

Successful Strategies for Students

Presented by Mike Stracco
Rutherford High School in Conjunction with the
South Bergen Jointure Commission

Overview of the Day

- ▶ 1) Theory into Practice

How we learn

Creating Sense and Meaning

The Primacy Recency Effect

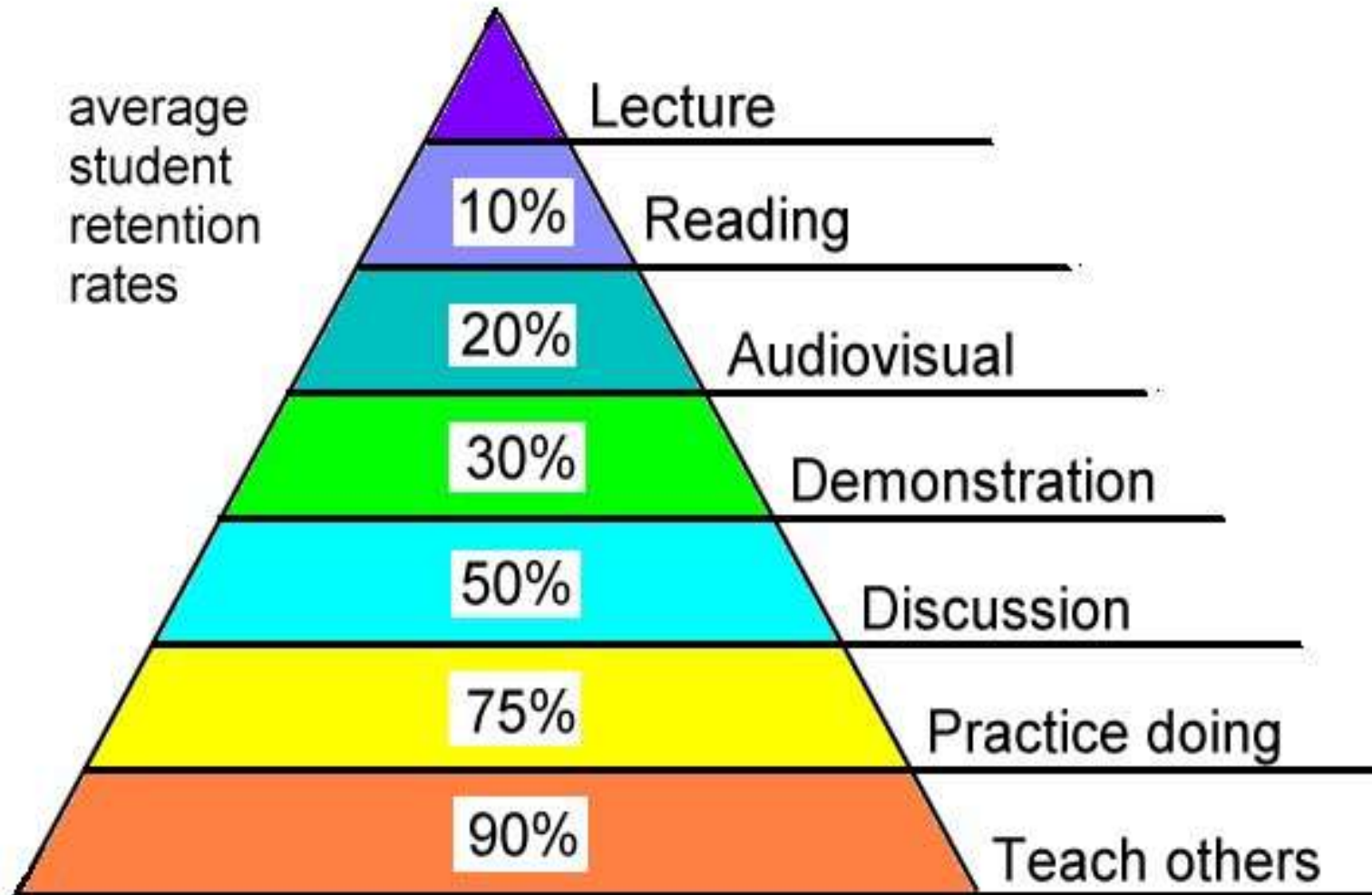
Movement Boosts Retention

TPT's – Total Participation Techniques

- ▶ 2) Different Strategies to Use

- ▶ 3) Application / implications to your classroom

Learning Pyramid




Sense and Meaning

- ▶ *If we can make sense out of something and it has personal meaning, we will be more apt to learn it better and retain it.*

