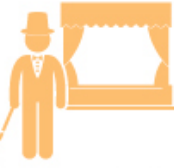


# TIPS IN IMAGES

FOR GLUCK FELLOWS

Prepared by  
Gelareh Naseri  
September 2016

## 1 Hook 'em.



Grab their attention and get them excited about the topic—they'll start to generate ideas from the beginning and will stay more engaged throughout the lesson.

- Dress up like Marco Polo,
- hide clues around the room about the main characters in a novel,
- hang a gallery exhibit highlighting the complicated ecosystem of the Amazon,
- or lay stepping stone clues for students to answer on their way in.

## 3 Give 'em choice!



Motivation increases with choice.

♥ Choice in...

### Body positioning

floor, music stand, graffiti style, whiteboard

♥ Choice in...

### Utensil

markers, chalk, window markers

♥ Choice in...

### Paper

grid paper, chart paper, sticky notes

Make sure the choice is theirs.

## 5 Keep 'em movin'.



Those bodily kinesthetic students need to be up and about while learning. **Spelling aerobics, talk walks, jump out the answer, sign the answer, and 5-minute dance parties** can keep students' brains engaged and makes things fun and more memorable!

## Highlight strengths.

# 2



Playing to student strengths is **key**.

Turn a student into the resident expert on fractions

or allow a student with theatrical leanings to write and direct a play instead of a 5-paragraph essay.

By giving students more opportunity to shine, they will!

## 4 Shake up the structure.

No one wants a preacher teacher, so let students lead the learning!



Set up stations and let the students work in groups and partners.

turn the students into teachers by jigsawing content and allowing them to teach their classmates once they've learned a skill or topic.

or assign different students to co-teach with you each day.

**Your students are incredible human resources, so be sure to use them.**



## Tie a bow on it.



The goal of a **"closure"** is to wrap up the lesson in a way that is exciting and helps students review the content or make it more concrete. Try...

🎁 *turn-and-talks, whip around, gimme-five* (students trace their hands and write something they learned during the lesson in each finger),

🎁 a ticket out the door,

🎁 or have them write a postcard to a friend about the lesson.

But remember, a good closure lasts *less than 5 minutes*.



# instructional methods

## learner- centered

<p><b>Cooperative</b></p> <p>Cooperative learning involves small groups working together to accomplish a learning task.</p>	<p><b>Presentations</b></p> <p>Presentations are learner presented assignments. Students can do these in groups or individually.</p>	<p><b>Panel/Expert</b></p> <p>Panels are a way to include many voices on a subject. Students can write &amp; ask the questions in a Q &amp; A session.</p>	<p><b>KWL</b></p> <p>Put it on the poster. What do you know? Want to know? Learn? How about the enhanced version-KWHLAQ?</p>
<p><b>Brainstorming</b></p> <p>Brainstorming puts the thinker to work. Present a situation. Ask learners to creatively think.</p>	<p><b>Create Media</b></p> <p>Present an issue and have the students create a public service video.</p>	<p><b>Discussion</b></p> <p>Present an issue and have the students talk about it. If they need add info, have them go find it.</p>	<p><b>Small Group</b></p> <p>What can a group of people accomplish? Draw out the best characteristics of the group. Assign roles.</p>
<p><b>Case Study</b></p> <p>Use case studies in the classroom to learn about complex issues, apply critical thinking, and explore scenarios.</p>	<p><b>Jigsaw</b></p> <p>Break students into groups, giving each member a different task. Bring group back together and share.</p>	<p><b>Learning Center</b></p> <p>Break up the classroom into different activities. After a set time ask students to rotate to new activity.</p>	<p><b>Experiments</b></p> <p>Design experiments and have students engage. Or, ask students to design the experiment.</p>
<p><b>Role Play</b></p> <p>Role playing allows the learner to try out the experience. It can be instructor created or learner created.</p>	<p><b>Simulation</b></p> <p>Computer simulation has grown. Use technology to simulate a real event. Practice without fear of failure.</p>	<p><b>Lab</b></p> <p>Setting up the class in a lab style enables students free movement and hands-on activities.</p>	<p><b>Workshop</b></p> <p>Students can create the workshop and conduct it with her peers. The peers can then give feedback.</p>
<p><b>Demonstration</b></p> <p>Demonstrations are a fun way to get students involved. Try cooking demonstrations or science demonstrations.</p>	<p><b>Index Card</b></p> <p>There are 101 ways to use an index card. Give the students the index card and ask them to create the activity. Set the guidelines together.</p>	<p><b>Inquiry based</b></p> <p>Inquiry based learning starts with a question. It comes in many forms. Try guided inquiry for more structure. Try open inquiry for less.</p>	<p><b>Mental Models</b></p> <p>Build mental models that can withstand new information. Draw out your mental model. Test it. Challenge it. Build it.</p>
<p><b>Project</b></p> <p>A project simulates what a learner could do at the workplace. It could also be a service project where students create positive change.</p>	<p><b>Problem</b></p> <p>Problem based learning seeks to solve problems. It might be a part of a problem. Learner finds solutions, while instructor facilitates.</p>	<p><b>Discovery</b></p> <p>Discovery can be broad or narrow in scope. Some discovery learning allows the learner to choose a topic and explore.</p>	<p><b>Q &amp; A</b></p> <p>A Q &amp; A session allows learners and facilitators to learn more from each other.</p>
<p><b>Social Media</b></p> <p>Use social media to effectively share a message. Get feedback. Keep it short and to the point. Did you convey effectively the message?</p>	<p><b>Games</b></p> <p>Games can be used to teach concepts, to give a learner a break to think, or to challenge one's ideas.</p>	<p><b>Competitions</b></p> <p>Students can engage in competitions locally or internationally. This allows the learner to engage with others around the world.</p>	<p><b>Debate</b></p> <p>During a debate students challenge each other. The debate can take a break at intervals for additional research.</p>



