



# **Teaching Strategies for Open Enrollment Classes: Honors, AP, IB**

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Presented by:

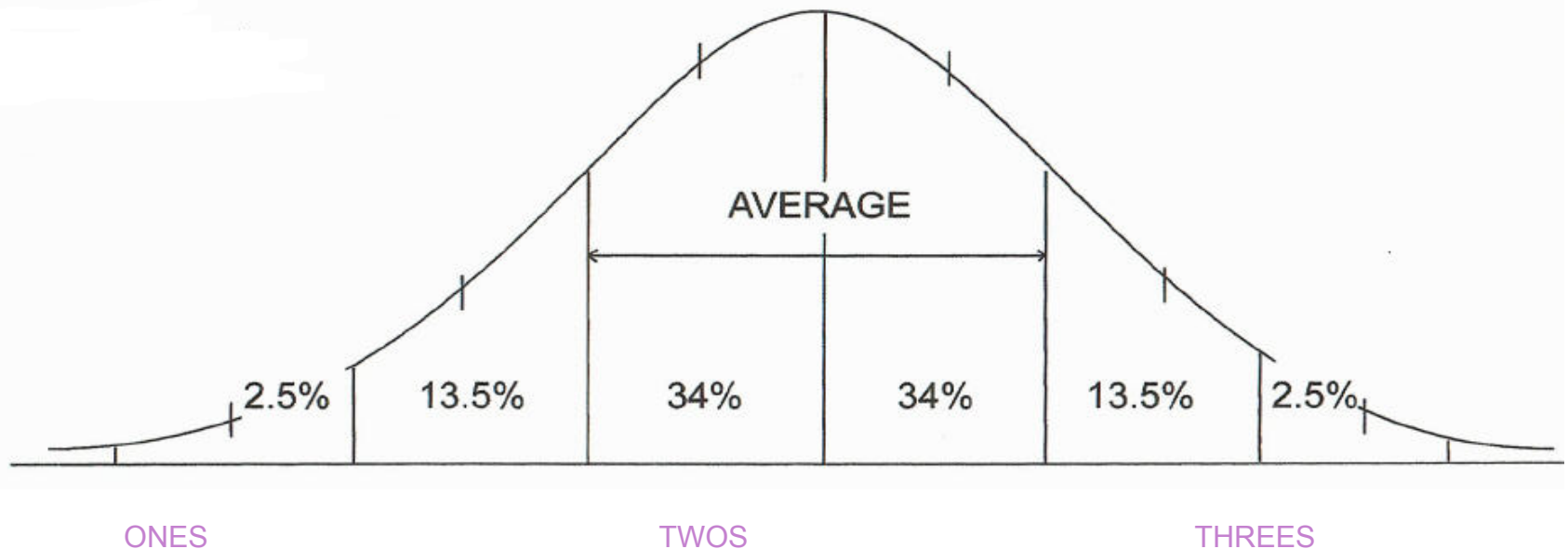
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- Pace
- Method/Learning Style
- Amount
- Peer Interaction
- Teacher Interaction
- Product Type
- Choice/Menus
- Project Work
- Creativity
- Link to interests
- Movement



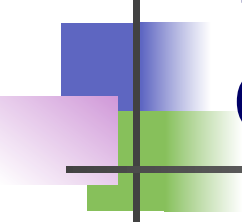


## CORRECT PRAISE = LIFETIME ACHIEVEMENT

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- Praising innate intelligence produces fear of risk taking.  
AVOID: “You are so smart! You are so wonderful! You are the smartest kid I know!” Children perceive the outcome is removed from their control
- Praising effort and hard work produces attitude of capability and willingness to take risks.  
CHOOSE INSTEAD “I have noticed how carefully you thought through the problems. You obviously worked very hard to get the outcome you wanted.” Children perceive that hard work and effort can bring a learning goal closer to realization.

Research on motivation to work hard by Carol Dweck: MindSets  
“How Not to Talk to Your Kids” [www.nymag.com](http://www.nymag.com)



# Easy success = underestimation of one's own abilities

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- This makes kids adopt lower standards and self-expectations and work hard to avoid using effort to make all appear effortless
- When caring adults praise outcomes that were created by little or no effort, children try to maintain that situation for its praise.
- Giving kids the “smart” label may actually be causing their underachievement; if not presently, then later in life.



