

AM D Strategies You Can Use Immediately in Your Classroom

1. Be sure to sign-in (the sheet is under the phone), then find a place to sit. Take out something to write with.
1. Think about why school districts would create consequences for student behavior.

1. Each member of the group should grab an index card from the bucket.
1. Individually, complete a Quick Write on the following topic: ...

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Should school districts provide consequences for students who participate in recreational drug use when not at school?

#1

1. Number your paragraphs (there should be 33).

1. While reading:

other 

Circle key terms, cited authors, and

essential words or numbers.



Underline the author's claims, evidence, and other information relevant to the reading purpose.

3. Jot words in the margins indicating what is being discussed.

#2

1. Go to the corner that supports your thoughts on the article.

1. With those in your group, discuss reasons that support your opinion.



3. Identify a speaker for your group to report what was discussed with the whole class.

#3

EQ: Should students have to pass a drug test in order to purchase a school parking permit?

1. Have students submit questions regarding the text.
1. Randomly choose a question submitted. Read aloud.
- • •
1. Form two lines facing each other. One side will have a response of “Yes” and the other will have a response of “No”.
4. Set the timer for 5 minutes. At the end of 5 minutes, end abruptly and move on to the next question.

#4

1. Create a border that reflects the theme, concept or message of the text/unit.
2. Using the text as a beginning point, display your reactions and connections to the text/unit.
3. Include visual images that have strong relationships to the text/unit.
4. Draw a word cluster around one of the visual images. The visual cluster should artistically symbolize the subject.
5. Write a poem about an important figure, character or member of the text/unit.
6. Support your selections from the text, your artwork and your opinions with a personal statement, beginning with "I believe.."
7. Create Level One, Two, or Three questions, and then answer them with solid support from your text/notes from the unit.
8. Be colorful and neat. Nothing should be left in plain pencil.

#4

Example: Science

WHY?
 Why the Great White Shark? Well, I have always been afraid of them, so I wanted to learn more about them to try to get rid of my fear. One of the most interesting things I read was that Great White Sharks could forgive to feel. I would love to have a real Shaggy correct...

CONNECTIONS
 (Reactions / thoughts)
 * Can we I see in the ocean today all when I feel something inside going on and I can sometimes smell the water. I have such a lot of sharks that I thought it was me. Last I found that it was a shark's eye.
 * Last summer, it really got into the water and it was like I was with "great" water. In the end, it was found that it was a shark's eye. I think it was the eye of the shark.

KEY WORDS:
 Lamellae: A Great White Shark smells with these tiny structures. They are located in its mouth and can smell 2 drops of blood in 20 million of water!
 Serrated: Great White Sharks have serrated teeth below the main teeth. This helps them catch their prey.
 Countershading: The coloration of a shark body and its mouth, the Great White Shark, is very difficult to see.

The Great White Shark
 by: sharkfacts.org

FUN FACTS:

1. Almost all Great White Sharks are born with only 1,000 teeth in their mouths.
2. Great White Sharks can grow up to 30 feet long and 20,000 pounds.
3. Some Great White Sharks can live for 70-80 years old.
4. The largest Great White Shark ever caught was 26 feet long.
5. Great White Sharks are the only shark that can breathe out of its mouth.
6. Most Great White Sharks are born with a hole in their side called a "birth wound". This is because the shark's mother has made a hole in its side to allow it to breathe out of its prey.

By: Ms. Alban

#4

Example: History

JOHN O.
SULLIVAN

gave the movement its name in 1845 in an attempt to explain America's thirst for expansion and to present a defense for claiming new territories.

1837 letter to Henry Clay from William E. Channing opposing "Did this country know itself... It would feel the necessity of laying an immediate curb on its passion for extended territory... We boast of our rapid growth, forgetting that, throughout nature, noble growths are slow... Already endangered by our greatness, we cannot advance without imminent peril to our institutions, union, prosperity, virtue, and peace... We talk of accomplishing our destiny. So did the late conqueror of Europe (Napoleon); and destiny consigned him to a lonely rock in the ocean, the prey of ambition which destroyed no peace but his own."