- ▶ *Key points:*
 - *How do I feel?*
 - *Am I interested in this?*
 - *Is this important?*
 - *Can I do this?*

Forming “Sense and Meaning”

1. Who is the quarterback for the New England Patriots?
 2. Who is the pitcher for The New York Yankees?
 3. Who won the MVP player for the Devils last year?
 4. Who invented the “internet?”
 5. What musical won the Tony last year for “Best Revival?”
 6. What was the number of the house your grew up in?
 7. What is your favorite dessert?
 8. What is the name of your first true love?
 9. What is the name of your pet/ kids?
 10. Who would you die for?
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OH, NO! NOT...
AUDIENCE
PARTICIPATION!!!



Think about this...

- ▶ Are we *listening objects*?
- ▶ Then why should our teaching be?

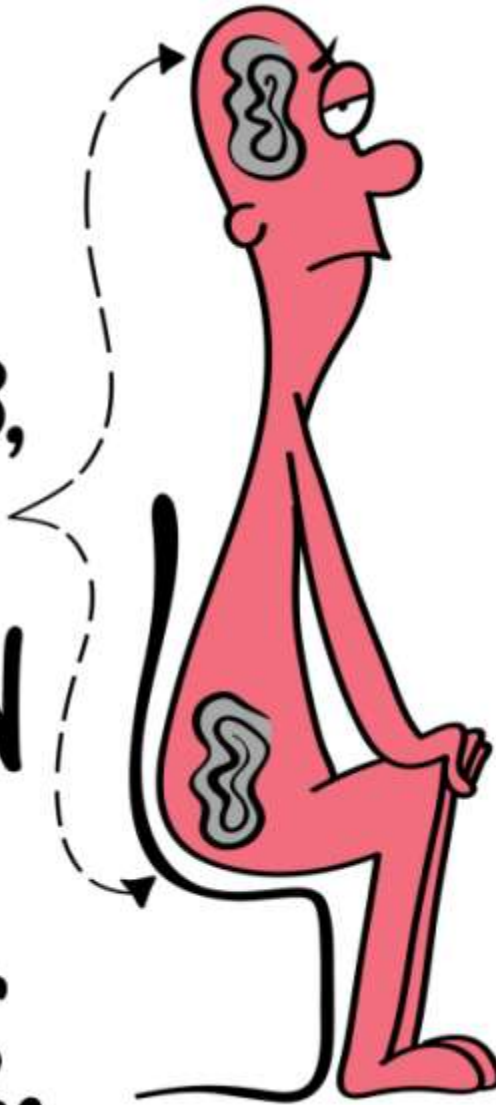
Movement

- ▶ Studies have shown that movement enhances memory and learning.
 - ▶ Adds oxygen to the brain.
 - ▶ Changes mood and attitude towards learning.
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Attention Span

- ▶ One minute per average age.
- ▶ For example, if the average age in your classroom is 16, there should be an “activity” shift every 16 minutes.

IF THE
BUM
IS NUMB,
THE
BRAIN
IS THE
SAME.



The Primacy Recency Effect

- ▶ The brain remembers the first and last items presented in a learning episode.