# To praise or not to praise?

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- In order for praise to be effective in leading to better learning outcomes, it must be specific and personal. Generalized praise is not only useless, it may be harmful.
- When children observe other children being given generalized praise, they conclude that those receiving the praise is a sign that one is not doing well and therefore needs additional praise from the teacher or parent. (Wulf-Uwe Meyer)



# Learning Styles (Dunn and Carbo)

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## AUDITORY

Logical, Analytical, Sequential

- Learns by hearing; teaches by telling
- Wants direction in verbal detail
- Shopping list logical & sequential
- Thinks logically and sequentially; organized and neat; clothes match
- Recalls names, facts, and dates

## VISUAL:TACTILE-KINESTHETIC

Global, Holistic, In Context

- Learns by seeing; teaches by showing
- Wants direction in a map
- Shopping list random and impulsive
- Think randomly; appears disorganized; clothes may not match
- Recalls faces, images, and patterns



# GLOBAL and ELL LEARNERS

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- Use visual clues in text, videos, demonstrations, examples, learns by doing – not listening
- Chews, eats, doodles, or moves while learning
- Learns “backwards” from whole to parts
- Graphic organizers, mapping
- Should learn phonics “later” in context
- Likes excitement and humor in stories
- Show correct examples - never errors
- May not be AM learner

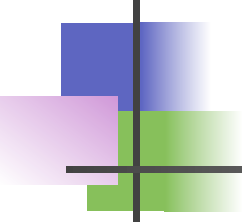


# Gifted Learners Are Different

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- Learn new material rapidly
- Operate at complex and abstract levels
- Remember what they've learned forever
  - Review and re-teaching unnecessary
  - Standards may already be mastered
- Operate on multiple brain channels simultaneously – can multi-task effectively
- Don't have to watch speaker to hear him
- Have passionate interests
- Have great fear of being imperfect
- Find school painful from being misunderstood





# Learning Challenges Demonstrated by Twice-Exceptional (2e) Students

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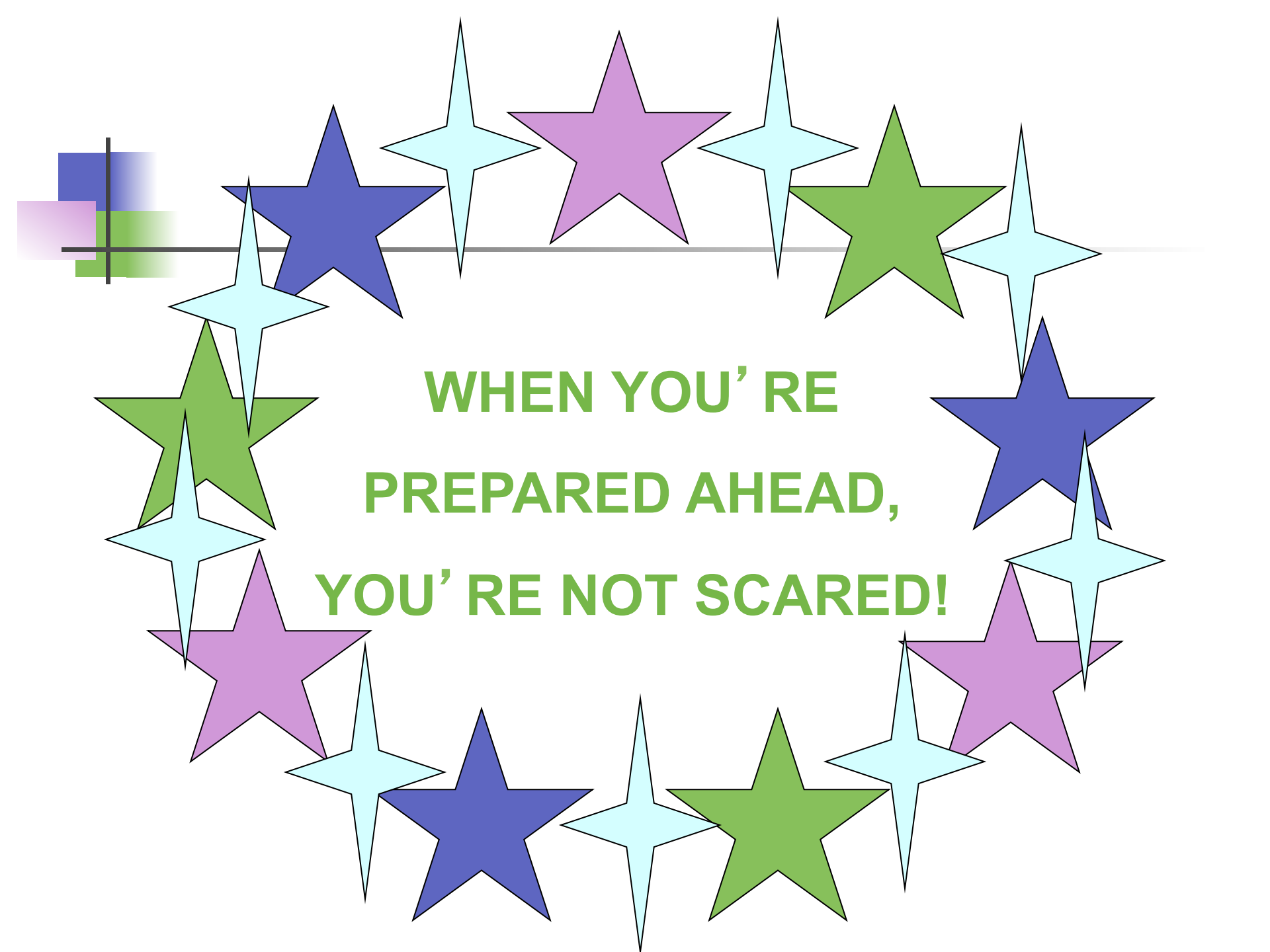
- Gifted in some areas; remedial in others
- Ability to express oneself verbally but an apparent inability to write down any of the ideas.
- May seem bright and motivated outside of school, but have major difficulty completing traditional learning tasks.
- General lack of self-confidence that shows itself as inflexibility, unwillingness to take risks, super-sensitivity to any type of criticism, helplessness, socially inadequate behaviors, & other behaviors designed to deflect attention from their learning inadequacies