MANIFEST
D·E·S·T·I·N·Y

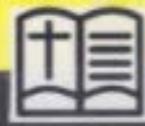
Ideology

IMPERIALISTIC
expansion

The Manifest Destiny concept contributed to several wars. For example, the U.S. declared war on Mexico in 1846, and won much of the southwestern United States.



There was a RE-Ligious influence. This was based on the idea that America had a future destined by God to expand its borders with no limit to the west or south!



God-given right to expand west and possess the whole

#4

Example: Math

MATH

$\frac{1}{2} = .5 = 50\%$

MATH

I believe you can accomplish any problem's equations. Math is for thinking, working, explaining, and why. Math can help you in everything you do.

Math CAP challenge Minds!!!

Algebra, MATH

I believe now use math everyday. No matter what you are doing, it might help be % or fractions or something more along those lines. Mainly addition and subtraction is what gets use alot.

MATH

$\frac{1}{4} = 25 = 25\%$

MATH

MATH is some thing you use all around you. It will be with you all the time. It is a part of your life.

MATH

MATH

Scale Drawings

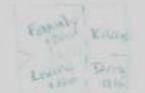
A scale models dimensions in proportion

Proportions -
 $1 \text{ cm} = 65 \text{ km}$
 We want to find what 4.5 cm is

$$\frac{1}{65} \times \frac{4.5 \text{ cm}}{1} = \frac{d \text{ km}}{65 \text{ km}}$$

$d = 65 \cdot 4.5 \rightarrow d = 292.5$

Example:
 floor plan -



1 in: 12 ft.
 every inch on map is 12 ft in real life...

if Family Room and living room together are 1.5 inches (on model) then in real life, they are $12 + 6 = 18$ feet wide



1 in: 4 miles
 every inch on map is 4 miles in real life...

if from home to store is 2 inches, then in real life, they are 8 miles apart in real life

#4

Example: Music/Arts

BIG BAND Playing with instruments with big band fingers group in middle patterns etc.

RAAGTIME Dixieland: Dixieland is where brass is introduced. Ragtime was the bridge from blues to jazz. It involved mostly all piano but some scarce pieces used the banjo as well. Scott Joplin was the master of this type of jazz. He was famous for two pieces: The Maple Leaf Rag and The Entertainer. These are pretty simple melodies.

Big Band: Backup singers and a whole group of instrumentalists. Improvisation starts, and in many cases, there is improv for a verse or so. All players improv and vary on one theme, there were "shout" choruses as well. String instruments exist in Dixieland but they are not used.

How Did Jazz Evolve?

COOL JAZZ: Slower patterns are now introduced. Unusual instrument combinations are tried out. There are melodic improvisations in some how an organized fashion. Vibrato is not exercised or only a little used.

The 4 Types
Ragtime Dixieland
Bebop/Bigband
and Cool Jazz

Synkopation: The shifting of the normal accent esp. by stressing the unaccented beats.

ORIGIN: Jazz formulated at the beginning of the 20th century in African American communities in the south. It borrowed a few aspects from the Blues like blues notes. It incorporates this improvisation, polyrhythms, syncopation and swing notes.

BEBOB: It was a message in jazz. Intense and complicated patterns are now "in". It was fast and had a lot of improvisation solos. One of the star instruments was the trumpet. It was meant to ridicule dances who danced to jazz (Dancer, a big early unharmonized piece).

RAAGTIME: The bridge from blues to jazz.

Illustrations: A piano, a trumpet, a saxophone, and a double bass.

Vertical Text on the Right: DIXIELAND: brass is introduced and clarinet is used. All players improv.

Strategies Presented:

- Quick Writes
- Marking the Text
- Four Corners ...
- Philosophical Chairs - Speed Formation
- One Pager
- Frayer Model

Questions? Comments? Suggestions?



Feedback

On an index card, please list one strategy that you

1. enjoyed the most, *and*
2. one thing that you'd like to see more of or a suggestion for improvement.

Leave your index card on the table at the door as you exit.

Thank you for attending this presentation!

Susan Parker

AVID Coordinator / Elective Teacher