

Creative Strategies for CTE Teachers

Teacher Handbook



A TOOL BOX OF CREATIVE STRATEGIES FOR
CAREER AND TECHNICAL EDUCATION TEACHERS



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NC CTE COMPREHENSIVE SUPPORT MODEL

Getting to Know Each Other

Directions: Find someone who meets these qualifications and have them sign your paper. You cannot have the same person sign more than once.

#	Assignment	Name	E-mail Address
1.	Find someone who was born in another state.		
2.	Find someone who graduated from a NC high school.		
3.	Find someone who is not married.		
4.	Find someone who has taught less than five years.		
5.	Find someone who is coaching a sport.		
6.	Find someone who is teaching in a middle school.		
7.	Find someone who is a parent.		
8.	Find someone who is teaching in a high school.		
9.	Find someone who has traveled outside of the USA.		
10.	Find someone who has twins.		

Getting to Know Your Students

Table Tents	<ul style="list-style-type: none"> • Have students fold card stock paper in half vertically. • Use markers to write names in large letters • Place table tents in front of their seat or desk. • Have someone assigned to collect table tents at the end of the period to use the next day.
Name Tags	<ul style="list-style-type: none"> • Purchase stick on name tags from an office supply store or have students make their own. • Use pins to attach or punch hole in top of the name tag and use ribbon or yarn so that students can wear them around their necks.
Word Associations	<ul style="list-style-type: none"> • Call on students to introduce themselves to the class using the first letter of their name to share something about themselves. • Example: My name is David and I like to Draw.
Seating Students Alphabetically	<ul style="list-style-type: none"> • This works well especially when you are first getting to know your students. • This method also makes it easy to check roll. • After you get to know your students better you may let them select their own seats.
Seating Charts	<ul style="list-style-type: none"> • This is also a good plan for the first few weeks of school or until you get to know your students better. • It is also very helpful if you have to have a substitute.
Note Cards	<ul style="list-style-type: none"> • Ask each student to write their name on a note card. (It is most helpful to buy assorted colors so that you can use different colors for each class or group of students.) • You can go through the cards and write notes as you go through the stack. • You can also shuffle the cards so that you can call on students at random to answer questions or participate in the lesson.
Drawing Numbers	<ul style="list-style-type: none"> • Assign each student a number in your grade book. • Keep a set of numbers on your desk so that you can draw numbers to select students to answer questions or participate in the lesson.
Clothes Pins	<ul style="list-style-type: none"> • Purchase a bag of wooden clothes pins. • Write the students' names on each clothes pin. • Keep in a basket or box. Clip the pins on the edge of the basket or box as you call on students.
Colored Tongue Depressors	<ul style="list-style-type: none"> • Purchase wooden tongue depressors at a craft shop. • Write each student's name on a tongue depressor. Store in a box or bag. • Pull out names at random to participate in the lesson. • Try to find colored tongue depressors so that you can use different colors for each class.

More Getting to Know You Activities

Dreams: Table discussions or journal entries that could turn into a class book or newsletter.

Famous person you would like to meet
 Country you would like to visit
 If you were president
 If you could have dinner with anyone
 If you could have dinner with a character
 from a book you have read

Dream vacation
 My dream car
 If you were the teacher
 If you could change one thing
 When I am an adult I want to be

Favorites:

Favorite holiday
 Favorite ice cream flavor
 Favorite time of the day
 Favorite season of the year
 Favorite sport
 Favorite books
 Favorite music groups

Favorite TV show
 Favorite video games
 Favorite foods
 Favorite school subjects
 Favorite color
 Favorite piece of classical music
 Favorite song

“That’s Me!”

Own a pet
 Has no cavities
 Has had a manicure
 Has/had braces
 Pulls Oreos apart to lick out the filling
 Always wears a watch
 Has not had chicken pox
 Has changed the oil in a car
 Always passes the salt and pepper together
 Is wearing red (blue, etc.)
 Plays computer games everyday
 Helps with the housework
 Helps with yard work
 Has at least two cousins
 Has a relative who is a teacher
 Has a relative who is a _____
 Remembers kindergarten teacher’s name

