TIPS IN IMAGES

FOR GLUCK FELLOWS

Prepared by
Gelareh Naseri
September 2016
6 Tips on Keeping Students Engaged

   
   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.

2. Highlight strengths.
   
   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!

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.

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.

5. Keep ‘em movin’.

   Those bodily kinesthetic students need to be up and about while learning. Spinning activities, 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!

6. 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-fee (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.

http://blog.brookespublishing.com/teachertuesday-6-student-engagement-tips-from-julie-causton/
**instructional methods**

**learner- centered**

- **Cooperative**
  - Cooperative learning involves small groups working together to accomplish a learning task.

- **Presentations**
  - Presentations are learner presented assignments. Students can do these in groups or individually.

- **Panel/Expert**
  - Panels are a way to include many voices on a subject. Students can write & ask the questions in a Q & A session.

- **KWL**
  - Put it on the poster: What do you know? Want to know? Learn? How about the enhanced version - KWHILACQ?

- **Brainstorming**
  - Brainstorming puts the thinker to work. Present a situation. Ask learners to creatively think. 

- **Create Media**
  - Present an issue and have the students create a public service video.

- **Discussion**
  - Present an issue and have the students talk about it. If they need add info, have them go find it.

- **Small Group**
  - What can a group of people accomplish? Draw out the best characteristics of the group. Assign roles.

- **Case Study**
  - Use case studies in the classroom to learn about complex issues, apply critical thinking, and explore scenarios.

- **Jigsaw**
  - Break students into groups, giving each member a different task. Bring group back together and share.

- **Learning Center**
  - Break up the classroom into different activities. After a set time ask students to rotate to new activity.

- **Experiments**
  - Design experiments and have students engage. Or, ask students to design the experiment.

- **Role Play**
  - Role playing allows the learner to try out the experience. It can be an instructor created or learner created.

- **Simulation**
  - Computer simulation has grown. Use technology to simulate a real event. Practice without fear of failure.

- **Lab**
  - Setting up the class in a lab style enables students free movement and hands-on activities.

- **Workshop**
  - Students can create the workshop and conduct it with their peers. The peers can then give feedback.

- **Demonstration**
  - Demonstrations are a fun way to get students involved. Try cooking demonstrations or science demonstrations.

- **Index Card**
  - 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.

- **Inquiry based**
  - Inquiry based learning starts with a question. It comes in many forms. Try guided inquiry for more structure. Try open inquiry for less.

- **Mental Models**
  - Build mental models that can withstand new information. Draw out your mental model. Test it. Challenge it. Build it.

- **Project**
  - A project simulates what a learner could do at the workplace. It could also be a service project where students create positive change.

- **Problem**
  - Problem based learning seeks to solve problems. It might be a part of a problem. Learner finds solutions, while instructor facilitates.

- **Discovery**
  - Discovery can be broad or narrow in scope. Some discovery learning allows the learner to choose a topic and explore.

- **Q & A**
  - A Q & A session allows learners and facilitators to learn more from each other.

- **Social Media**
  - Use social media to effectively share a message. Get feedback. Keep it short and to the point. Did you convey effectively the message?

- **Games**
  - Games can be used to teach concepts, to give a learner a break to think, or to challenge one’s ideas.

- **Competitions**
  - Students can engage in competitions locally or internationally. This allows the learner to engage with others around the world.

- **Debate**
  - During a debate students challenge each other. The debate can take a break at intervals for additional research.

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**By: Mia MacMeekin**

https://anethicalisland.wordpress.com

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http://www.flexlearnstrategies.net/2016/01/21/student-centered-instructional-methods/
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.

