guessing:

- If your team guesses the correct word/phrase...keep the card
- If your opponent steals the word/phrase...they keep the card
- If no one successfully guesses the word/phrase...it goes back into envelope

**THE TEAM WITH THE MOST CARDS AT THE END OF THE GAME WINS!**

**Strategy Suggestions:**

•It is ok (encouraged) to have teams consisting of different ability levels, but make sure that the teams you have going against each other are relatively even.

•Complete 2-3 rounds as a whole class with you acting as a timekeeper. This usually addresses questions and concerns and makes a positive game experience.

•Start out with 45 seconds as the time for each round, and adjust from there. You may need to adjust your time depending on the words/phrases you have chosen (another reason why doing 2-3 rounds together is important).

**Cuma Lata Vista**  
**(A version of a fun camp song)**

**Vee (repeat)**  
**Vee vay (repeat)**  
**Vee Vay vo (repeat)**

**Cuma lata**  
**Cuma lata**  
**Cuma la Vista (repeat)**

**Oh no no no**  
**Not la Vista (repeat)**

**Eenie meenie deci meenie**  
**Sali meenie whadda meenie (repeat)**

**Deci meenie Sali meenie**  
**Ooh wah ooh wah (repeat)**

**Bib biddily oaten doaten**  
**Bo bo bo deeten doaten (repeat)**

**Bo bo bo deeten doaten**  
**Tsssssss (repeat)**

**Pass to Pass, Please**

*Copyright: Kim Campbell*

Materials:

Copies for all students in class.  
Prizes (extra credit points, suckers, etc.)

Time: First day of quarter and last day of quarter

Pre-Game:

1. Run off copies of passes for all students in your class.

EXAMPLE of PASS:

<p><b>Pass to Pass, Please</b></p> <p><b>1<sup>st</sup> Quarter</b></p> <p><b>Pass for Ms. Campbell's room ONLY!!</b></p> <p>This pass may be used to leave Ms. C's classroom. I must also give Ms. C a pass for any late work I turn in for Geography Class.</p> <p>Expires end of quarter 1</p>
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2. Explain to your students that at the beginning of each quarter they will receive 3 Passes to be used to leave your classroom.
3. Tell students that these passes will also be used to accept late work. Once their passes are gone for the quarter they are not allowed to leave class unless it is an emergency.

Passes that are left over are also eligible to win prizes.

Strategy Suggestions:

- At the end of each quarter have students put their name on each pass and place in a box for random drawings for prizes.
- Prizes that I have created are as follows: Extra Credit Points, Sucker, another set of Pass to Pass, and surprise prize.
- The surprise prize can be anything from a paper clip to a candy bar.

**How to Get Them Talking...Even About the Subject Matter ☺ ☺**

**T.A.P. Think Aloud, Problem Solve**  
**(Strategy taken from National Urban Alliance)**

This is a strategy to implement when you are conducting a pair/share activity.

Have students find a partner and label themselves letter A or letter B.

Letter A will speak first for 30 seconds on the question you pose. Letter B can only listen, nod, and smile.

At the end of 30 seconds pose a different question to Letter B and follow the same format.

\*\*Something I like to do after letter A has spoken is to have letter B summarize what letter A just said. This teaches them to listen to what their partner was saying.

Depending on grade level and question you can increase the time as needed.

**Roll Em (Copyright: Sharroky Hollie, Culturally and Linguistically Responsive Teaching and Learning)**

**Materials:**

Put students into groups of 4 or 6.

Prepare questions to ask groups prior to activity.

Number cubes or dice (1 set)

**Game Time:**

Teacher poses question to entire class.

Each group discusses answer within their group.

Teacher rolls dice: One number cube represents the group number and the other cube represents the seat number of the student. The student sitting in the seat represented by the rolled cubes answers the question for the group.