Key terms:

Prime time 1

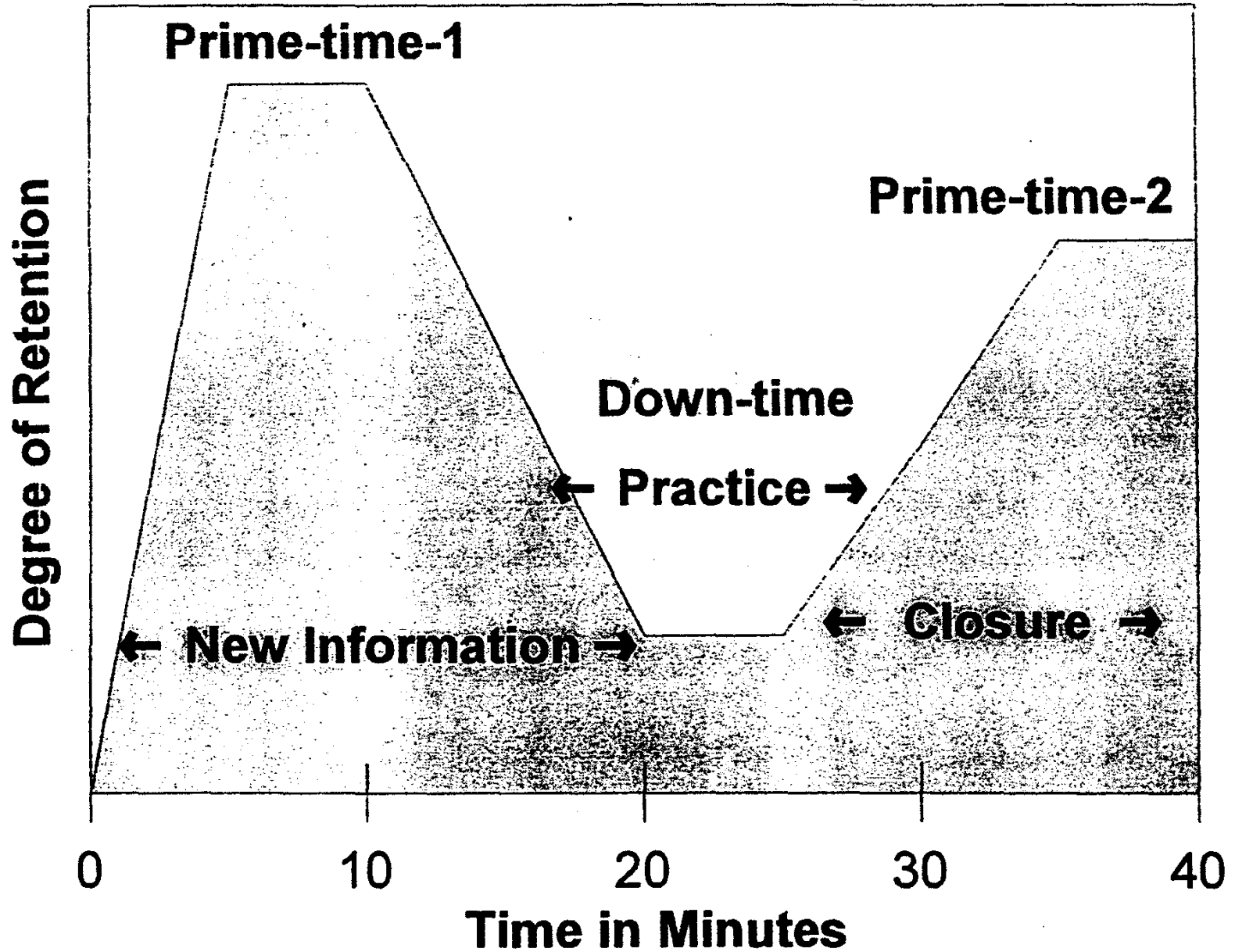
Down time

Prime time 2

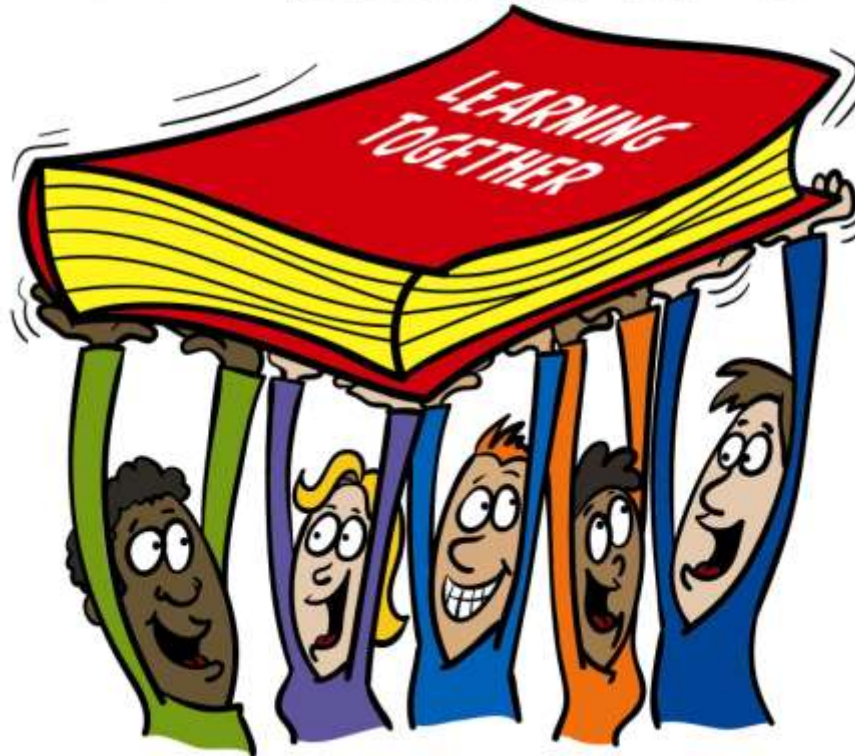
Closure

- Present the new information first
- Administrative tasks should take place during down time.

Retention During a Learning Episode




SOCIAL GROUPS BOOST OUR LEARNING



The techniques ...




Quick Write

- ▶ 1) Select a prompt you would like your students address
 - ▶ 2) Give students a specified amount of time to collect their thoughts and jot down a response (3-5 minutes)
 - ▶ 3) Follow with a partner discussion, a chalkboard splash, or another sharing technique.
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Quick Draws

Select a “big idea” or major concept of your lesson.

