Jordan Donnelly

EDUC 5311

9/18/19

**Teacher Toolkit**

**Focused Listing**

This strategy involves students making words to describe an idea they have visually or mentally.

How to use:

 -Give topic

Students will given a topic over the lesson being taught that day. Students will create their lists from there using words that describe the topic given to them.

-Group Students

Students will then be placed into smaller groups in order to discuss each of their lists they created. They can also create lists with the groups they were assigned to if they want to add more ideas.

-Discussion

Once the groups are finished (or when time is up), teacher can then use the list to help start a whole-group discussion for the class.

When to use:

This strategy is great for the following:

-Reviewing a unit

-Starting an assignment

-Introducing a new topic

-Presentations for historical periods

-Breaking the ice with new students at the beginning of the school year

Variations:

-Students can be put into groups first before topic is given.

-Students can be given topic first, then put into groups.

**One-Minute Papers**

This strategy is a perfect review strategy for students at the end of a lesson or book unit.

How to Use:

-Write Questions

Questions will be written on the board (or any other form of media for that matter) and the students will answer them individually.

-Group Students

Following that, students will be placed into groups in order to start a discussion. Round Robin could be involved, but not necessarily for this activity to work.

-Comparison

Once each student has answered all the questions on the board, they all compare answers to see which ones have common answers amongst each other.

When to Use:

This strategy may be used for the following:

-Reviewing a lesson

-Preparation for a test or quiz

-Brainstorming new ideas for a research project

-Answering questions about the Civil War

-Identifying what cultures were established around the world.

Variations:

-Teacher may write the questions on the board for the students to answer.

-Teacher may give a topic, then allow students to ask what questions they believe should be answered about the material covered.

**Forced Debate**

The strategy mentioned requires communication in a group.

How to use:

-Debate topic

Teacher writes a question on the classroom board at the front of the room for the debate.

-Kinesthetic involvement

Once the students have read the question, they will then move to one side of the room. One side is the ‘agree’ side and the other side is the ‘disagree’ side. Once they have picked a side, they cannot change to the other side of the room.

-Debate

After the students have picked their side of the room, the teacher then allows them to debate the opposing side of the room. Each student will have the opportunity to establish a point of their respective side.

When to use:

This would be a great strategy to use for me when I teach Social Studies. Here are some examples I could use this strategy for:

-Supporting the ideas of a Democrat or a Republican ideology

-Establishing either why we should or should not use war as a tool for peace.

-Choosing two founding fathers and picking which one had the better vision for the colonies.

-Picking a Civil Rights issue and choosing the best method to approach that topic.

-Having a discussion about the current state of domestic affairs such as the economy and individual liberties.

Variations:

-The teacher can write the debate question, then tell the students to go to one side of the room immediately.

-The teacher could also ask the students to write down some ideas to debate about in class, then come up with a debate question based on what is the popular consensus amongst the students.

**Cooperative Graffiti**

The strategy involves brainstorming using a specific topic.

How to use:

-Group

Place students into smaller groups and give each group some scratch paper and colored pencils.

-Topic

Write the topic down on the board at the front of the room for the students.

-Brainstorm

Once you say ‘Go!’, tell the students to brainstorm some ideas that are related to the topic written on the board. Once time is up, students have to put their thoughts into categories.

When to use:

These ideas would work for this strategy:

-Reviewing the 13 colonies and their cultural geography.

-Reviewing the native Indian tribes and their locations

-Reviewing the Battle of the Alamo

-Reviewing the Declaration of Independence

-Reviewing the individual rights established in the Bill of Rights

Variations:

-Teacher could have students placed in groups to brainstorm with colored pencils and scratch paper.

-Teacher could also have this be an individual brainstorm by writing down ideas.

**Jigsaw**

This learning strategy involves placing students into two groups, one representing the ‘expert’ group and the other representing the ‘home’ group.

How to use:

-Assign groups

Students will be assigned into a ‘home’ group of 3-5 students depending on their ability to read. ‘Expert’ groups will then be created amongst the ‘home’ groups of students.

-Give topic

The groups will then be given the topic by the teacher to be discussed amongst each other.

-Meet with other classmates

Students will then have around 20-30 minutes to meet with other students that have the same topic. Once they have retained the information, the students then go back to their ‘home’ group to become the ‘expert’ on how to teach the topic amongst their group.

When to use:

This can be used for most subjects, but it is a little more complicated on which topics to use with this strategy.

-Reviewing in History about the Roman Empire

-Summarizing a reading assignment in English.

-Identifying various types of cells in an organism in Science.