# Teaching 2e students

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- In their strength areas, let them experience the same options as identified gifted students
- In their challenge areas, teach them the same compensation strategies used with other struggling students
- NEVER take time away from students' areas of strength to add time to add time to their areas of weakness. Twice exceptional students need to have both their “exceptionalities” addressed.
- Subscribe to [www.2enewsletter.com](http://www.2enewsletter.com)



**WHEN YOU' RE  
PREPARED AHEAD,  
YOU' RE NOT SCARED!**

# Goal Planning Chart

Name: \_\_\_\_\_

Each day, predict how much you can do in the time you have.

<b>Subject Area/Task</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>

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# Compacting Skill Work

## Most Difficult First

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- Teach no more than 10-15 minutes, give practice assignment
- Allow 15-20 minutes for students to start work in class
- Offer to all students MOST DIFFICULT FIRST option:

**Anyone who can complete the Most Difficult Problems First, NEATLY, LEGIBLY, AND WITH NO MORE THAN ONE WRONG, and in 15 minutes or less, IS DONE PRACTICING**

- With time they “buy”, they work on “choice” activities
- Help only those who begin at beginning of the assignment
- Appoint “CHECKER” to correct work of other volunteers
  - **Person can be the checker only once a week**
- Collect their work; enter grades when other papers are collected



# Pre-Test And Choose From Alternate Work

(Spelling, grammar, vocabulary, penmanship, all skills)

- Offer pretest for volunteers at beginning of each unit
- Those who demonstrate mastery receive mastery grade
- Then do choice activities; may be assessed but not graded; avoid extra credit

## Favorite Activity

- With partner, choose alternate words; learn spelling and meaning
- Partners test each other; unmastered words go to next list

## **STUDENTS DOING ALTERNATE ACTIVITIES MUST FOLLOW THESE “GOLDEN RULES”:**

- Don't bother anyone
- Don't call attention to yourself or your alternate work
- Work on your chosen task for the rest of the period
- Keep records of your extension work

# The Magic Rules for Independent Work



- c Don't bother anyone
- c Don't call attention to yourself
- c Do your work
- c Keep records of your extension tasks

When you follow the rules, you get to choose your task.

When you do not follow the rules, I get to choose for you.



# Learning Contract



For:  
Student's Name:

**X Page/Concept**

- \_\_\_\_\_ 32 fractions
- \_\_\_\_\_ 33 add fractions
- \_\_\_\_\_ 34 Unlike denominators

**X Page/Concept**

- \_\_\_\_\_ 35 equivalent fractions
- \_\_\_\_\_ 36 subtract fractions
- \_\_\_\_\_ 37 mixed numerals

**X Page/Concept**

- \_\_\_\_\_ 38 Word problems
- \_\_\_\_\_ 39 Improper fractions
- \_\_\_\_\_ Post Test



### Extension Options :

Students keep records or activities done on each date they work on extensions.