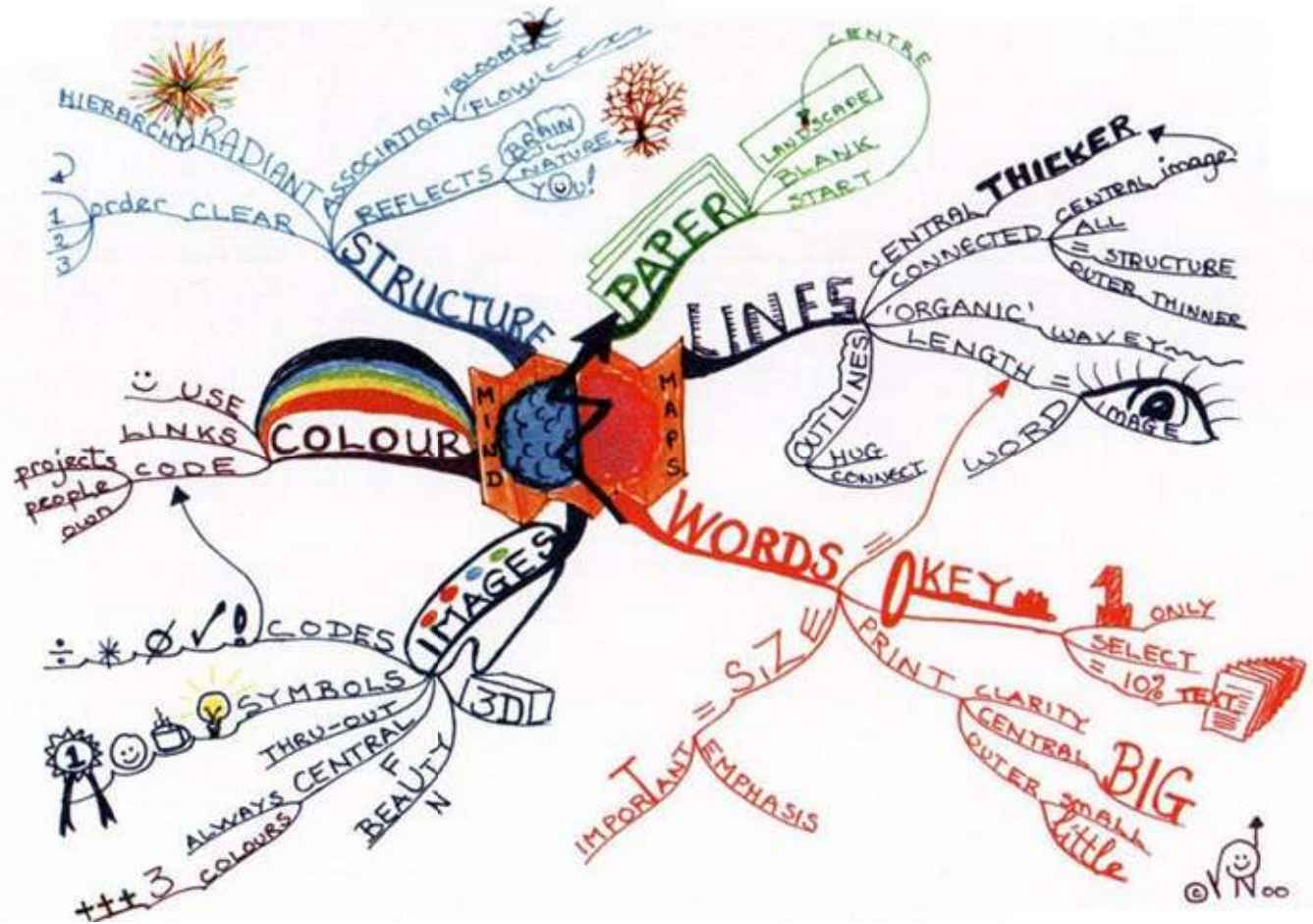
- ▶ Ask students to reflect on the meaning of the concept and create a visual image that represents that concept (3-5 minutes)
 - ▶ Explain the image with a partner.
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As a review or closure

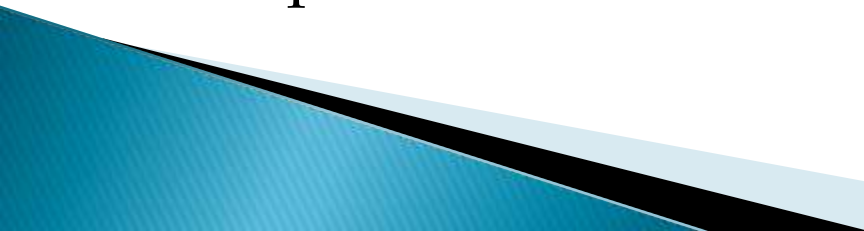
MIND MAPS




Mind Maps



Chalkboard Splash or Chart Paper Splash

- ▶ Create a sentence starter, prompt or question for which you would like all students to see of their peers responses (quick writes, quick draws, etc)
 - ▶ As students generate responses, ask them to copy their responses onto a random or designated place (chalk board, chart paper)
 - ▶ Debrief by asking students to walk around, analyze and jot down similarities, differences and surprises, or PMI
 - ▶ Ask students to get into small groups and share what they noticed in terms of similarities, differences and surprises. Ask to share
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Similes

- ▶ Create similes using some of the topics that you are studying
 - ▶ Ask students to formulate and explanation for how the simile might be true.
 - ▶ Use “like” or “as”.
- 


Your turn 1 ...

- ▶ Develop one of each of the ideas presented thus far to be used in your classroom.
- ▶ Share with a partner.

