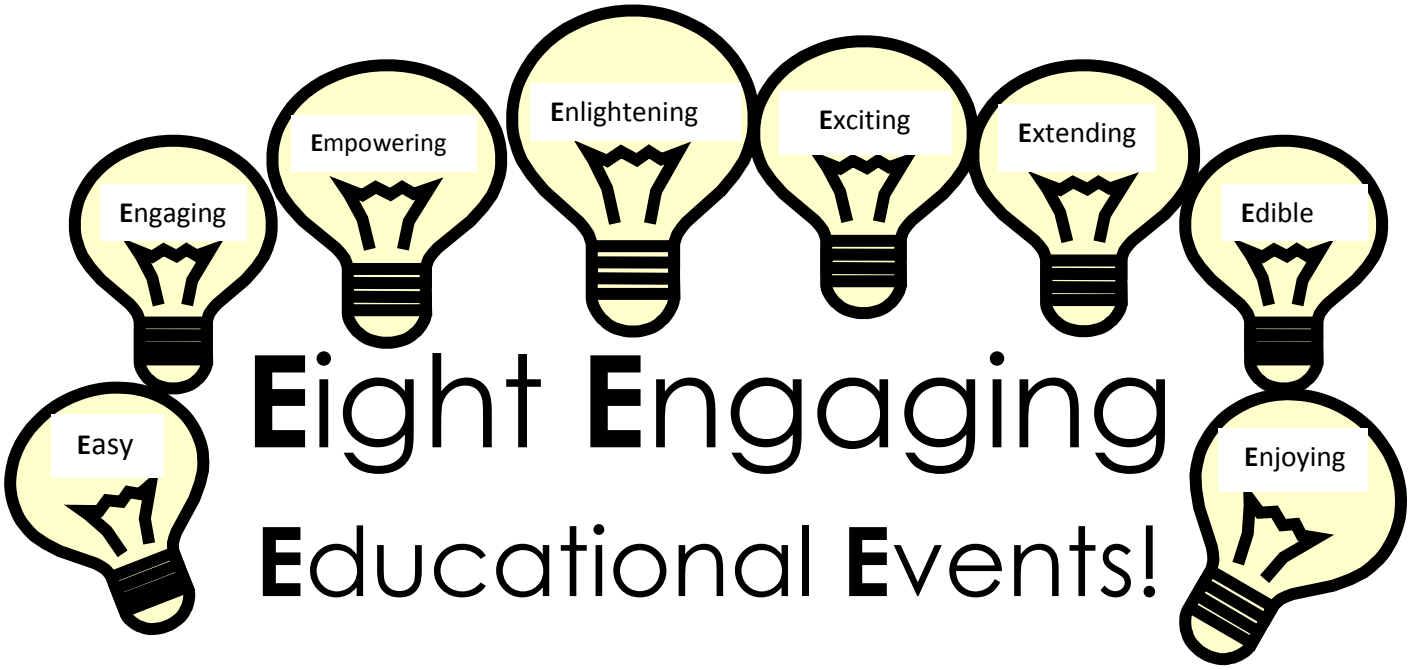

Eight Engaging Educational Events!

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Goals and Objectives

Providing an environment for twenty-one second grade students in which active learning strategies are implemented, impacts learning outcomes. As a twenty-five year veteran teacher, I have developed a repertoire of teaching strategies. The following are eight "**E**" strategies which I have implemented:

1. **E**asy classroom management routines
2. **E**ngaging students through cooperative learning techniques
3. **E**mpowering students by encouraging individual choice and input in the learning process
4. **E**nlightening visual aides
5. **E**xciting games
6. **E**xtending learning with technology
7. **E**dible lessons
8. **E**njoying and celebrating educational milestones

Implementing these strategies in an active learning environment are components of the "Best Teaching" practices that engage the learner and yield to optimal academic achievements.

Reading: (The student will):

LA.2.1.5.3 Adjust reading rate based on purpose, text difficulty, form, and style
LA.2.1.6.1 Use new vocabulary that is introduced and taught directly
LA.2.1.7.1 Identify a texts features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading
LA.2.1.7.3 Summarize information in text, including but not limited to main idea, supporting details, and connections between texts
LA.2.1.7.4 Identify cause-and-effect relationships in text
LA.2.1.7.5 Identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text
LA.2.1.7.6 Identify themes or topics across a variety of fiction and nonfiction selections
LA.2.1.7.8 Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources

Language Arts: (The student will):

LA.2.1.4.1 Use knowledge of spelling patterns
LA.2.1.4.7 Recognize and correctly use regular and irregular plurals
LA.2.3.1.1 Prewrite by generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writers notebook, group discussion, other activities)
LA.2.3.1.2 Prewrite by determining the purpose (e.g., to entertain, to inform, to communicate) and the intended audience
LA.2.3.1.3 Prewrite by making a plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate)
LA.2.4.1.2 The student will compose simple stories, poems, riddles, rhymes, or song lyrics

Social Studies: (The student will):

