



SIMPLE STRATEGIES

Shelly Mowinkel

NCE Conference | 6/8 | 3:00 PM





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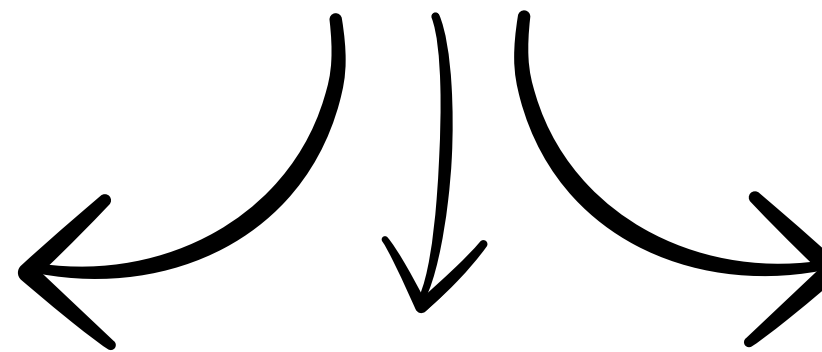
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OBJECTIVES

OBJECTIVE ONE

You will will experience and practice quick engagement strategies to increase classroom interaction.



OBJECTIVE TWO

The engagement activities will help with informal assessments throughout the lesson plan.

OBJECTIVE THREE

Analyze the quick activities that may work best within your classroom/lesson.



OBJECTIVES CLEARLY POSTED

STUDENTS KNOW EXACTLY WHAT THEY'RE WORKING TOWARD:

- **ELIMINATES CONFUSION**
- **REDUCES OFF-TASK BEHAVIOR**
- **HELPS STUDENTS UNDERSTAND WHY THEY'RE DOING THE ACTIVITIES RATHER THAN JUST GOING THROUGH THE MOTIONS.**



ESTABLISHING PROCEDURES

- **MAXIMIZED INSTRUCTIONAL TIME**
- **REDUCE BEHAVIOR PROBLEMS**
- **ESTABLISHES STRUCTURE**
- **BUILDS INDEPENDENCE**
- **ENSURES CONSISTENCY**
- **SUPPORTS TRANSITIONS**
- **HELPS WITH SUBSTITUTE TEACHERS**




INFORMATIVE ASSESSMENT

**PROCESS OF MONITORING STUDENT LEARNING DURING INSTRUCTION TO
PROVIDE ONGOING FEEDBACK AND ADJUST TEACHING PRACTICES TO
IMPROVE STUDENT MASTERY**



ENGAGEMENT STRATEGIES

ACTIVITIES TEACHERS CAN USE TO CAPTURE STUDENTS' ATTENTION IN A WAY THAT ENHANCES THEIR KNOWLEDGE OF ACADEMIC CONTENT.





BACKGROUND MUSIC

**HAVING MUSIC IN THE BACKGROUND WILL HELP WITH FOCUS.
CHANGE THE VOLUME WHEN NEEDING THE STUDENTS' ATTENTIONS.**



PREVIEW INFORMATION





GIVE ME "5"

I USE THIS AS A REVIEW STRATEGY:

- **STUDENTS HAVE TO SHARE 5 THINGS THEY LEARNED DURING CLASS**
- **AND THEY HAVE TO TELL ME IF IT WAS NEW INFORMATION FOR REVIEW INFORMATION.**



MANAGEMENT BY WALKING AROUND







FIND YOUR “SPOT”

ANY TIME YOU NEED YOUR STUDENTS ATTENTION →

GO BACK TO A YOUR SPOT



ONE GLOW & ONE GROW



The image features a white background with two decorative borders of colorful brushstrokes. The top border consists of ten vertical strokes in the following order from left to right: orange, light blue, light green, purple, yellow, red, orange, light blue, green, and purple. The bottom border consists of ten vertical strokes in the following order from left to right: red, yellow, purple, green, light blue, orange, red, yellow, purple, and orange. Centered between these borders is the text "CHORAL RESPONSE" in a large, bold, black, sans-serif font.