By: Mia MacMeekin

<https://anethicalisland.wordpress.com>

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<http://teaching.uncc.edu/learning-resources/articles-books/best-practice/instructional-methods/150-teaching-methods>  
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# LEVELS OF ENGAGEMENT

According to Phillip Schlechty, there are five ways that students respond or adapt to school-related tasks and activities.



## ENGAGEMENT

HIGH ATTENTION - HIGH COMMITMENT

The student associates the task with a result or product that has meaning and value for the student. The student will persist in the face of difficulty and will learn at high and profound levels.



## STRATEGIC COMPLIANCE

HIGH ATTENTION - LOW COMMITMENT

The task has little inherent or direct value to the student, but the student associates it with outcomes or results that do have value to the student (such as grades). Student will abandon work if extrinsic goals are not realized and will not retain what is learned.



## RITUAL COMPLIANCE

LOW ATTENTION - LOW COMMITMENT

The student is willing to expend whatever effort is needed to avoid negative consequences. The emphasis is on meeting the minimum requirements. The student will learn at low and superficial levels.



## RETREATISM

NO ATTENTION - NO COMMITMENT

The student is disengaged from the task and does not attempt to comply with its demands, but does not try to disrupt the work or substitute other activities for it. The student does not participate and learns little or nothing from the task.

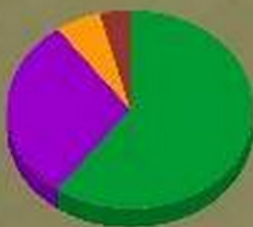


## REBELLION

DIVERTED ATTENTION - NO COMMITMENT

The student refuses to do the work, acts in ways to disrupt others, or substitutes tasks and activities to which he or she is committed. Student develops poor work sometimes negative attitudes towards formal education and intellectual tasks.

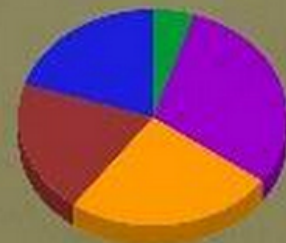
The Highly Engaged Classroom



The Well Managed Classroom



The Pathological Classroom



# ENHANCING RETENTION

How do you enhance retention and retrieval?

## Snap-Shots

Create snap-shots of the lesson as you go. Ask the students to create a video of the highlights of the lesson.

## BIG IDEA

Create an easy to recall big idea that carries through the entire lesson.

## Master

Create a classroom culture where each of the students are the master of one elements of the objectives. Play a recall game.

## Posters

Have students create posters about the main topic. Use different colors for each topic.

## Add Spice

Add something that smells like the topic. Ask the students to recall the lesson where that scent was revealed.

## WALK

Take a walk or go on an adventure to highlight a topic.

## Paint

Paint during an entire topic. Ask the students, "What was the topic when we painted?"

## Practice

Let the student practice what they learn.

## Mind Map

Have students mind map what they remember all throughout the lesson. Let them remember their way.