_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

### Your Idea

\_\_\_\_\_



### Working Conditions

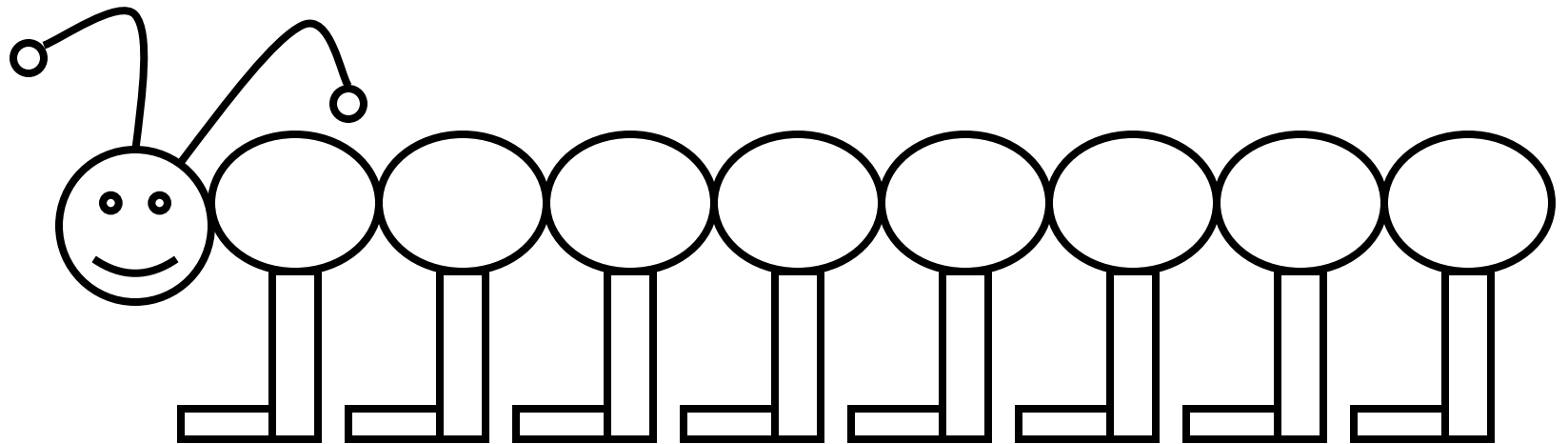
Teacher's Signature:

Student's Signature:



# Paragraph Centipede

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# Topic Development Sheet

Topic or unit to be learned:

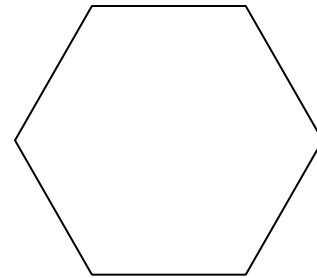
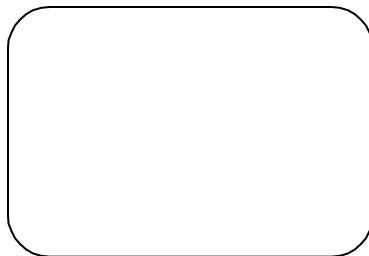
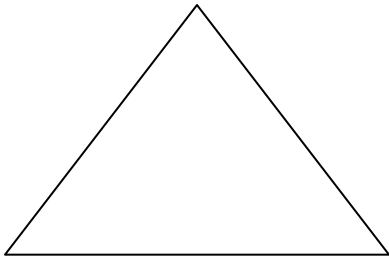
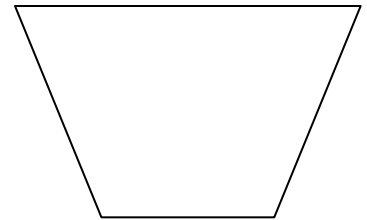
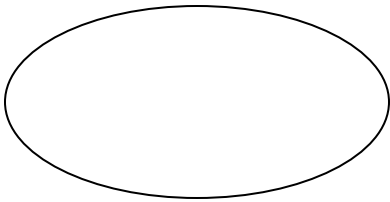
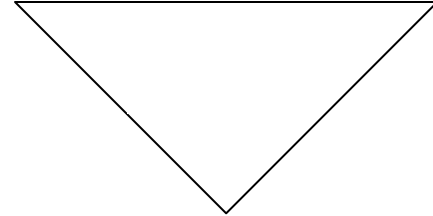
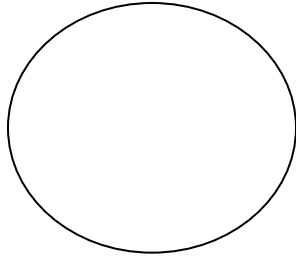
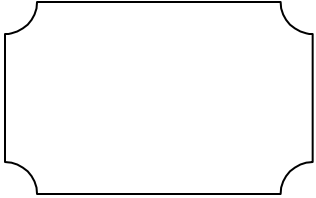
<b>Key Concepts</b>	<b>Related Topics</b>