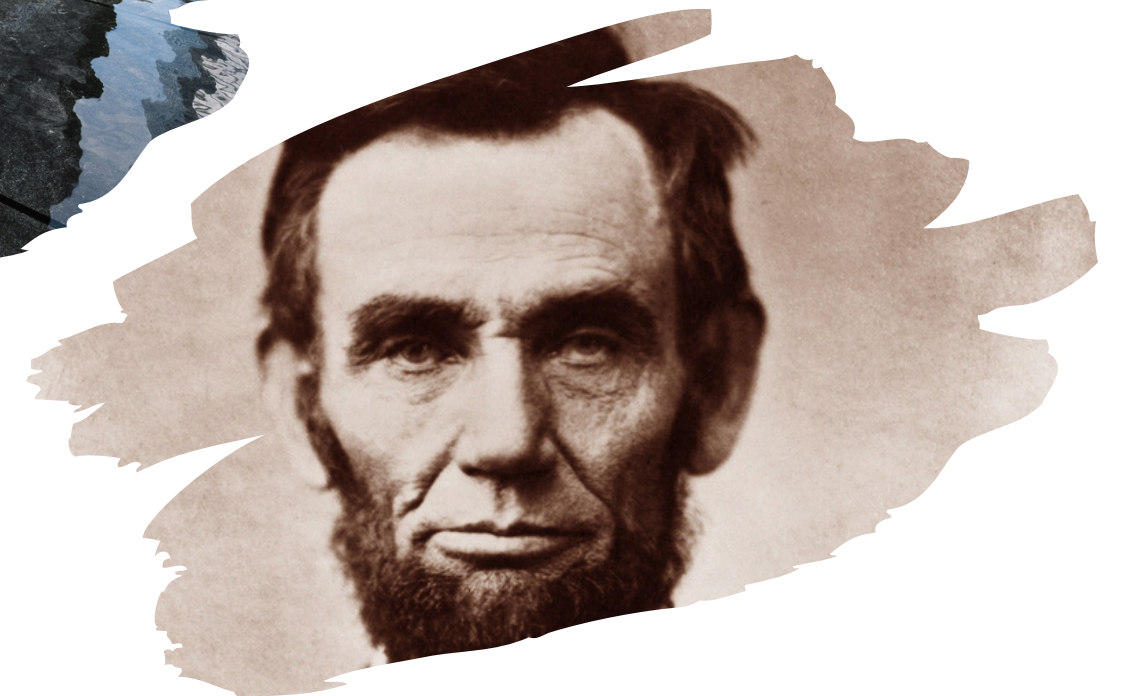
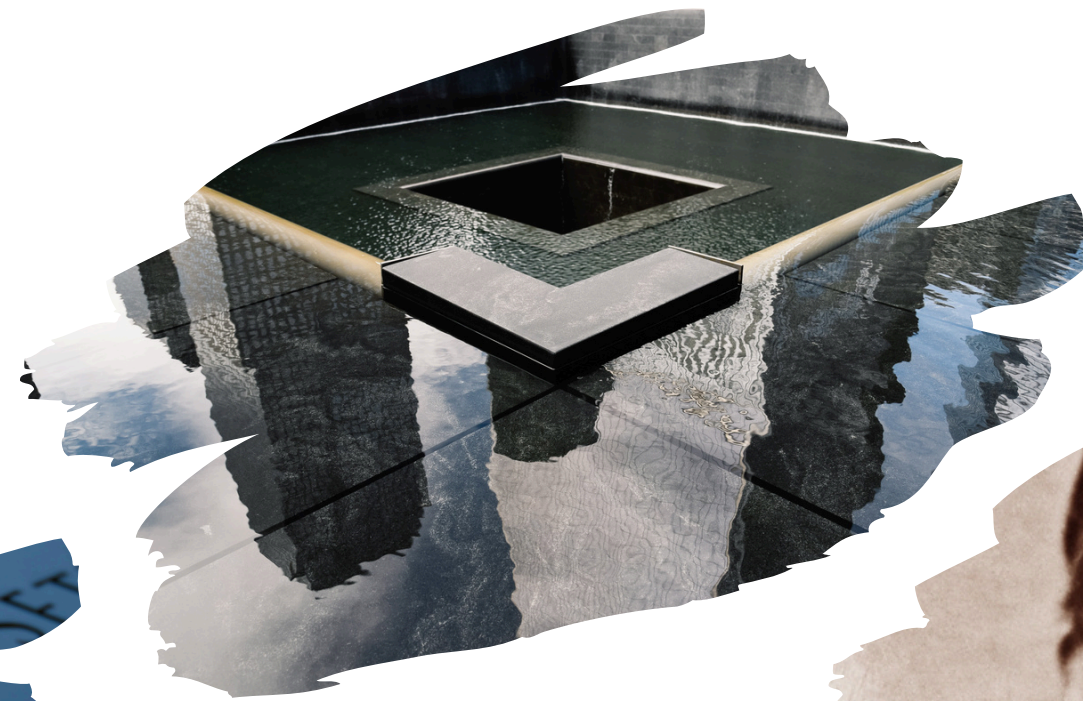
CHORAL RESPONSE