"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

This work by Mia MacMeekin is licensed under a Creative Commons Attribution 3.0 Unported License. http://anetheticaland.wordpress.com/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
<table>
<thead>
<tr>
<th><strong>MANAGING A CLASSROOM</strong></th>
<th>27 ideas about how to manage a classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lead</strong></td>
<td>Lead the class. Your mantra is, “I am the teacher; I am the teacher.”</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td>Practice consistency. If the rules are set, follow through with the consequences.</td>
</tr>
<tr>
<td><strong>Engage</strong></td>
<td>Engage the students in creating a “Best Practices” policy for the classroom (aka class rules).</td>
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<tr>
<td><strong>Demonstrate</strong></td>
<td>Demonstrate acceptable behavior. Treat the students with the same respect you demand.</td>
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<tr>
<td><strong>Play</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Switch</strong></td>
<td>Switch activities if the students get out of control.</td>
</tr>
<tr>
<td><strong>Signal</strong></td>
<td>Have a signal that shows the class they are off task.</td>
</tr>
<tr>
<td><strong>Write</strong></td>
<td>Write notes before the class shows up. Write them like learning outcomes.</td>
</tr>
<tr>
<td><strong>Communicate</strong></td>
<td>Communicate your expectations to the class. Display them. Discuss them.</td>
</tr>
<tr>
<td><strong>Team up</strong></td>
<td>Team-up with others in the classroom. Ask them to help reinforce the rules.</td>
</tr>
<tr>
<td><strong>Observe</strong></td>
<td>Observe an instructor who has good classroom management skills. Borrow the best practices.</td>
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<tr>
<td><strong>ASK</strong></td>
<td>Ask co-workers for ideas or help. Ask them to come observe you and give feedback.</td>
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<tr>
<td><strong>Learn</strong></td>
<td>Learn the triggers for when the class gets chaotic. Avoid or limit those triggers in the classroom.</td>
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<tr>
<td><strong>Listen</strong></td>
<td>Listen to the students. If a student is expressing a certain behavior, address it quickly.</td>
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<tr>
<td><strong>Watch</strong></td>
<td>Watch to see what engages the students. Start using more of those teaching techniques.</td>
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<tr>
<td><strong>Reward</strong></td>
<td>Reward good behavior.</td>
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<tr>
<td><strong>Motivate</strong></td>
<td>Motivate the students. Build a relationship with the students. Motivate them to reach beyond.</td>
</tr>
<tr>
<td><strong>Show</strong></td>
<td>Show students how being a good citizen starts right now.</td>
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<tr>
<td><strong>Break</strong></td>
<td>Break bad habits.</td>
</tr>
<tr>
<td><strong>Video</strong></td>
<td>Video the class. Play back the video in class and discuss the behavior—good and bad.</td>
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<tr>
<td><strong>Group</strong></td>
<td>Group students. Keep groups engaged. Notate around the room. Let the groups moderate behavior.</td>
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<tr>
<td><strong>Mediate</strong></td>
<td>Teach the students mediation. Encourage them to mediate their own problems and issues in the classroom.</td>
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<tr>
<td><strong>Pause</strong></td>
<td>Take a pause and regroup.</td>
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<tr>
<td><strong>Quiz</strong></td>
<td>Switched to a quick quiz to go over what each student has learned. Give them some alone time.</td>
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<tr>
<td><strong>Back-up</strong></td>
<td>Think through a back-up plan if you lose control over the class.</td>
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<tr>
<td><strong>Escape</strong></td>
<td>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.</td>
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<tr>
<td><strong>Expect</strong></td>
<td>Expect excellence from every student.</td>
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Do you have other great ways that you manage your classroom? Share them at: anethicalisland.wordpress.com

By: Mia Macneil

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.

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

**Ask**
- Ask them to repeat what was just said.

**Stand**
- Stand next to them.

**Give**
- Give them the marker and ask them to be the record keeper.

**Show**
- Grab their attention by showing a short film.

**Get-up**
- Get-up and move.

**Give**
- Take a break and give students a problem to solve.

**Remove**
- Remove the distraction.

**Remove**
- Remove the student.

**Remove**
- Remove yourself and take a break.

**Place**
- Place students in groups.

**Rules**
- Let groups put in place rules.

**Control**
- Place students in control of enforcing the rules.

**Get**
- Get the students moving.

**Play**
- Play a game.

**Create**
- Create an incentive for them to pay attention.

**Send**
- Send the students on a field trip.

**Research**
- Send the students to do gather information.

**Teach**
- Have the student teach the lesson.

**Assist**
- Ask the student to assist you.

**Music**
- Ask the student to find relevant music and play it in the background.

**Take**
- Take a quiz.

**Reward**
- Reward students who pay attention.

**Ask**
- 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

https://anethicalisland.wordpress.com/2013/03/24/pay-attention-please/
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 attentive student.