Never had a speeding ticket
 Has more than 5 pairs of shoes
 Likes camping
 Has never traveled by plane
 Knows his/her mother’s birthday
 Likes chocolate
 Has visited another country
 Has lived in another country
 Has lived in another state
 Has to clean his or her own room
 Has _____ hair
 Has _____ eyes
 Has nieces or nephews
 Has a sibling in this school
 Has a relative who is a firefighter
 Knows someone famous
 Wants to be a teacher one day

Introducing New Material

KWL	<ul style="list-style-type: none"> • Designed to find out what students already know about the content to be studied. • Students complete a three-column chart either independently or as a class. • K = what the students know before they begin • W = what the students want to know • L = what the students have learned (after they have finished covering the material)
Guess the Word	<ul style="list-style-type: none"> • Post on the back of each student a sign with a key vocabulary word, name of a person, job title, or other mystery answer to review content from the previous day. • Each student takes a turn coming to the front and trying to guess their mystery word or name. Student is allowed only to ask questions which may be answered with “yes” or “no”.
Key Words	<ul style="list-style-type: none"> • Cut out keys from card stock paper or note cards. • On each key, write a key word from the previous day’s lesson. As the students arrive, have each select a key. • Write in their own words definitions/explanations of the key words. • Stress that students are not to worry if they do not remember exact definitions word for word, because stating it in your own words shows that you truly know what it means.
Sentence Strips	<ul style="list-style-type: none"> • Using sentence strips (long slender pieces of poster paper) write a word on one strip, and the definition on the other. • Distribute to students and have them search the room for their “match”. • This is also a good way to pair students for another activity later on in the lesson. • In addition to vocabulary words, you may use quotes or phrases from the textbook.
Word Wall	<ul style="list-style-type: none"> • Prepare sentence strips with new vocabulary words as you begin new units. • Have students write definitions or draw pictures to illustrate the new words. • Display these words in a special part of the classroom---your Word Wall. • Be sure to remove these or cover them up when you are testing!
Question Box	<ul style="list-style-type: none"> • At the beginning of the day, give students a slip of paper with a large question mark on the front. • Have them record on the back of the paper a question which relates to the lesson topic for which they want to find an answer. • Ask a few volunteers to read their questions aloud. Place in box. • At end of the lesson, pull some questions out to see if they have been answered.
Trivia Questions	<ul style="list-style-type: none"> • As students arrive, group them in teams of 3-4. • Have them use their notes and homework to help them think of 4 or more trivia questions which relate to the previous day’s lesson. • Have them write questions and answers in flashcard format on note cards. • Pass cards from one group to another until all groups have tested their memories.
Unscramble the Steps	<ul style="list-style-type: none"> • Scramble the steps in a step-by-step sequence learned the day before. • Write each step in large print on a strip of paper and place on bulletin or flannel board. • Ask for volunteers to talk about why the sequence that is shown is not workable. • Then have volunteers to come and move one step at a time to the correct position. Discuss after each move.
Acrostics	<ul style="list-style-type: none"> • Begin the lesson with a review of what was learned the day before. • Use the topic of the previous lesson as an acrostic starter. For example, if the lesson was on nutrition, have students write the letters NUTRITION down the left side of a sheet of paper. • Have them work independently, or with a partner, to write things learned about the topic, using each letter as an initial letter.