## SING

Add music to the lesson. The auditory learners are more likely to recall something they hear.

## Write

Journal what you learn at the end of each topic.

## Picture

Gather pictures after each lesson that remind the students of the content. They can be abstract or specific.

## Games

Use computer games that students can play with outside and after the class.

## connect

Connect the learner to outside resources that they can revisit later to retrieve information.

## Pin-It

Create a Pinterest board that students can follow and add to. This will last beyond the class for later recall.

## TALK

Give students plenty of time to talk about what they are learning.

## Typography

Create a brochure, card, or poster using typography.

## Make

Make a wiki as a class.

## Scaffold Read Accessible

Scaffold each week. Build a scaffold in the classroom to point out progress.

Read fiction work that brings the concepts to life.

Be accessible for later questions.

## Steps

Create a 1,2,3 steps list for the students as the lesson progresses. Display in the class

## Practice

Practice what you have learned continuously.

## Listen

Listen to how others use the content in their career.

## Try-It

Try out the content in a new situation. If you forgot a piece, look back at your notes.

## STORE

Find a safe and easily accessible to store the information.

## Partner

Partner with someone else to quiz one another on what they remember.

"Instruction is a set of events external to the learner designed to support the internal processes of learning" (Gagne, Wager, Golas & Keller, 2005).

Now we need to figure out how to create an environment where the students can easily recall the information and not forget it later. Here are 27 tips on how to accomplish this event.

#### Reference

Gagne, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). Principles of instructional design. (5 ed., p. 195). Belmont: Wadsworth Cengage Learning.

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By: Mia MacMeekin

<http://anethicalisland.wordpress.com/>  
[Epigogy.org](http://Epigogy.org)

# CLASSROOM MANAGEMENT

# MANTRA

## Do:

- ✓ use routines and rituals
- ✓ increase self-esteem with praise and encouragement
- ✓ show your students that you care about them
- ✓ try to be a role model
- ✓ change it up
- ✓ make sure you have everyone's attention before you start teaching
- ✓ emphasize your point
- ✓ be interesting in the classroom
- ✓ start each day in a happy way
- ✓ try to understand why your students are misbehaving
- ✓ keep a bag of tricks up your sleeve! (songs, finger plays, games, etc.)

## Don't:

- ✗ insist that you are right
- ✗ be critical of your Ss
- ✗ be a friend, be a mentor
- ✗ yell
- ✗ be sarcastic
- ✗ insult or embarrass your students
- ✗ use tense or angry body language
- ✗ use physical force
- ✗ ask students to follow a rule and not follow it yourself
- ✗ preach
- ✗ throw a temper tantrum
- ✗ mimic the student
- ✗ make assumptions about your students
- ✗ compare your students with their siblings or other students

# MANAGING A CLASSROOM

27 ideas about how to manage a classroom

## Lead

Lead the class. Your mantra is, "I am the teacher. I am the teacher. I am the teacher."

## Practice

Practice consistency. If the rules are set, follow through with the consequences.

## Engage

Engage the students in creating a "Best Practices" policy for the classroom (aka class rules).

## Demonstrate

Demonstrate acceptable behavior. Treat the students with the same respect you demand.

## Play

Play a game to demonstrate the need for rules. Divide the class into groups. Play Scrabble. 1/2 of the group plays by the rules, the other 1/2 does not. Discuss.

## Switch

Switch activities if the students get out of control.

## Signal

Have a signal that shows the class they are off task.

## Write

Know your expectations. Write them out before the class shows up. Write them like learning outcomes.

## Communicate

Communicate your expectations to the class. Display them. Discuss them.

## Team up

Team-up with others in the classroom. Ask them to help reinforce the rules.

## Observe

Observe an instructor who has good classroom management skills. Borrow the best practices.

## ASK

Ask co-workers for ideas or help. Ask them to come observe you and give feedback.

## Learn

Learn the triggers for when the class gets chaotic. Avoid or limit those triggers in the classroom.

## Listen

Listen to the students. If a student is expressing a certain behavior, address it quickly.

## Watch

Watch to see what engages the students. Start using more of those teaching techniques.

## Reward

Reward good behavior.

## Motivate

Motivate the students. Build a relationship with the students. Motivate them to reach beyond.

## Show

Show students how being a good citizen starts right now.

## Break

Break bad habits.

## Video

Video the class. Play back the video in class and discuss the behavior- good and bad.