**Post It Note Madness**  
**Copyright: Unknown**

**Materials:**

Post-it Notes  
Tape (in case Post-its fall off)  
Possible Vocabulary List (Not necessary)

**Time:**

15-20 minutes

**Game Time:**

1. You should play this game once students understand the vocab and concepts of the unit you are presenting
2. Tell students to write down a word, place, event, or person that relates to the unit they are studying
3. Don't show anyone
4. Tell students to find a partner and place their word on the back of their partner's shirt
5. Everyone take a notebook and walk around asking each different person 3 yes or no questions. Each student is trying to figure out what is on his or her own back. Once they ask 3 questions to one person, they should move to a new person (I have students carry notebook to write down clues).
6. Once each student guesses what is on his/her back, he/she should return to his/her seats and you can give the new topic.

**Math Songs**

**Scale Factor: Sung to "3 Blind Mice"**

Scale Factor  
Scale Factor  
We use it to shrink  
We use it to stretch  
To make things bigger it's more than one  
To make things smaller it's less than one  
To find the area, square it, it is fun!  
Scale Factor

**Solving Equations: Sung to "Wheels on the Bus"**

Copyright Deb Lindstrom

1. The goal is to get  $x$  by itself,  $x$  by itself,  $x$  by itself.

The goal is to get x by itself  
All by itself.

2. If there's add, undo with subtract.
3. If subtract, undo with add.
4. If there's times, undo with divide.
5. If divide, undo it with times.
6. The goal is to get x by itself, x by itself, x by itself.
7. The goal is to get x by itself, all by itself.

Brain Breaks

<http://www.watchknowlearn.org/Category.aspx?CategoryID=17404>

If you understand this point, stand up.

If you can think of an example in your life, come to the board and write "yes/your name"

If you agree or disagree with this statement, stand up and switch seats with someone.

Agree...Disagree...Somewhat Agree...Somewhat Disagree...in corners...

If you know the answer

**Book: Energizing Brain Breaks**  
[David Sladkey](#)

# 53 WAYS

To Check for Understanding

## **1. Summary Poem Activity:**

- List 10 key words from an assigned text.
- Do a free verse poem with the words you highlighted.
- Write a summary of the reading based on the words you highlighted.

## **2. Invent the Quiz**

- Write 10 higher-order text questions related to the content.
- Pick 2 and answer them in half a page.

## **3. The 411**

- Describe the author's objective.

#### **4. Opinion Chart**

- List opinions about the content in one half of a T-chart, and support your opinions in the right column.

#### **5. So What? Journal**

- Identify the main idea of the lesson. Why is it important?

#### **6. Rate Understanding**

#### **7. Clickers (Response System)**

#### **8. Teacher Observation Checklist**

#### **9. Explaining**

- Explain the main idea using an analogy.

#### **10. Evaluate**

- What is the author's main point? What are the arguments for and against this idea?

#### **11. Describe**

- What are the important characteristics or features of the main concept or idea of the reading?

#### **12. Define**

- Pick out an important word or phrase that the author introduces. What does this word or phrase mean?

#### **13. Compare & Contrast**

- Identify the theory or idea the author is advancing. Then identify an opposite theory. What are the similarities and differences between these ideas?

#### **14. Question Stems**

- I believe that because ....
- I am confused by.....

#### **15. Mind Map**

- Create a mind map that represents a concept using a diagram-making tool (like Gliffy). Provide your teacher /classmates with the link to your mind map.

#### **16. Intrigue Journal**

- List the five most interesting, controversial, or resonant ideas you found in the readings. Include page #s and a short rationale (100 words) for your selection.

#### **17. Advertisement**

- Create an ad, with visuals and text, for the newly learned concept.
- What 5 words would you use to describe ? Explain and justify your choices.

### **19. Muddy Moment**

- What frustrates and confuses you about the text? Why?

### **20. Collage**

- Create a collage around the lesson's themes. Explain your choices in one paragraph.

### **21. Letter**

- Explain in a letter to your best friend.

### **22. Talk Show Panel**

- Have a cast of experts debate the finer points of .....