Grouping Your Students for Cooperative Learning

Colors	<ul style="list-style-type: none"> • One of the easiest ways to form groups is by colors. • You may use existing colors, such as colors of clothing, or supply colored items to students (packets, folders, slips of paper, name badges, paper plates, napkins, fabric swatches, stickers, handout, or mats). • Students with the same color come together to work as a group.
Count Off	<ul style="list-style-type: none"> • Have students form groups by counting one by one from one to the total number of groups you would like to form. • Repeat the process around the classroom until everyone has a number. • Remind students before beginning that they will need to remember their numbers. • Assign locations in which each group number can meet.
Deck of Cards	<ul style="list-style-type: none"> • Regular playing cards can be useful for dividing into small groups when you need random assignments. • Groups may be formed based on same suit, same color, same face card, or same number. • You may also use face cards to denote role responsibilities, such as king = leader, queen = recorder, and jack = timekeeper.
Find a Match	<ul style="list-style-type: none"> • Write halves of a familiar pairs on slips of paper. Ideas include “Young” and “Restless” Peanut butter and jelly, salt and pepper, etc. • Have each person select a slip of paper and find the person who has the match to be the student’s partner for the activity.
Colored Objects	<ul style="list-style-type: none"> • Count out M&Ms in advance for the specified number expected in the whole group. • Be sure to have an equal number of each color so that groups will be a consistent size. • Give each student an M&M candy as students enter the room. • Remind them to find others who have the same color candy to form their groups.
Nursery Rhymes	<ul style="list-style-type: none"> • Assign each student a line of a nursery rhyme. • Students move about to find others with lines from the same rhyme until the entire group is assembled.
Sing Along	<ul style="list-style-type: none"> • Give everyone the title and/or the words of a familiar short song. • Everyone is told to rise and move around the room, singing the assigned song. • Students then find others who are singing the same song and gather to form a work group. • Songs may include such favorites as “Row Your Boar,” “Old MacDonald’s Farm,” and “Happy Birthday.”
Stickers	<ul style="list-style-type: none"> • Each student receives a sticker. • In order to find group-mates, students move around to find others with the same sticker. • Ways to give out stickers include: placing them on the students as they enter the classroom, placing them on handouts or name tags, having students draw them out of a bag at random, or having students select them from a table as they enter.

Strategies for Guided or Independent Practice

Crumble & Toss	<ul style="list-style-type: none"> • Have students write question on ½ sheet of paper. No names. • Crumble and toss into a box or basket • Let students draw out question to read, answer/discuss
Interviews	<ul style="list-style-type: none"> • Have students select someone employed in a career that deals with some aspect of your curriculum. • Have students prepare a list of questions to be used as they interview that person. (Note: the class could come up with the list of questions as a large group, in which case they would all use the same list of question.
Demonstration	<ul style="list-style-type: none"> • The best way to learn is by teaching others! Students will reinforce retention by demonstrating their skill proficiencies to others. • Have each student select a topic to demonstrate to the rest of the class. • {Provide ample time for planning, organization and practice.
Surveys	<ul style="list-style-type: none"> • Conduct surveys in the classroom to determine students' opinions, experience, or knowledge. • Have students declare responses by show of hands, standing, or moving into groups with others who have the same response.
Transparencies	<ul style="list-style-type: none"> • Divide students into groups of 3 or 4 • Give each group a transparency sheet and marker • Give assignment: Example: Represent the important information from Chapter 9 in any way you would like. • Each group presents to class
Roundtable	<ul style="list-style-type: none"> • Allow one sheet of paper and one pen/pencil per team • Students pass the paper taking turns answering • Call time and check answers
Speakers	<ul style="list-style-type: none"> • Having guest speakers brings the real world right into the classroom. • Give speakers a clear idea of what to cover and how long they will speak. • Provide time for questions and answers. • Give students a written assignment related to the presentation.
Treasure Chest	<ul style="list-style-type: none"> • For students finishing work early or deserving of reward • Decorate box like a treasure chest • Include puzzles, word searches, games or other items fun to complete • Note: Students who finish early might enjoy filing papers, working on bulletin boards or making manipulatives for the teacher to use in other lessons
Slogan or Bumper Stickers	<ul style="list-style-type: none"> • Groups of 2 or 3 • Write a slogan or design a bumper sticker that summarizes what you have learned from this chapter. • Display and explain your slogan or bumper sticker
Shadowing	<ul style="list-style-type: none"> • Coordinate with business and community leaders. • This gives an image of what a typical day is like for a person in that specific career or situation. • Reporting the experience may be done through oral or written reports.
Foldables	<ul style="list-style-type: none"> • Foldables are graphic organizers that can be used for any subject area. • Foldables are made by the students, and are an inexpensive, easy way to provide a hands-on activity for your class

20 Things Successful CTE Teachers Do

1. Use the course blueprint and curriculum guide religiously.
2. Write your objective on the board every day.
3. Add humor to student interactions.
4. Begin your class with a “Do Now” or “Early Work” activity.
5. Be prompt in giving students feedback about their performance.
6. Create more stimulating and successful questioning techniques.
7. End your class with a “wrap-up”.
8. Exchange ideas with your colleagues.
9. Help students overcome test anxiety.
10. Keep feedback positive to bolster student confidence.
11. Limit the use of videos.
12. Over Plan.
13. Use teaching strategies that go beyond lesson delivery and testing.
14. Require students to keep notebooks to organize their notes.
15. Teach students how to work cooperatively.
16. Treat parents as part of the solution.
17. Incorporate technology into your lesson plans.
18. Use assessment as a teaching and learning opportunity
19. Assign a little homework every day.
20. Write homework assignments on the board each day.