## Group

Group students. Keep groups engaged. Rotate around the room. Let the group moderate behavior.

## Mediate

Teach the students mediation. Encourage them to mediate their own problems and issues in the classroom.

## Pause

Take a pause and regroup.

## Quiz

Switched to a quick quiz to go over what each student has learned. Give them some alone time.

## Back-up

Think through a back-up plan if you lose control over the class.

## Escape

Escape from the lesson and go back to where you lost them. Discuss what you are doing with them so they know the cause and effect of the classroom plan.

## Expect

Expect excellence from every student.

Do you have other great ways that you manage your classroom? Share them at:

[anethicalisland.wordpress.com](http://anethicalisland.wordpress.com)

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By: Mia MacMeekin

# STOP SAYING "You are so smart"

## AND START SAYING...

1. You tried really hard on that.
2. You never gave up, even when it was hard.
3. You have such a positive attitude.
4. You have really improved on .....
5. What a creative solution to that problem!
6. You work very well with your classmates.
7. What a great friend you are!
8. I love how you took ownership of that!
9. That was a very responsible thing you did.
10. I like the way you are doing .....
11. I admire the way you .....
12. You really handled that situation well because .....
13. It was brave of you to .....
14. I love that you are always prepared for class.
15. You did a great job of helping ..... with her assignment.
16. You have taken great care of your desk/locker/book.
17. You remembered to bring ..... to class! Great job!
18. I know I can trust you because .....
19. I can tell you studied very hard!
20. I appreciate how helpful you were when you .....
21. You did a great job of participating today!
22. I could tell you worked well with your group because .....
23. It is so nice that you value other people's opinions.
24. I can tell you tried your very best because .....
25. You really encouraged your classmates today when you .....
26. What a creative way to solve that problem!
27. You are not afraid of a challenge! I like that!
28. You thought of that all by yourself!
29. You remembered to ..... (specific skill)! Great thinking!
30. I am so proud that you made that choice.



WWW.SCHOOLHOUSEDIVAS.BLOGSPOT.COM



# 27 Things to Do with Students who are not paying attention.

<b>Ask</b> Ask them to repeat what was just said.	<b>Stand</b> Stand next to them.	<b>Give</b> Give them the marker and ask them to be the record keeper.
<b>Show</b> Grab their attention by showing a short film.	<b>Get-up</b> Get-up and move.	<b>Give</b> Take a break and give students a problem to solve.
<b>Ask</b> Ask a challenging question that takes several steps to solve.	<b>MAKE</b> Have them make something related to the topic.	<b>Find</b> Find out what excites the student and add a related analogy.
<b>Remove</b> Remove the distraction.	<b>Remove</b> Remove the student.	<b>Remove</b> Remove yourself and take a break.
<b>Place</b> Place students in groups.	<b>Rules</b> Let groups put in place rules.	<b>Control</b> Place students in control of enforcing the rules.
<b>Get</b> Get the students moving.	<b>Play</b> Play a game.	<b>Create</b> Create an incentive for them to pay attention.
<b>Send</b> Send the students on a field trip.	<b>Research</b> Send the students to do gather information.	<b>Teach</b> Have the student teach the lesson.
<b>Assist</b> Ask the student to assist you.	<b>Music</b> Ask the student to find relevant music and play it in the background.	<b>Take</b> Take a quiz.
<b>Move</b> Move the student.	<b>Reward</b> Reward students who pay attention.	<b>Ask</b> Ask why the student is not paying attention.

Sometimes it is the students who are bored and sometimes it is the instructor who is boring. Engaged students pay attention.

**By: Mia MacMeekin**

# 27 Things to Do With Students Who are not Paying Attention...

## Pass

Pass a marker. When you get the marker, you talk. Give the marker to the inattentive student.

## Routine

Establish a routine so the student sees the finish line and strives to pay attention until then.

## Sign

Have students make a sign to help them pay attention.

## Signal

Create a signal to recapture attention. Students should also use the signal after you. Ex- raised hand, clapping,...

## Flash

Flash a light, a quick song, or turn lights on and off.

## Clay

Help students pay attention by allowing them to create what is being talked about at the same time.

## Expect

Set expectations and expect students to pay attention.

## Follow

Follow through on rules and rewards.

## Journal

Pause the lesson and have the students journal- words or pictures.

## Praise

Praise attentive students.

## Skills

Teach students skills to pay attention.