AUTHENTIC PRAISE

**WHEN YOU DO GET YOUR STUDENTS ATTENTION IN A QUICK MANNER,
GIVE THEM AUTHENTIC PRAISE**

WHICH ONE DOES NOT BELONG

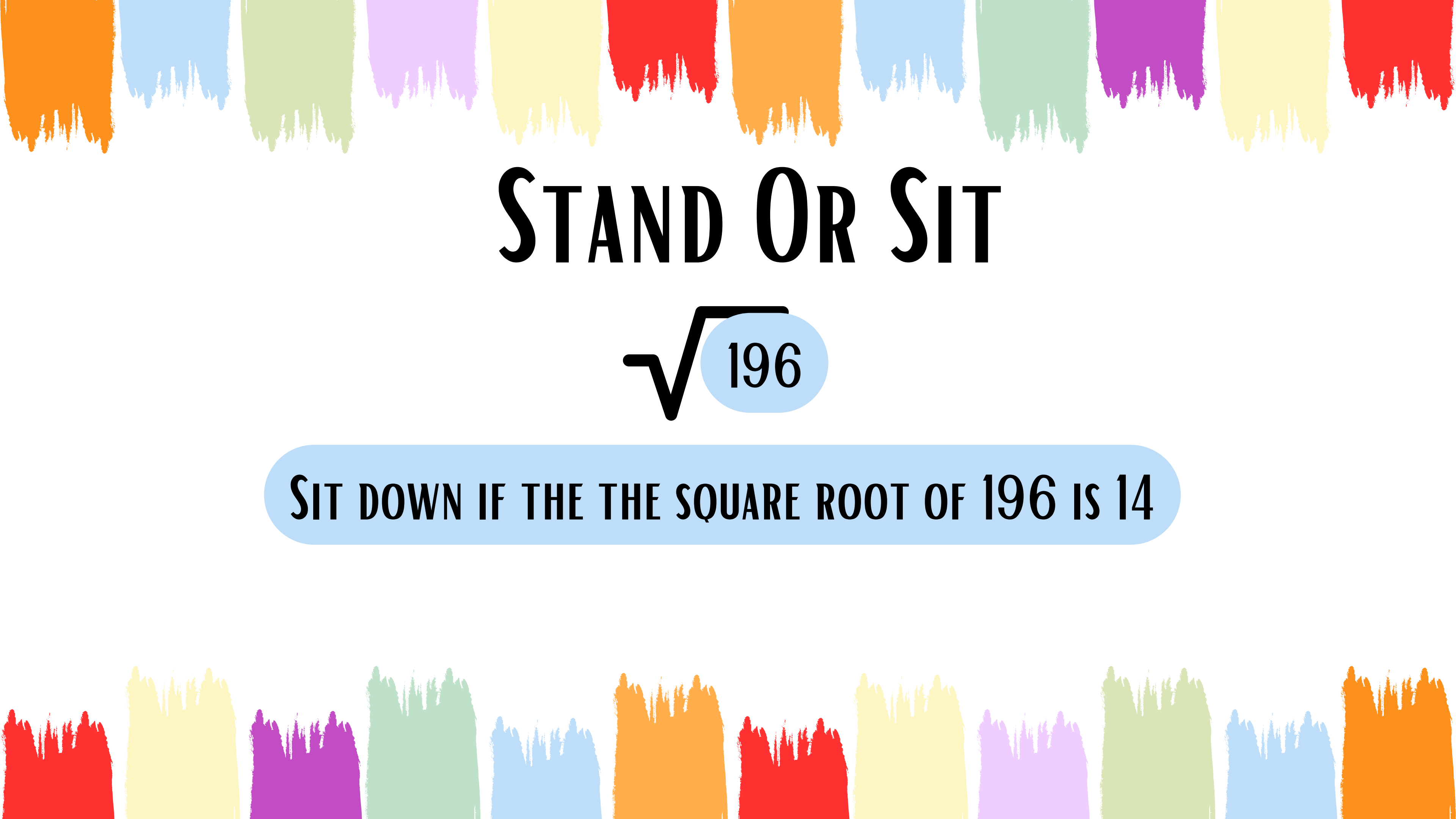




SNOWBALL PASS

WHAT ARE EXAMPLES OF FIGURATIVE LANGUAGE





STAND OR SIT

$$\sqrt{196}$$

SIT DOWN IF THE THE SQUARE ROOT OF 196 IS 14



BRAIN DUMP

TOPIC: 9-11

WRITE DOWN EVERYTHING YOU KNOW





THUMBS UP/DOWN


THE CAPITOL OF ILLINOIS IS CHICAGO.



SPEED ROUND

IN 20 SECONDS – NAME AS MANY OF THE 50 STATES AS POSSIBLE






FOUR CORNERS

**STUDENTS MOVE AROUND TO AGREE/ANSWER QUESTIONS/START
DISCUSSIONS**



QUICK DRAW

DRAW MYPLATE AND ADD LABELS



TURN & TALK

DISCUSS THE IMPORTANCE OF LAWS.



THINK-PAIR-SHARE

DISCUSS THE IMPORTANCE OF LAWS.





THINK-WRITE-PASS

WHAT ARE WAYS TO MAKE LEARNING ENGAGING?



I DO, WE DO, YOU DO

I DO - TEACHER DEMONSTRATES

WE DO - CLASS DOES TASK TOGETHER

YOU DO - STUDENTS COMPLETE THE TASK ALONE



VOICE CHANGES

KEEP STUDENTS ENGAGED



RED-GREEN

STOP I NEED YOUR HELP OR GO ON

1 GREEN CUP

1 RED CUP





NON-VERBAL HAND SIGNALS

INTRODUCTION TO SPREADSHEETS

**THANK YOU
ANY QUESTIONS?**

Shelly Mowinkel
Thank You!