Reading Strategies

GIST	GIST is an acronym for Generating Interactions between Schemata and Texts . This strategy was developed to help students learn to write organized and concise summaries of their reading. The task is to write a summary of the problem in 12 words or less. The student identifies the 12 most important words needed to solve the problem and capture the "gist" of the problem.
Paraphrase	Paraphrase means to put another person's ideas in your own words. A strategy to improve recall of main ideas and specific facts. Students read a short passage and rephrase the content, including main ideas and specific facts, in their own words.
BDA Reading Framework	The BDA strategy works with any reading assignment. The teacher can give students a three-column handout with the headers " B " for " Before Reading ," " D " for " During Reading ," and " A " for " After Reading ", or students can make these columns on their notebook paper. Have students write in column "B" a question they'd like answered, what they expect to read about, or something they hope to learn from what they are about to read. Have them write in column "D" something specific that they plan to think about and look for during reading. Have them write in column "A" something they learned from the reading and process why the information is important and now it can be applied.
Reading Bookmarks	Bookmarks are for students to use while they are reading to record interesting or unusual words, questions that come to mind as they read, or for recording boldfaced terms they may not be familiar with. They can use the back of the bookmarks to record definitions or answers to their questions.
I Wonder	When students read with a purpose, they read more closely and comprehend what they read better. To use the " I Wonder " strategy, the teacher can show a visual aid or state the topic. Students then brainstorm a list of questions---what they wonder---about the visual or topic. Students then read a text to answer their own questions.
KWL	A K-W-L is an instructional tool for helping readers engage in active thinking and reading by articulating what they already <i>know</i> about a topic (K), deciding on <i>what</i> they hope to learn from their reading and inquiry (W), and highlighting or summarizing what they <i>learned</i> (L) after their reading.
Marking the Text	Marking the Text is a means of highlighting, underlining and /or annotating the text to focus students on reading for specific purposes. Post-it notes may also be used if students cannot write in the textbook.
Pairs Read	Paired Reading helps students summarize main points and details from reading. A student takes turns with a partner reading aloud, then the other student paraphrases what was just read. Paired Reading is an effective reading strategy because students are more likely to stay alert and seek understanding while they read. Students, when paired well, will help one another understand the text by asking clarifying questions and summarizing main ideas.
Read Aloud	During a Read Aloud , the teacher reads a short piece of text to students. Before reading, she tells students what they are supposed to listen for and/or write down as she reads. These purposeful directions give students a reason for paying attention and increase their comprehension. A student can perform a Read Aloud, but the teacher should give him the text to practice in advance.
Read and Represent	Read and Represent is a strategy that allows students to take time after reading each segment of information and think about what the reading really means. By stopping to paraphrase and make meaning of each segment, they are able to take in more information with a higher level of retention. When time is provided for each student to talk with someone else about what they have read, understanding is further enhanced.
Gallery Walk	A Gallery Walk is similar to a person walking through an art gallery looking at paintings. In the classroom, however, students will be looking at student work that might be in the form of a poster, chart, paper, or other format. Gallery Walks are most effective when the teacher gives students a task to do as they look at other student work. For example, the teacher might want students to take notes or give feedback to the writer(s) on a sticky note.

GIST

Technical Literacy: The Need

One aspect of technical literacy—the ability to read, understand and communicate in the language of a technical field—is increasingly important to workplace success. Today’s high-performance work environments demand employees who can read, gather and analyze information from many sources to solve problems, and meet customer needs.

Unfortunately, most CTE programs do not emphasize technical reading and writing skills. On the most recent *High Schools That Work (HSTW) Assessment*, too few students said they were asked to read and write to complete CTE assignments. Only one-third said they’d been asked to prepare a written report or research paper once a semester. Fewer than half—46%—were asked to read a career-related article at least once or twice a month.

When CTE teachers make frequent reading and writing assignments, students’ reading scores improve as does their technical knowledge and ability to become independent, continuous learners. Students who experienced moderate to intensive emphasis on reading and writing in their academic and CTE classes had reading scores significantly higher than students in classes with little emphasis.