## Focus

Refocus what is being said. Ask students to draw out where their learning is.

## Jobs

Assign jobs and roles for the class. Put the inattentive student in a position to pay attention.

## Help

Help the student build self esteem. Encourage risk taking.

## Text

Text the student.

## Discuss

Use it as a teaching moment. Ask the student where they are and explore their imagination tangents are sometimes good.

## Ignore

Ignore the inattention and address it later so the whole class isn't held back.

## Box-O' Tricks

Create a Box-O'- Tricks (miscellaneous unrelated objects) and have students create a solution to the topic

## Stones

Quietly place a colored stone on their desk to let them know to pay attention.

## Sticky

Give everyone a 2 sided sticky note. Green means go, red means stop. Student's that are lost turn it to red. Encourage use.

## Sticky

Have students add their opinion to a poster via an anonymous sticky note.

## Find

Find out what makes the student pay attention. Seems simple, but it works.

## Make

Make it easy to pay attention. Be creative.

## Laugh

Ask the inattentive student to tell a joke (you provide the joke).

## Walk

Take a walking discussion. Have groups choose a topic to discuss. Send on a walk to discuss.

## Expert

Treat the student as the expert. Give him time to prepare.

## Eat

Give the students a snack. Or have a snack break. We all get tired and hungry.

By: Mia MacMeekin

# 27 Ways To Increase Participation

<p><b>See</b></p> <p>Show them the goal of the activity.</p>	<p><i>Strategize</i></p> <p>Do team work and let students answer together.</p>	<p><b>Color</b></p> <p>Give the students markers to express their ideas.</p>
<p><b>Supply</b></p> <p>Give the students odd materials to create a prototype.</p>	<p><b>Bonding</b></p> <p>Let the students express themselves in their own way.</p>	<p><b>SELL</b></p> <p>Sell them on the idea to participate.</p>
<p><b>Demo</b></p> <p>Demonstrate how to participate.</p>	<p><b>GAMIFY</b></p> <p>Use gamification.</p>	<p><b>Share</b></p> <p>Have an open share time.</p>
<p><b>Compete</b></p> <p>Create a competition out of it.</p>	<p><b>Time</b></p> <p>Set a time limit on the activity to increase urgency.</p>	<p><b>Character</b></p> <p>Create a character or role for them to play.</p>
<p><b>Grade</b></p> <p>Disconnect it from grades so they can give immature information and not affect the grade.</p>	<p><b>Rabbit</b></p> <p>Allow rabbit trails that they want to take.</p>	<p><b>Patience</b></p> <p>Be patient for students to engage.</p>
<p><i>Fail</i></p> <p>Show them you don't know everything and its ok.</p>	<p><b>Rule</b></p> <p>Set rules of engagement together.</p>	<p><b>Emotion</b></p> <p>Allow for emotions.</p>
<p><b>Resources</b></p> <p>Give them the resources to participate.</p>	<p><b>Story board</b></p> <p>Create a story that carries through the lesson.</p>	<p><b>Survey</b></p> <p>Ask the students how they like to participate.</p>
<p><i>Assist</i></p> <p>Ask them to assist you in the activity.</p>	<p><b>Switch</b></p> <p>Switch it up frequently and keep them on their toes.</p>	<p><b>Energy</b></p> <p>Teachers, you must have energy and enthusiasm.</p>
<p><b>Purpose</b></p> <p>Have a visible purpose for the activity.</p>	<p><i>Real</i></p> <p>Give them a real life problem to solve.</p>	<p><b>Tap</b></p> <p>Tap into their drive.</p>

By: Mia MacMeekin

# 27 Ways to Greet Students

How do you greet your students? How do you greet your students? How do you greet your students? How do you greet your students?

## Shake

Shake hands with students as they enter the classroom.

## Name

Use the student's name when you greet him or her.

## Ask

Ask how their day is going.

## Present

Present the student with a part of a problem to solve.

## Offer

Offer students a drink. Keep a pitcher of water and cups on hand.

## Hide

Hide something in the room and give students a hint as they enter the classroom.

## Video

Set up a video camera in the room. Have students videoblog about their day as they enter the classroom.

## GIVE

Give each student a piece of a picture. Once they get into the classroom they must put the pieces together.

## Welcome

Be at the door early enough to greet the students.

## Talk

Take time to talk to the student.

## Notes

Pass a note to the student encouraging him or her.

## Sing/Rap

Start a song and have the student add a verse as they enter.