### **23. Study Guide**

- What are the main topics, supporting details, important person's contributions, terms, and definitions?

### **24. Illustration**

- Draw a picture that illustrates a relationship between terms in the text. Explain in one paragraph your visual representation.

### **25. KWL Chart**

- What do you know, what do you want to know, what have you learned?

### **26. Sticky Notes Annotation**

- Use sticky notes to describe key passages that are notable or that you have questions about.

### **27. 3-2-1**

- 3 things you found out, 2 interesting things, 1 question you still have.

### **28. Outline**

- Represent the organization of by outlining it. [edutopia.org/back-to-school](http://edutopia.org/back-to-school)

### **29. Anticipation Guide**

- Establish a purpose for reading and create post-reading reflections and discussion.

### **30. Simile**

- What we learned today is like .....

### **31. The Minute Paper**

- In 1 minute, describe the most meaningful thing you've learned.

### **32. Interview You**

- You're the guest expert on 60 Minutes. Answer:

- 1) What are component parts of ?
- 2) Why does this topic matter?

### **33. Double Entry Notebook**

- Create a two-column table. Use the left column to write down 5–8 important quotations. Use the right column to record reactions to the quotations.

### **34. Comic Book**

- Use a comic book creation tool like Bitstrips to represent understanding.

### **35. Tagxedo**

- What are key words that express the main ideas? Be ready to discuss and explain.

### **36. Classroom TED Talk**

### **37. Podcast**

- Play the part of a content expert and discuss content related issues on a podcast, using the free Easypodcast.

### **38. Create a Multimedia Poster**

### **39. Twitter Post**

- Define in under 140 characters.

### **40. Explain Your Solution**

- Describe how you solved and academic solution step-by-step.

### **41. Dramatic Interpretation**

- Dramatize a critical scene from a complex narrative.

### **42. Ballad**

- Summarize a narrative that employs a poem or song structure that uses short stanzas.

### **43. Pamphlet**

- Describe the key features of in a visually and textually compelling pamphlet.

### **44. Study Guide**

- Create a study guide that outlines main ideas.

### **45. Bio Poem**

- To describe a character or a person, write a poem that includes:

Line 1) First Name

Line 2) 3–4 adjectives that describe the person

Line 3) Important relationship

Line 4) 2–3 things, people, or ideas that the person loved

Line 5) 3 feelings the person experienced

Line 6) 3 fears the person experienced

Line 7) Accomplishments

Line 8) 2–3 things the person wanted to see happen or wanted to experience

Line 9) His or her residence

Line 10) Last name

### **46. Sketch**

- Visually represent new knowledge.

### **47. Top 10 List**

- What are the most important takeaways, written with humor?

#### **48. Color Cards**

- Red = Stop, I need help.
- Green = Keep going, I understand.
- Yellow = I'm a little confused.

#### **49. Quickwrite**

- Without stopping, write what most confuses you.

#### **50. Conference**

- A short, focused discussion between the teacher and student.

#### **51. Debrief**

- Reflect immediately after an activity.

#### **52. Exit Slip**

- Have students reflect on lessons learned during class.

#### **53. Misconception Check**

- Given a common misconception about a topic, students explain why they agree or disagree with it.

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## **Discussion Frames**

### **Role-Based Discussion Groups –**

found on pages 195-197 in *Building Academic Language* by Jeff Zwiers

- Main Idea Sculptor:
  - I think the main/most important idea of this paragraph is...
  - I believe the author is trying to tell/show us that...
  - The Big Idea of this paragraph would be...
- Connector:
  - This idea is connected to the idea from (earlier in the article/the class
  - This is related to [issue] in the news/world today in that...
  - If I were this person/character, I would...
- Questioner:
  - I wonder if the author wrote this to...
  - It is not clear how...
  - I was surprised by...

- Alternate View Finder:
  - I disagree with this idea because...
  - On the other hand,...
  - An alternative perspective on this might be...