Assignment:

1. Read the first paragraph and summarize the content in 20 words or less.

2. Read the second paragraph and summarize the first two paragraphs together in 30 words or less.

3. Read the third paragraph and summarize the entire passage in 40 words or less.

Writing Strategies

Analogy Statements	With Analogy Statements , students complete a written assignment such as: _____ (concept being studied) is like _____ because
Compare-Contrast	Comparison and Contrast Charts provide a way for students to compare two or more concepts by looking at similarities and difference.
Concept Ladder	A Concept Ladder is an advance organizer used to help students develop questions that will guide their reading and understanding of a text. Students develop a question for each run of the ladder based on their existing background knowledge and/or a common reading experience around a concept. These questions then help establish a purpose for reading.
Cornell Note Taking	Cornell Note-Taking is a systematic process for taking notes during reading or viewing, analyzing the notes to form questions the notes would answer, and using the notes and questions to summarize the important ideas presented.
Crossword Puzzles	Crossword Puzzles reinforce vocabulary and definitions.
Double Entry Diaries	A Double-Entry Diary is an “access tool” that students can use to hold their thinking. Access tools help students slow down as they read and begin to track their thinking.
Fast Write	A Fast Write is a short written response. The teacher is trying to help students connect or show that they know about a topic and looking for evidence of thinking, not correct grammar, punctuation, or mechanics. Usually a Fast Write will take 3-5 minutes. Fast Writes can be written on index cards, sticky notes, recycled strips of paper, or a designated section in a student’s notebook.
Journal Writing	Response Journals are student responses to reading, viewing of a video or film, experiencing a lesson, observing an experiment, taking a field trip or listening to a great speaker.
Learning Logs	Learning Logs have regular student entries, which can include reflections on homework, responses to reading, responses to specific teacher prompts, reflections on the process of learning, notes on content studied, research notes or observations. Learning Logs are a way for students to reflect on what they read, discussed or experienced by writing in a notebook short responses to a question or topic presented.
List-Group-Label	During a List-Group-Label activity, students can brainstorm a list of words (or the teacher can provide them) associated with a topic. All similar words are then grouped into a category and given a label.
RAFT	RAFT is an acronym for Role, Audience, Format, Topic . Role is the person or thing the writer is assuming (such as mother or father); A is the audience for whom the writing is written (husband and wife); F is the format the writer is supposed to use (such as a letter); T is the topic (such as pregnancy discomforts and how to relieve them.) RAFT writing helps the student write for someone other than the teacher in a voice other than their own using a format in place of the standard paragraph or essay.

Commonly Misspelled Words

<p style="text-align: center;">A</p> <p>a lot absence accidentally accommodate acquaint acquaintance acquire adequately admission adolescent advertise against aggravate although amateur analyze annually anticipated appropriate assassination athletic audience auxiliary awkward</p> <p style="text-align: center;">B</p> <p>bargain beautiful beginning believe beneficiary breath bureaucracy business</p> <p style="text-align: center;">C</p> <p>career carefully catalog catalogue category character chief choose clothes</p>	<p>competition completely condemned conscience conscious controversial convenient courtesy criticized</p> <p style="text-align: center;">D</p> <p>dealt definitely description diagnosis disease dividend division doesn't during</p> <p style="text-align: center;">E</p> <p>efficient eligible embarrassed environment epitome equipment equipped especially exercise existence experience explanation</p> <p style="text-align: center;">F</p> <p>facsimile familiar fascinate February forty fulfill</p> <p style="text-align: center;">G</p> <p>government governor</p>	<p>guarantee guaranteed</p> <p style="text-align: center;">H</p> <p>happened height hero heroes horizontal humorous</p> <p style="text-align: center;">I</p> <p>illogical imaginary immediately indispensable individual influence influential inoculate intelligent interruption invariable irresistible</p> <p style="text-align: center;">J</p> <p>January jewelry judgment</p> <p style="text-align: center;">K</p> <p>knowledgeable</p> <p style="text-align: center;">L</p> <p>label laboratory leisurely length license literature luxury</p> <p style="text-align: center;">M</p> <p>magnificent maintain</p>	<p>maintenance maneuver</p> <p style="text-align: center;">N</p> <p>necessary negotiate nickel ninety noticeable nuclear nuisance</p> <p style="text-align: center;">O</p> <p>occasion occurrence occurring opportunity</p> <p style="text-align: center;">P</p> <p>parallel particularly pastime peculiar perimeter pleasant poison practically precede precedent prescription privilege probably pronunciation propaganda psychiatry psychology</p> <p style="text-align: center;">Q</p> <p>questionnaire quipped</p> <p style="text-align: center;">R</p> <p>received rehearsal religious</p>	<p>repetition representative responsibility restaurant reversible rhythm</p> <p style="text-align: center;">S</p> <p>sacrifice said sandwich satellite Saturday scarcity schedule secretary seize separate September signature significance significant sincerely skiing society soluble souvenir speech stationary stationery statistics straight strategy strength strictly stubbornness studied studies studying suburban succeed summarizes superintendent surprise swimming</p> <p style="text-align: center;">T</p> <p>technicality</p>	<p>technique tendency tension themselves thorough thought thousandth through Thursday tomorrow tragedy transferred traveled Tuesday twelfth tyranny</p> <p style="text-align: center;">U</p> <p>unanimous undoubtedly unfortunate used to usually</p> <p style="text-align: center;">V</p> <p>vacuum vertical villain visibility vitamin</p> <p style="text-align: center;">W</p> <p>Wednesday weird woman women writing written</p> <p style="text-align: center;">Y</p> <p>yield</p>
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Checking for Understanding