- Routine
  Establish a routine as the students run the finish line and arrive to pay attention until the bell.

- Sign
  Have students make a sign to help them pay attention.

- Signal
  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 the lesson 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
  Notice when students are not paying attention to the lesson and engage them.

- Text
  Text the student.

- Help
  Help the student build self-esteem. Encourage and ask.

- Jobs
  Assign jobs and praise the class. Put the machinery around a position to pay attention.

- Discuss
  Use it as a teaching moment. Ask the student whose attention is scattered, how they see the classroom and make it a small task.

- Ignore
  Ignore the inattentive and address them after the whole class is back.

- Box-O’ Tricks
  Create a Box-O-’ Tricks. Reminders written at a glance and keep students engaged.

- Stones
  Quotify a column quote on their desk to let them know to pay attention.

- Sticky
  Give everyone a 3 lined sticky note. Give sheets of paper, and have them respond and sticky notes. Encourage to use.

- Find
  Find out what makes the students pay attention. Focus simple, but it works.

- Make
  Make it easy to pay attention. Be creative.

- Laugh
  Ask the instructor to tell a joke that you provide the punchline.

- 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

https://anethicalisland.wordpress.com/2013/03/31/pay-attention-please-2/
# More 27 Ways To Increase Participation

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

By: Mia MacMeekin

27 Ways to Greet 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 vlogging 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 magnetic 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 non-transferable 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...

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

By: Mia MacMeekin
http://anethicalisland.wordpress.com

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http://www.teachthought.com/uncategorized/27-ways-to-greet-your-elementary-school-students/
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 edit it.

Art
Let the artists perform using the arts.

Music
Use music to signal when the performance should begin. Use a bell or 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 share 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 picture form what they understand.

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

Explain
Explain to the students what you want them to learn 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 snapshots 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 on the sticky. Add your name if you are willing to elaborate. Stick on board.

Take-It
Take what you learned. 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

For more information see Epigogy.org and http://anetheticalisland.wordpress.com

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.

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<td>storybird.com</td>
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<td>13</td>
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<td>showme.org</td>
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<td>18</td>
<td>math-play.com</td>
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http://www.digitalinformationworld.com/2013/04/top-20-websites-every-teacher-should.html
GUIDING 
and facilitating 
LEARNING 

How do you facilitate your students to connect the dots?

Connect 
- Connect the dots.

Provide 
- Provide the students with the reasoning tools to connect the dots.

Group 
- Group students to better monitor whether the scaffolding is occurring. Use the ZPD.

Demonstrate 
- Ask the students to frequently demonstrate understanding.

Prove It 
- Ask the student to prove it.

Don't Skip 
- Don't skip steps in guidance. Make sure the student is progressing into deeper understanding.

Give 
- Give students plenty of time to struggle through the material. Try not to just give them the answer to move on.

Free 
- Have a free thinking board. Let the students add questions and ideas for later discussion.

Invite 
- 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.

Begin 
- Begin with basic information.

Establish 
- Establish a context for the new material.

Display 
- Display the possible steps to solving a problem. Let the students add or subtract steps.

Interview 
- Have students interview each other. Ask them to have the other student fully explain what they understood.

Communicate 
- Communicate with the students multiple times in multiple ways.

Draw 
- Ask students to draw out what they understand from the material. Ask what if questions about the drawing.

Guide 
- Guide the student toward an acceptable answer. Ask questions that lead to the most accurate outcome.

Watch 
- Watch the students. Stop back and just watch them work through things. Let them know what you are doing.

Connect 
- Ask more complex questions as the lesson progresses. Ask the students to make connections.

Throw 
- Throw in a problem to solve. See if they can see what they know to solve a problem.

Build 
- Build upon the basic information little by little. If you lose someone, spend time with the student.

Scaffold 
- Scaffold by asking questions so students can add to their mental models.

Time 
- Give students time to truly understand the material.

KWL 
- Use a KWL worksheet or board. Review the board throughout the lesson. Make checkmarks when K, W, or L is complete.

RED LIGHT 
- Use red and green paper for students to wave to slow down the teaching.

Hint 
- Give hints or secret words that signal whether the students are progressing or need to rethink their understanding.

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

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.


By: Mia MacMeekin

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