## **Additional Discussion Frames**

- Sharing:
  - For instance...
  - and yet...
  - just as...
  - I believe that... (anticipation chat)
- Responding
  - Can you clarify...
  - I hear what you are saying, but I disagree because... (anticipation chat)
  - I somewhat agree that...(anticipation chat)
  - I do not agree with...because...

## **Writing Frames**

- and yet...
- thus...
- For example...
- I learned that...
- I realized that...
- An important concept is...because...
- We read about...in order to...
- This connects to life in that...
- What I learned today connects to our big idea about...because...
- I would like to learn more about...
- I still wonder...

### **26 Sentence Stems for Meaningful Conversation in the Classroom**



### **Clarifying**

Could you give me your thesis in one statement?  
Is it your position that...  
To be clear, you're saying that...  
I'm confused when you say..., can you elaborate?

### **Paraphrasing**

Put another way, you're saying...  
So you're saying that...  
Is it fair to say that you believe...  
I hear you saying that...

### **Agreeing**

I agree with Y because...  
Z's point about X was important because...  
The evidence for Z is overwhelming when you consider that...  
X and I are coming from the same position.  
Despite disagreeing about Y, I agree with Z that...

### **Disagreeing**

I see it differently because...  
The evidence I've seen suggests something different.  
Some of that is fact, but some of it is opinion as well.  
I agree that Y, but we also have to consider that...  
We see Z differently.

### **Building On**

Y mentioned that...  
Yes-and furthermore...  
The author's claim that Z is interesting because...  
Adding to what X said, ...  
If we change Xs position just a little, we can see that...

### **Summarizing**

Overall, what I'm trying to say is that...  
My whole point in one sentence is...  
More than anything else, I believe that...

**Helping to Make our Lessons “Lit”**

**As you plan each daily lesson consider the following framework in creating your magic!!**

Learning Targets: (Use I can statements)	
Essential Question of Day	
Vocabulary for Unit (Remember only 10-12 words are recommended per unit)	
Strategy to teach vocabulary	
Community Building (What’s Your Plan?)	
Strategies or methods to teach essential question. (Lecture/notes, Brainpop, Video, Gallery Walk, Read, Stories, Role Play, etc.)	

<p>Strategy to process information (Review game, Kahoot, Quizlet, Reteach, Draw, Fishbowl, Reflection)</p>	
<p>Brain Booster (Community Building activity could be one of your Brain Breaks....remember...students can only listen to you for as many minutes as their age!!)</p>	
<p>Formative Assessment (How do you know, they know, what they are suppose to know, when they leave your class?) Refer to Edutopia 53 Formative Assessment ideas.</p>	
<p>Your Own Reflection(How it go, what would you change/add, etc.)</p>	


**Books to Consider Reading on Understanding and Motivating Kids:**

*If You Can't Manage Them, You Can't Teach Them*, Kim Campbell with Dr. Kay Wahl,  
World Book Publications

*Managing the Madness: A Practical Guide to Middle Grades Classrooms*, Jack  
Berckemeyer

*Teach Like a Champion 49 Techniques That Put Students on the Path to College*,  
Doug Lemov

"*The Teacher as Warm Demander*," Elizabeth Bondy/Dorene D. Ross, Educational  
Leadership, September 2008

*SOAR: A Handbook for Closing the Achievement Gap*, Kim Campbell & Dr. Kay Wahl  
World Book Publications

*Helping Boys Learn*, Edmond Dixon

*Attack of the Teenage Brain*, John Medina

*Gender Matters*, Leonard Sax

*If You Can't Manage Them, You Can't Teach Them*, Kim Campbell with Kay Herting  
Wahl, Incentive Publications, pages 1-24, 2012.

*Teaching/Learning Anti-Racism: A Developmental Approach*, Asa G. Hillard, III,  
Teachers College Press, 1234 Amsterdam Ave, New York, NY 10027, 1997.