Use the following questions and follow-up probes regularly to check for understanding:

1. How is _____ similar to (or different from) _____?
2. What are the characteristics/parts of _____?
3. In what other ways might we show/illustrate _____?
4. What is the big idea, key concept, or moral in _____?
5. Give an example of _____.
6. What is wrong _____?
7. What might you infer from _____?
8. What conclusions might be drawn from _____?
9. What question are we trying to answer?
10. What problem are we trying to solve?
11. What are you assuming about _____?
12. What might happen if _____?
13. What criteria would you use to judge/evaluate _____?
14. What evidence supports _____?
15. How might we prove/confirm _____?
16. What alternatives should be considered?
17. What approach/strategy could you use to _____?

Follow-up Probes:

18. Why?
19. How do you know?
20. Explain
21. So you agree?
22. What do you mean by _____?
23. Could you give an example?
24. Tell me more.
25. Give your reasons.
26. But what about _____?
27. Can you find that in the text?
28. What data supports your position?
29. Do you agree or disagree with _____? Why?
30. Why do you think this is important to know?

Bringing Closure to Your Lessons

Egg-periences	<ul style="list-style-type: none"> • Provide a basket filled with snap-apart plastic eggs. • Give each student an egg and a slip of paper at the beginning of the lesson. • Announce that they are to select one highlight “egg-perience” from the day’s activities to write on paper and put into their egg. • Ask for volunteers to open several eggs and read aloud.
Instructional Graffiti	<ul style="list-style-type: none"> • Hang a large piece of blank paper on a bulletin board or wall. • Use this to create a graffiti mural. • Use brightly colored markers to outline the topic of study in large letters in the center. • Use the mural as a place for students to share key words and phrases representing what they have learned.
Pass It On	<ul style="list-style-type: none"> • Have each student write on a small piece of precut paper something that he/she learned, realized, or became aware of today. • Play music, and ask students to pass papers in a clockwise fashion until the music stops. • When the music stops, read the paper in your hand. • Ask if anyone wished to share the one they read. Start the music again, continuing to pass. Repeat for 2-3 minutes.
Questions in a Bucket or Fish Bowl	<ul style="list-style-type: none"> • Write VoCATS questions on strips of paper. • Each day drop questions in a bucket that apply to the competency being taught that day. • Have students draw out questions. (You may reward students with candy or extra points) • Return the questions to the bucket so that each day there will be more and more questions to draw from, and students will be reviewing from the entire year.
Summarize Lesson With Your Name	<ul style="list-style-type: none"> • Have students do individual summaries of the lesson. • Ask them to write their first name down the left side of the page. • Then have them make a list of statements showing what they have learned today, with each statement beginning with a letter in his/her name.
Top Ten List	<ul style="list-style-type: none"> • Begin by asking each student to submit one thing to remember about today’s lesson. Write these on the board. • Then ask students to discuss and eliminate all but 10. Individually prioritize those remaining in order of importance from 1 to 10. • Total rankings given each idea. Lowest score becomes no 1 on the list. • Use a flip chart to list the To Ten.
Alpha Boxes	<ul style="list-style-type: none"> • Give students a handout with “Alpha-Boxes) • Instruct them to write a statement or word using the letters of the alphabet as a review of today’s lesson • Boxes can also be used to record vocabulary words or cut apart to use as flash cards

Alphaboxes

Directions: Fill in the boxes with key words or concepts from the materials you have studied.