-Reviewing the Constitution of the United States in Social Studies

-Reviewing various pronouns in Spanish.

Variations:

-The teacher can pair students based on skill level, meaning the smarter students are paired together usually.

-The teacher can mix up the home groups so that there are a couple smarter and a couple of average students working together.

**SPECIAL EDUCATION AND ESL STRATEGIES:**

**Question Formulation Technique**

This technique allows students to come up with their own questions. This is primarily used for students with special needs.

How to use:

-Show photograph example of the lesson you are trying to teach for the day.

-Split students up into small groups (no more than 4 per group).

-Tell them to begin writing down questions they have about the photograph they are viewing.

When to use:

This technique can be used anytime during a lesson about specific content. In particular, here a few examples of when this would clearly work well:

-Identifying the differences between Native Americans and English colonists.

-Understanding the Native American culture before the Discovery Period.

-Identifying the similarities and differences white and black people had during the Civil Rights era.

-Learning terminology in regards to physical geographic features (plateau,hill,basin,etc.).

-Understanding the proper status of slaves and their owners during Jim Crow era.

Variations:

-Students with special needs can be grouped together with other students who have the same disability in order for them to work on questions together.

-Students can ask the questions out loud instead of writing them down.

-Students can use laptops to type down their observations of the pictures presented.

**Rhythm is your Friend**

This strategy involves using a drum in the classroom for autistic students to use melodies in order to enhance their learning ability.

How to use:

-Bring a drum to class and introduce it to the children.

-Pass it around for the students to observe/practice with.

-Once the drum is passed back to the teacher, they will give instructions on how to use the instrument for the lesson that day.

-Students will tap the drum for every syllable in the term they are trying to use.

When to use:

-Identifying geographical features from a photograph.

-Using correct terminology for people of different color over the years of history.

-Using correct dates for any historic event that took place.

-Providing basic knowledge of states and capital cities in U.S. Geography.

Variations:

-Students who do not have Autism may help those who do by demonstrating how to use the drum for communicating the proper term to students who are autistic.

-Students may also tap their legs or their desk for rhythm in case there is no drum present.

-Students can also receive an electronic drum pad to tap in order to make a syllable.

**Dinner Menu**

This strategy involves creating a ‘dinner menu’ much like what you see at restaurants. Instead of food items, however, there are various tasks that the student can choose from that would be more accommodating to their comfort level.

How to use:

-Select tasks that the student may choose to do for their assignment.

-Write them down on the menu.

-Give them the menu so that they may choose which tasks to complete.

When to use:

-Reviewing the Articles of Confederation (first form of governing legislature).

-Identifying the 3 branches of Government in depth

-Drawing an overview of one of 6 regions in the United States of America.

-Creating a skit for introducing legislation to the floor of the U.S. Congress.

-Comparing and Contrasting beliefs of the North and South during the Civil War era.

Variations:

-Students with the same disabilities may receive similar menus during class.

-Students with dyslexia may receive more options to draw instead of write.

-Groups of 3 could collaborate on one menu.

**Last Man Standing**

This game involves students sitting in a circle and having a ball to toss around. The game will involve using a word that is related to the theme that is chosen by the teacher.

How to use:

-Students form a circle.

-Teacher brings a ball to the circle.

-Teacher gives a theme.

-Ball goes to students for them to give an answer.

-Student is out if they don’t think of an answer in time or they get the answer wrong.

When to use:

-Reviewing terminology for an upcoming test.

-Naming the state for each capital city and vice versa.

-Naming the presidents of the USA by order.

-Reviewing the 13 colonies and their features.

-Naming different forms of government for each country.

Variations:

-Students can also sit at their desks while I toss a smaller ball at them to answer.

-Teacher can use a bean bag or another object aside form a playground ball.

-Students can spread around the room also, taking a seat at a nearby desk when they are eliminated.

**Taboo Words**

This game helps students practice with synonyms and descriptions. The game involves teamwork and helping students identify words.

How to use:

-Students split into two groups.

-Each team will choose a person on their team to sit in the ‘hot seat.’

-The students will then have a piece of paper with a word on it.

-The students in the hot seat will not be able to see the paper.

-The other students will try to get their students to say the word on the paper WITHOUT saying it themselves.

When to use:

-Identifying historical figures in U.S. History

-Reviewing the 13 colonies and their establishment.

-Reviewing historical figures in the 13 colonies for an upcoming test.

-Identifying different countries and their geographical features.

-Identifying which key accomplishments happened during a certain administration.

Variations:

-Students who are bilingual can help the non-English learners by saying the phrase in the other student’s native tongue.

-Students can split into 4 groups instead of just 2 if the class size is larger.