# K W P L

What We Already <b>KNOW</b>	What We <b>WANT</b> to Know	What We <b>PREDICT</b> We Will Learn	What We Have <b>LEARNED</b>

# Content Organization Chart





## EXPOSITORY WRITING EXTENSIONS MENU



<p>Write an expository essay to submit to the editorial page of a local newspaper.</p>	<p>Develop a lengthy piece of writing of your own choosing. Contract with the teacher regarding feedback.</p>	<p>Prepare to speak at a government meeting to convince legislators to support your position.</p>
<p>Present a debate on a topic of your choosing with one or several other students to an appropriate audience.</p>	<h3>Student Choice</h3>	<p>Prepare to speak at a school board meeting to convince members to support your position on a school-related issue.</p>
<p>Evaluate the effectiveness of several expository paragraphs in a current nonfiction bestseller.</p>	<p>Write an expository paragraph in another language.</p>	<p>Rewrite a paragraph or page from a textbook to make the expository language more effective.</p>





# Tiered Lesson Planning

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<b>Required Standards</b>	<b>Entry Level Activities</b>	<b>Advanced Level Activities</b>	<b>Most Challenging Activities</b>





# Curriculum Planning Chart

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<b>Required Standards</b>	<b>Regular Learning Activity (style)</b>	<b>Alternate Learning Activity (style)</b>	<b>Extension Activity</b>



# The Name Card Method

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**GREAT OUTCOMES: NO HIDING, NO  
BLURTING, NO TEACHER BIAS,  
GREAT PARTICIPATION,  
GREAT THINKING, AND  
ALMOST PERFECT LISTENING!**



# The Name Card Method

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- Appoint students to pairs of discussion buddies.
- Students sit beside discussion buddy during discussions
  - Use THINK PAIR SHARE (Frank Lyman)
- Ask the question. Give 10-15 seconds of “think” or “wait” time. Then, give 30 seconds of “pair” time after you explain to students the signal or words you will use when it is time for them to stop talking to their buddy and redirect their attention to you.
- Receive several answers without comment or praise. Do not tell if answers are correct at this point. You can do that later in the discussion.
- Ask for volunteers to add things that have not already been said. The consequence for repeating is that the student will not be called on again during this discussion to add, but will still be included whenever their card comes up and each time they “pair” with their partner. Tell students that you are the only one who can comment on “repeats”.



# The Name Card Method

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- Use the cards to call on students to share. Tell students they are not allowed to pass or to repeat what others have said. Give students 10 seconds to respond but if they cannot, suggest they consult again with their partner while you move on. Let them know you will return to them in a few moments for their answer. Remember to return!



# Teaching Tips for Improved Achievement for All

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- **For ALL students**
- Model and teach respect for individual differences through differentiation opportunities
- Demonstrate the differences between *teach* & *learn*
- Open all options to all students after describing the skills needed to benefit from the option
- Do not lower a grade for incomplete work or missed homework. Do grade on mastery of standards



# Teaching Tips to Improve Achievement for All

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- **For global learners**
- Whole to parts
- Hands-on activities
- Organize information visually
- Learning Styles Focus
- Immerse the senses
- Seek patterns and connections
- Technology assistance
- Integrate skills into content
- Concrete to abstract



## Thoughts from Kenneth Dunn

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IF THEY CAN'T LEARN  
THE WAY WE TEACH THEM,  
LET'S TEACH THEM  
THE WAY THEY LEARN!



DON'T REMEDIATE THEIR  
WEAKNESSES  
UNTIL YOU TEACH TO  
THEIR STRENGTHS!



## References and Resources

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