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	XYZ

Strategies for Assessing Student Learning

Muddy Points	<ul style="list-style-type: none"> • Before students leave class, have them write down the following and turn in: What was the muddiest point in _____? (lecture, discussion, homework, class work, video, etc.) • Use that as a starting point for review the next day.
Word Journal	<ul style="list-style-type: none"> • Summarize a short text in a single word • Write a paragraph explaining why you chose that word.
Four Corners	<ul style="list-style-type: none"> • Give students the opportunity to move around the classroom. • Make large letters (A, B, C, D) • Place the letters in four corners of the classroom. • Read a question to the class. Students will go to the corner with the letter of their answer choice. • Ask one student from each corner to explain why he/she choose that answer choice.
“Pops” Quiz	<ul style="list-style-type: none"> • Print out questions and cut into strips. • Fold and attach question strips with tape to Tootsie Pops and put into a box or basket. • Students select a Tootsie Pop. Teacher reads question for student to answer. • If the student gives the correct answer he/she gets to keep the Tootsie Pop.
Review Baseball Review Basketball	<ul style="list-style-type: none"> • Cut strips of paper with the following written on them: 10 with “OUT”, 10 with “SINGLE”, 10 with “DOUBLE”, 8 with “TRIPLE”, 5 with “HOMERUN”. Put strips in a box or basket. • Choose two team captains. Order remaining students into teams and in “batting order.” • Draw a baseball diamond on a chart or board with captain names on either side, and a box for scoring, etc. • Students sit by team on either side of the room in “batting order”. • Flip a coin to decide first up at bat. Begin asking VoCATS questions. Students have 30 seconds to answer. • If correct, student will draw a strip from the box or basket. Move “runner” accordingly. • If incorrect, opposing team must answer question correct to record an “OUT”. • The team “at bat” cannot discuss the question---only the batter can answer. • The team “in the field” can discuss question. This will help students pay attention. • Create runners in different colors to help keep track of game. • Continue game for designated time making sure both teams get equal turns at bat.
Bleachers	<ul style="list-style-type: none"> • Assemble questions for review. Take students to the gym or football field. • Line students along front row of bleachers. • Teacher reads a question. Students write answers. • For each correct response, students move up one row. Incorrect responses, students move down one row. • The student(s) reaching the top row first wins!
Electronic Polling Devices	<ul style="list-style-type: none"> • Students use electronic keypads to click on answer • Teacher gets instant feedback on questions the class does not understand
“Waging” Points	<ul style="list-style-type: none"> • 25-item multiple choice test, each question is worth 4 points • Students determine the number of points per answer based on confidence of answer • Example: A = 4 points, or A = 3 and B = 1, or A = 2 and B = 2, or each = 1 pt.