-Students may also use pictures instead of words to describe.

**20 Objects**

This game will test student’s memory and vocabulary for the Unit covered. Items can be used from student’s backpacks or from around the room in this game.

How to use:

-Grab 20 items from either a student’s backpack or from around the room.

-Arrange the objects on the desk, let students look at them

-Cover the items with a sheet after one minute and send everyone back to their seats.

-Each student should write down as many items as they can remember on a sheet of paper in English.

-Once each student is done, write all of the student’s responses on the board.

-Student with the most correct items wins the game.

When to use:

-Identifying various items gathered by Native Americans in before Discovery Period.

-Identifying various items resembling the different Acts passed by King George III.

-Reviewing which Native American tribes used which tools for their daily purpose.

-Reviewing different crops and goods were traded by the colonies in the 18th Century.

-Correlating each item with a certain country.

Variations:

-Students can bring items from home to participate in the game.

-Items can be slips of paper too.

-Teacher can allow students who are non-English learners to ask other students for help in the room, ones who would understand their native language.

**Discipline Strategies:**

**Reward Good Behavior**

This idea enables teachers to reward students who exhibit good behavior in the classroom.

How to Use:

-Monitor students throughout the room during instructions.

-Focus on students who are doing their work diligently.

-Praise them for following instructions.

-Provide other extrinsic factors into their reward as well.

When to Use:

-During Independent Practice

-During Guided Practice

-During Instructional Delivery

-When students are doing Bell Work

-As Students are packing up at the end of class.

Variations:

-Have students praise their fellow classmates who are working well in a group.

-Have deaf students write down names of classmates doing well in class.

-Use a the board at the front of class to write down names of students doing well in class.

**Discipline with Dignity**

This involves using discipline for children in a discreet and private manner so that the children do not feel like they are being made fun of.

How to Use:

-Ignore the first couple of misbehavior acts if they are minor.

-Approach the student if they continue.

-Quietly tell them to see you after class.

-Have a quick meeting to discuss their behavior.

When to Use:

-During instruction when you are teaching the lesson.

-During Guided Practice.

-During Independent Practice.

-When the Students are doing bell work.

-As the Students are doing group work.

Variations:

-Teachers can write on a post-it note to the student in class in order to still remain discreet.

-Teachers can have the students come up to her desk during group activity in order to keep the conversation quiet between the two individuals.

-Teachers can also send a message through Canvas if the students are working on tablets during activity.

**Exercise Break**

This strategy is better for elementary teachers, but can be used for middle school teachers too in certain scenarios. It requires the students to do a mini exercise when the students are getting antsy.

How to Use:

-Stop instruction when students are too fidgety.

-Tell them to get out of their seats.

-Lead them outside for 5 minutes and do some quick and small exercises (stretching, jumping jacks, walking around, etc.).

When to Use:

-Before Lunch

-Beginning of school day

-After Lunch

-Right before the end of the school day.

-Before watching an educational video.

Variations:

-Exercises can be done in the classroom if they are not impeding upon class furniture.

-They can also be mental exercises in case some students are mentally tired.

-Game show format can be used for another exercise (i.e. Jeopardy or Wheel of Fortune for class-related subjects).

**Fairness Committee**

This method uses a committee of teachers and students for the offender to explain to when they have not followed the rules.

How to Use:

-Establish a committee of students and teachers at the beginning of the year.

-Go over the rules of the committee with the members of the group.

-Explain the committee to the students.

-Have the students give their testimony to them when they act out of line and have the committee decide their consequence.

When to Use:

-Misbehavior in the classroom

-Misbehavior at Lunch

-Misbehavior at Recess

-Causing disruptions in the hallway

-Incidents during after school activities

Variations:

-Students can give their testimony in writing to the committee.

-Students can have the committee come to them in a private room if they prefer.

-The committee can involve the parents’ input of their child’s behavior.

**Mentorship:**

This involves a student having a teacher for a mentor for any behavioral student with a problem in class.

How to Use:

-Student is assigned a mentor.

-Mentor explains their role in the student’s learning career.

-Mentor gives the student advice when the student gets out of hand.

-Parents are also given information about the mentor being involved in the student’s learning career.

When to Use:

-After student is disciplined more than once.

-Beginning of school year if they were a problem the previous year.

-When the student gets in trouble.

-During a field trip so they can accompany the student when they get out of hand.

-During class instructions in order to keep them on task.

Variations:

-The student can interview different people that are mentor candidates.

-The mentor can be involved out of class too (such as in their office during class time).

-Their can be more than one mentor for a student with a behavioral problem.