## Paint

Set up a canvas, paint, and brushes. Have each student add to the painting as they enter the class.

## Write

Place a cookie sheet with magnet words near the door. Ask students to add a word to the sentence.

## Scrabble

Place a life-size Scrabble game at the entry of the classroom. Ask students to add a word for points.

## Present

Present the student with a get-out-of-an-assignment pass. The pass is nontransferable and can be lost.

## Games

Set up games around the room for early arrivers or early finishers.

## Listen

Listen to the student. What are their needs today?

## Distribute

Distribute random objects for a later object lesson. Call on the student with the object to help in the lesson.

## Compliment

Compliment the students on something important to them.

## Inquire

Inquire about the students' favorite ice cream flavor, birthday, holiday...

## Shower

Shower them with praises.

## Play

Play the if-you-were-an-animal-what-would-you-be game. Ask them to tell you what animal you would be and why.

## Quiz

Quiz them on the facts of last night's TV shows.

## Discuss

Discuss the latest news.

## Connect

Ask them a question about the current lesson and their life. Get them to connect to the lesson.

## Dream

Inspire them to dream. Take a new step each day.

How do you greet your students? How do you greet your students? How do you greet your students? How do you greet your students?

By: Mia MacMeekin  
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# TIME TO Perform

How do you draw out student performance?



## Model

Model the behavior several times before you ask the students to perform.

## Motivate

Motivate the students, intrinsically and extrinsically, to want to perform and show off what they understand.

## Video

Ask students to make a video diary of the "performance." Let them script it, perform it, and critique it.

## Art

Let the artists perform using the arts.

## Music

Use music to signal when the performance should begin. Use it as a cue that it is time to put down the pencils and start the show.

## Journal

Journal throughout the lesson. Ask the students to share a part of their journal

## Announce

Have the students announce when they are ready to demonstrate what they know.

## Time

Set a timer and give each student 60 seconds to show what they have learned. Do this in rapid succession.

## Stand

Ask students to stand up or signal when they are ready to perform.

## Toss

Toss a balloon or ball around the classroom. If you catch it, you share something you learned.

## CALL

Call on students.

## Talk

Talk to your students. Interview them. Prepare them to perform. Get them comfortable with performing.

## Build

Build teams. Let the team's spokesman share what the team understands about the material.

## Draw

Have the students draw out in picture form what they understand.

## Pick

Pick a part to perform. Break down the objectives. Place them in a hat. Ask students to pick their part to perform.

## Explain

Explain to the students what you want to know they know so far. Explain that it is not a test and that there are no wrong answers.

## Trust

Build trust with the students. Students are more likely to take risks if they trust the people in the class.

## Stand-Up

Stand-up for the students who are struggling. Point out what they did well. Point out where the information fits into the puzzle.

## Gamify

Create a game out of it. Give points and rewards. Allow students to fail safely. Let them repeat when needed.

## Blog

Ask students to blog about what they learn. Add a partner to add collaboration.

## Challenge

Create a multi-part challenge.

## Interview

Interview the students as you go. Collect snippets of what they say. Create a collage of what they say.

## Stick-It

Give students a sticky note. Ask each student to add one thing they learned to the sticky. Add your name if you are willing to elaborate. Stick on Board.

## Take-It

Take what you learned home. Tell someone about it. Share with the class.

## Hunt

Go on a scavenger hunt and collect artifacts about the lesson. Bring them back. Create a story with the artifacts.

## Impress

Impress each other, friends, and family with odd facts about the lesson. Record reactions.

## Experiment

Experiment with what you learned. Try to find and solve a problem with your new found understanding.

"Instruction is a set of events external to the learner designed to support the internal processes of learning" (Gagne, Wager, Golas & Keller, 2005).

By the time you get to event #6 students are really interacting with the content matter. They are excited that they have finally got it. But, how do you get them to show you, to perform, what they know? Here are 27 ideas.

#### Reference

Gagne, R.M., Wager, W.W., Golas, K.C., & Keller, J.M. (2005). Principles of instructional design. (5 ed., p.195). Belmont: Wadsworth Cengage Learning.