Hot seat

- ▶ Put chairs in a circle with one chair in the middle
 - ▶ Play musical chairs to see who will be “It.”
 - ▶ Each student asks a question to the “it” person. If he or she gets the answer incorrect, they switch seats with the person who asked the question.
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Inside – outside circle

- ▶ Have students count off in order to form two groups.
 - ▶ One group will be the “inside” circle
 - ▶ The other group will be the “outside” circle.
 - ▶ Ask questions.
 - ▶ Have students move in different directions.
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Three 3's in a Row

- ▶ Just like *Bingo! Bingo! Bingo!*
- ▶ Students choose to answer what they feel most comfortable with, allowing other students to get opinions from “peer experts.”

Your turn 2...

- ▶ Develop one of each of the ideas presented thus far to be used in your classroom.
- ▶ Share with a partner.

Network Sessions

- ▶ Prepare one to four prompts or questions. Ask students to reflect on or quick write responses to the prompts.
 - ▶ Ask students to find someone with whom they have not yet spoken that day and discuss their responses on the teacher selected prompt.
 - ▶ After a predetermined amount of time, “pause please” and have students talk to someone else .
 - ▶ With the new partner, have students respond to different teacher selected prompt. Repeat until all prompts have been answered.
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Let's Practice...

- ▶ What units will you be teaching over the next few weeks? How might adding these tips/ techniques help your students, especially with higher level thinking?
 - ▶ What are the PMI's of these techniques?
 - ▶ What do you think are the overall effects of these techniques will be on your students?
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Appointment Agendas

8:00 am	
9:00am	
10:00 am	
11:00 am	
12:00 pm	
1:00 pm	
2:00 pm	
3:00 pm	
4:00 pm	
5:00 pm	

Air Writing

- ▶ Follow the example...
- ▶ This is a brain friendly exercise.

Concept Charades

- ▶ Follow example.


Your turn 3...

- ▶ Develop one of each of the ideas presented thus far to be used in your classroom.
- ▶ Share with a partner.

Confer, compare, clarify

- ▶ Ask students to pair up and *CCC*
- ▶ *Confer* means getting together and sharing a one sentence summary of what they believe was the most important part of the presentation
- ▶ *Compare* – share each others notes
- ▶ *Clarify* – record any questions that might have arisen.
- ▶ Join other pairs and ask questions
- ▶ Record questions.
- ▶ Address the questions as a whole.


Lecture T- Chart

- ▶ During a presentation, students take notes in the left hand column
 - ▶ Stop periodically to have students reflect and “sum up” in the right hand side
 - ▶ Share with a partner.
 - ▶ Answer questions that students might have.
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Trident

- ▶ Three words that highlight the lesson
- ▶ Nike's "Just do it!"


Three sentence Wrap up

- ▶ At the end of your lesson, have students summarize it in three sentences or less.
 - ▶ Have small groups get together to share and refine their summaries.
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Your turn 4...

- ▶ Develop one of each of the ideas presented thus far to be used in your classroom.
- ▶ Share with a partner.


A-Z list

- ▶ This activity can be on going throughout a unit.
 - ▶ Have students list words that begin with each letter of the alphabet.
 - ▶ Have students continue to add words as the unit continues.
 - ▶ Make this a contest!
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A-Z Sentence Summaries

- ▶ At the end of the lesson, assign students a letter of the alphabet.
 - ▶ Ask students to create a one sentence summary of the presentation beginning their sentence with the assigned letter.
 - ▶ Do a chalkboard splash, attaching the sentence so peers can review.
 - ▶ Before ending the lesson, call out the letters in order for students to read their sentences aloud.
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Pause Star Rank

- ▶ At the end of a lesson, ask the students to review their notes and place stars next to the most important concepts.
 - ▶ Select the three most important concepts and create a summary sentence for each concept.
 - ▶ Rank the three summary sentences in order of importance. 1 – most important, 2–3 next important.
 - ▶ Ask students to share.
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One liner Wall

- ▶ A one liner wall is composed of selected students statements from their notes, or writings.
 - ▶ One line is placed on the chart paper.
 - ▶ Review.
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Your turn 5...The Big One!!

- ▶ Develop two of each of the ideas presented thus far as a review of the day.
 - ▶ Share with a partner.
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