Waging Points

Student Number: _____ Date: _____

#	A	B	C	D
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
Totals				

Student's Score: _____

Testing Terms and Definitions

Affect	to influence the reader or cause a particular response in the reader
Analyze	to separate into elemental parts or basic principles to determine the nature of the whole
Apply	to bring together relevant information from one situation and transfer it to another similar and appropriate situation
Approximately	almost the same as, close to, but not equal to; an estimation
Assume	to take upon one's self; to adopt
Best	an evaluative term meaning exceeding all others in terms of quality and correctness
Choose	to select from a number of possible alternatives
Clarify	to make clear or easier to understand
Compare	to appraise with respect to similarities and differences with the emphasis on similarities
Construct	to form or assemble by combining parts; to create (a sentence, for ex.) by systematically arranging ideas or terms; to draw (e.g. a geometric figure) that meets specific requirements
Contrast	to appraise with respect to differences
Convey	to impart/communicate by statement, suggestion, gesture, or appearance
Convince	to persuade to a viewpoint based upon specific references to the passage
Define	to state the precise meaning (of a word)
Describe	to respond to a question or statement by representing or giving an account, which is expressed in words, in order to produce a mental image for the reader, of something observed or experienced by the writer
Details	individual parts of a whole; details add substance to a response
Discriminate	to make a clear distinction; to distinguish
Discuss	to consider (a subject) in speech or writing
Effect	the result or consequence of an action, situation, or condition
Elaborate	to add details, explanations, examples, or other relevant information to improve understanding
Evaluate	to assess or judge the reasonableness and quality of ideas or concepts
Evidence	information and details presented in a given passage
Example	an instance that serves to illustrate
Except	with the exclusion of; but leave out; exclude
Explain	to respond to questions; to give and defend one's viewpoint citing appropriate, specific examples
Fact	that which can be observed or verified; objective
Feature	a characteristic of a passage
Generate	to produce; to form (a geometric figure) by describing a curve or surface
Identify	to ascertain the origin, nature, or characteristics of
Illustration	a picture or drawing
Imagine	to form a notion or idea about something
Impression	a telling image or feeling that becomes fixed on the senses of the mind
Infer	to go beyond the available information to identify, describe, or discuss what may be true
Influence	to produce a change or an effect in someone or something in some intangible way with no apparent use of a direct command
Justify	to defend a response using specific examples and references
List	to make a list of; to itemize
Locate	to find by searching, examining, or experimenting
Most (likely)	evaluative term meaning the principle or most important part or point
Opinion	a belief or idea held with confidence but not substantiated with direct proof or knowledge
Organize	give order to or create a functioning, coherent whole from coordinated or interdependent parts
Passage	a piece of material, such as a story, poem, recipe, graph, cartoon, blurb, excerpt
Perform	to begin and carry through to completion; to do
Predict	to estimate future behavior or events based upon present and past information
Pretend	to form a notion or idea about something
Reference	to cite specific information from a passage to support a viewpoint
Represent	to symbolize or change the form; but not the substance, of the information
Scenario	an outline or model of an expected or supposed sequence of events
Select	to make a choice or selection
Solve	to work out a correct solution (to a problem)
State	to declare; to set forth in words

Strategies for Encouraging Your Students

10 Suggestions for Positive Extrinsic Reinforcements:

- | | |
|---------------------|---------------------------------|
| 1. Leadership Roles | 6. Field Trips |
| 2. Stickers | 7. Calls Home |
| 3. Awards | 8. Complimentary Notes |
| 4. Certificates | 9. Reward "Bucks" |
| 5. Medals | 10. Student of the Month Awards |

50 Expressions of Praise and Encouragement:

- | | |
|---------------------------|--------------------------|
| Great | A great idea |
| Fantastic | Bravo |
| Incredible | Best job yet |
| Masterful | Fine job |
| A scholar | You are very smart |
| Hooray | Superb |
| Genius at work | Stupendous |
| Good thinking | Super |
| A great accomplishment | A star is born |
| Good thinking | Getting better each time |
| Marvelous | Never use the word can't |
| Always do your best | Sensational |
| Put on your thinking cap | You're improving |
| You're unique | Glad you thought of that |
| Sky's the limit | Good work |
| Keep up the good work | There are no failures |
| Stupendous | That's wonderful |
| A great effort | A good try |
| Its gets better every day | Keep trying |
| I'm proud of you | A valiant effort |
| Outstanding | That's a winner |
| Never say never | Excellent |
| Brilliant | The best I've seen |
| Genius | Good answer |
| Wow | Impressive |

Strategies for Celebrating Success

Medals

Gold Stars

Pizza Party

Wall of Fame

Donated Prizes

Trophies or Plaques

Display Good Work

Praise Students Often

Candy or Other Treats

Student for the Day Award

Certificates of Achievement

Newspaper Articles and Pictures

Coupons from Local Restaurants

Announcements to the Student Body

Awards Day at End of the School Year

Brag on Your Students Whenever You Can

Recognize Students in Front of Their Peers

Start a “Blooming Students” Bulletin Board

Make Homemade Ice Cream or Have a Cookout After School

Pens, Pencils, Pads, etc. You Get at Meetings and Conferences

