

MOTIVATING STUDENTS BELL WORK



Please answer these two questions in writing:

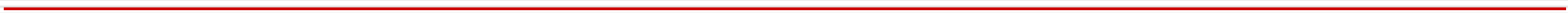
- What would you like to gain from this session?
 - What are two methods that you use to motivate your students?
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MOTIVATING STUDENTS: A SHARING OF STRATEGIES FOR ENGAGING RELUCTANT LEARNERS



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DISCLAIMER!



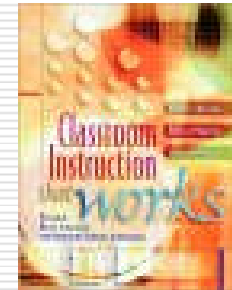
SETTING OBJECTIVES



- TODAY'S GOAL: For all of us to learn from each other, so that we each come away from this session with at least one new idea about how to motivate students to improve their learning.
 - What are YOUR GOALS for this session?
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Classroom Instruction that Works

- ❑ 1. Identifying similarities & differences
- ❑ 2. Summarizing & note taking
- ❑ 3. Reinforcing effort & providing recognition
- ❑ 4. Homework & practice
- ❑ 5. Non-linguistic representations
- ❑ 6. Cooperative learning
- ❑ 7. Setting objectives & providing feedback
- ❑ 8. Generating & testing hypotheses
- ❑ 9. Cues, questions, and advance organizers



SETTING OBJECTIVES



- Posted Goals
 - Course Goals, Unit Goals, Weekly and Daily Goals
 - Refer to them often.
 - Student Goal Setting
 - H-F student planner
 - Ticket in the Door/Ticket out the Door
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COOPERATIVE LEARNING WALK AROUND SURVEY: "GIVE ONE; GET ONE"



- Stand up.
 - Talk to two different people, one at a time.
 - GIVE ONE
 - Tell each about a method you use to motivate students.
 - Your listener jots down a word or phrase to remember your method.
 - You initial your listener's paper.
 - GET ONE
 - Find out about a motivational method the other person uses.
 - Jot down the ideas you hear about.
 - Have the people you speak to initial your paper.
 - GET READY
 - Be ready to share one motivational method with the rest of the group.
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WALK AROUND HOMEWORK CHECK



In the next 10 minutes do the following:

- Stand up.
 - Talk to ten different people, one at a time.
 - Check each of your answers to last night's homework with a different person.
 - If you agree on the answer, initial each other's paper.
 - If you don't agree, figure out who is right, change the wrong answer, and initial each other's paper.
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REINFORCING EFFORT & PROVIDING RECOGNITION



RELATIONSHIP BUILDING

- "Making sure kids have a number of adults who know them, look out for them, and push them to achieve."

Bill Gates

REINFORCING EFFORT & PROVIDING RECOGNITION

What's at Stake?

- ❑ Increased student participation in more rigorous classes
 - ❑ Overall improvement in school atmosphere and classroom behavior
 - ❑ Improved test scores and graduation rates
 - ❑ Better economic opportunities for all of our students
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REINFORCING EFFORT & PROVIDING RECOGNITION



- "All of us feel like we are on the outside." Harold Ramos
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REINFORCING EFFORT



- ❑ Build relationships with the students and their parents Make contact for good news as well as bad. (Good news postcards).
 - ❑ Have conversations at the door or in the hall about non-class stuff to show you care.
 - ❑ Provide plenty of genuine opportunities for the students to express themselves and feel like they are being heard.
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MOTIVATING THROUGH NON-LINGUISTIC REPRESENTATIONS & COOPERATIVE LEARNING

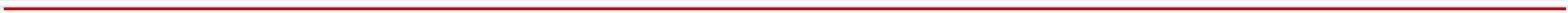


- Vocabulary Knowledge Rating
 - Validating Student's Prior Knowledge
 - Vocabulary Mind Streaming &
 - Read and Say Something
 - Actively processing information through student interaction
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Antarctica



"Ant" means "opposite, and Antarctica is the opposite of the Arctic.



hostile



The hostile bear threatened the campers.



glacier



This iceberg is a great mass of ice that has broken off a glacier.



mammoth



The mammoth infant was almost as big as his mother.



VOCABULARY MIND STREAMING



- Student A talks about the projected word, and Student B listens:
 - Define the word.
 - Explain how the word connects with the picture.
 - Make a prediction about how the word will be used in what you're about to read.
 - When a new word is projected, Student B talks about that word, and Student A listens.
 - Switch roles with each slide. If the talker runs out of something to say, the listener should prod the talker by asking a question or providing some information.
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READ & SAY SOMETHING



- Sit with your partner face-to-face.
 - Student A: Read the title, the annotation at the bottom of the page, and the first paragraph aloud.
 - Student B: Read along silently as Student A reads aloud. When Student A finishes, make a comment:
 - *This does/does not match my prediction because...*
 - *I'm surprised...*
 - *I already knew/didn't know...*
 - *This reminds me of...*
 - *I think the most important idea is...*
 - Switch roles with each new paragraph.
 - When finished write two sentences that sum up the text.
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WRITING-TO-LEARN METACOGNITIVE MOTIVATION: OFFERING CHOICE OF ASSESSMENTS



- Composing options
 - Test questions
 - Cartoon strip
 - Song or Rap
 - Movie script
 - Short story
 - R.A.F.T.
 - Poem
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