For more information see [Epigogy.org](http://Epigogy.org) and <http://anethicalisland.wordpress.com>

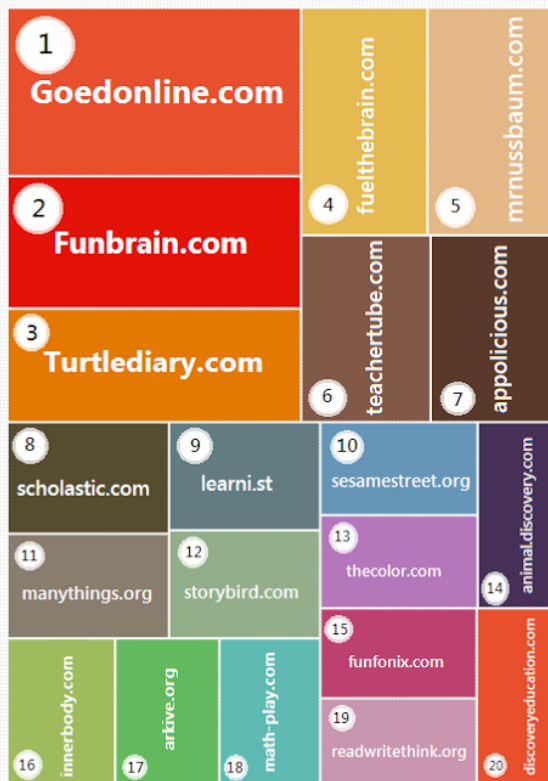
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By: Mia MacMeekin

# TOP 20 WEBSITES EVERY TEACHER SHOULD KNOW : ELEMENTARY LEVEL

*As class sizes keep growing, it becomes harder and harder to find the time to look for new elementary teaching materials, while still giving your kids the personalized attention they need and deserve! These top 10 websites will able elementary teachers to add something fresh and fun to their lesson plan.*



<http://www.goedonline.com/101-websites-for-elementary-teachers>

infographic by  
Irfan Ahmad  
[ipadfour.blogspot.com](http://ipadfour.blogspot.com)

# GUIDING and facilitating LEARNING

An Events in Instruction Series **5**

How do you facilitate your students to connect the dots?


<b>Connect</b> Connect the dots.	<b>Begin</b> Begin with basic information.	<b>Build</b> Build upon the basic information little by little. If you lose someone, spend time with the student.
<b>Provide</b> Provide the students with the reasoning tools to connect the dots.	<b>Establish</b> Establish a context for the new material.	<b>Scaffold</b> Scaffold by asking questions so students can add to their mental models.
<b>Group</b> Group students to better monitor whether the scaffolding is occurring. Use the ZPD.	<b>Display</b> Display the possible steps to solving a problem. Let the students add or subtract steps.	<b>Time</b> Give students time to truly understand the material.
<b>Demonstrate</b> Ask the students to frequently demonstrate understanding.	<b>Interview</b> Have students interview each other. Ask them to have the other student fully explain what they understand.	<b>Draw</b> Ask students to draw out what they understand from the material. Ask what-if questions about the drawing.
<b>Prove It</b> Ask the student to prove it.	<b>Communicate</b> Communicate with the students multiple times in multiple ways.	<b>Guide</b> Guide the student toward an acceptable answer. Ask questions that lead to the most accurate outcome.
<b>Don't Skip</b> Don't skip steps in guidance. Make sure the student is progressing into deeper understanding.	<b>Allow</b> Allow for different depths of understanding between your students. Some might get it quicker or deeper.	<b>Watch</b> Watch the students. Step back and just watch them work through things. Let them know what you are doing.
<b>Give</b> Give students plenty of time to struggle through the material. Try not to just give them the answer to move on.	<b>Connect</b> Ask more complex questions as the lesson progresses. Ask the students to make connections.	<b>Throw</b> Throw in a problem to solve. See if they can use what they know to solve a problem.
<b>Free</b> Have a free thinking board. Let the students add questions and ideas for later discussion.	<b>Sticky</b> Ask students to add sticky notes to the board about the material. Later, have them arrange the sticky notes into levels of difficulty or categories.	<b>KWL</b> Use a KWL worksheet or board. Revisit the board throughout the lesson. Make checkmarks when K, W, or L is complete.
<b>Invite</b> Close to the end of the lesson, invite someone into the class and have the students explain a concept to them. Have students evaluate how they did.	<b>Hint</b> Give hints or secret words that signal whether the students are progressing or need to rethink their understanding.	<b>RED LIGHT</b> Use red and green paper for students to waive to slow down the teaching.

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Step 5 is when the teacher provides enough support for the students to connect the dots of the lesson. The students connect and the teacher facilitates the connection.

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