SS.2.A.3. Identify terms and designations of time sequence
SS.2.E.1.1 Recognize that people make choices because of limited resources
SS.2.E.1.2 Recognize that people supply goods and services based on consumer demands
SS.2.E.1.3 Recognize that the United States trades with other nations to exchange goods and services
SS.2.E.1.4 Explain the personal benefits and costs involved in saving and spending
SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community

Course Outline

December – January

1. Explain and rehearse classroom management procedures (On-going)
2. Create posters using clip art and photographs
3. Explain ticket point system
4. Set-up classroom store
5. Introduce Frog System games
6. Introduce the Language Adventures Game Show
7. End-of-the-month cooking activity

February – March

1. Students complete questionnaire on leadership roles
2. Explain and assign different leadership roles for cooperative learning groups
3. Practice classroom store procedures
4. Open classroom store for business
5. End-of-the-month cooking activity

April – May

1. Introduce Vocabulary Quiz Game show
2. Introduce Plinko game
3. Students complete self-evaluation check list
4. Showcase student portfolios and projects (invite parents to attend)
5. End-of-the-month cooking activity

Overview

Eight Engaging Educational Events promotes many learning outcomes in any classroom. This project enables students to become actively engaged in the learning process. The following is a detailed description of the eight "**E**" strategies that can be implemented:

1. **E**asy classroom management routines establish procedures that promote a positive learning environment. For instance, as the students enter the classroom, they will find a duo tang folder which contains "bell work" assignments that are to be completed in about five to 10 minutes. Use clip art to design posters to display in your classroom to inform the students of acceptable activities they may engage in when they complete their assignments, finish a test, etc. Photographs can be taken of students completing different tasks and displayed on posters. This adds a personal touch to the posters and it helps to build students' self-esteem. It also develops a student's sense of ownership. Classroom jobs should be rotated daily to promote your students' leadership skills.

Utilize multisensory cues for transitions and/or establishing classroom routines:

- wind chimes
- bell
- classical music
- hand signals
- battery operated red, yellow, green light timer

2. **E**ngaging students through cooperative learning techniques is an approach that is currently being implemented in most classrooms. This approach establishes a climate in which students can interact with others to create an environment conducive for learning. Cooperative learning involves a more in-depth perspective to group work. Its components include role assignments, timeframes, interdependency, processing, celebrating, and accountability. Use a questionnaire in which students identify their interests in the different leadership roles. The data from the questionnaire should be used when assigning the leadership roles that your students are interested in performing.

Once the students complete their leadership roles, provide them with a self-evaluation check list. This will encourage students to reflect and rate themselves on their performance. These are lifelong skills that can later be transferred to other situations and future experience in the work force.

3. **E**mpowering students by encouraging individual choice and input in the learning process is another strategy that can be implemented in this project. It is important to treat your students equitably by recognizing your student's individual interests and differences.

By assigning the roles that they will be interested in performing they will accomplish their tasks effectively. It is important to provide choices for students to complete assignments or projects. For instance, students should have a choice in the type of format they will present their projects. Students may present their final product as a poster; power point presentation, journal, etc. Furthermore, students will select the pieces they plan to include in their portfolios. Encourage them to complete the portfolio form (attached). This will make learning meaningful to them. Moreover, learning is the responsibility of the students. Effective teachers coach their students and facilitate learning to make their students independent thinkers and learners.

4. **E**nlightening visual aides should be used to provide a stimulus for your students. Students can assist in creating cartoon posters that emphasize different concepts. Commercial pocket charts, such a Venn diagram, a concept or word web, etc. can be used during explicit instruction and during center activities.

5. Exciting games can be used to reinforce and extend concepts previously taught. The Frog System provides a variety of game boards that appeal to students. The pocket chart Vocabulary Quiz Game Show and the Language Adventure Game Show can be used to expose students to antonyms, multiple meanings, synonyms, contractions, prefixes and suffixes. The popular Plinko game which appears on the Price is Right show has been designed and modified for classroom use by the Lakeshore Company.

6. Extending learning with technology and appropriate software programs provides many engaging learning activities for students who struggle with traditional pencil/paper type of tasks. A list of web sites has been included in the resources section of this booklet.

7. **E**dible lessons provide a multi-sensory approach to learning. There are many recipes that can be used to engage and extend concepts in reading, science and math. For instance, popping popcorn in a dome-shaped popcorn popper allows for students to “see” the three states of matter (solids, liquids and gasses). Using different kinds of cereals and pretzels can be used for edible math concepts such as place value, word problems, etc. Furthermore, preparing a snack which is related to a story helps to increase students’ vocabulary concepts, sequencing and reading comprehension skills.

8. Enjoying and celebrating educational milestones promotes students' self-esteem. Use tickets to reward students for completing assignments, team-work, etc. The students redeem their tickets to purchase supplies and products in your classroom store. Students can assist in making price tags, stocking the shelves and managing the store. This provides them with a real life scenario in which they can practice marketing strategies. Furthermore, it exposes students to supply and demand concepts and enables them to make learning connections.

Name_____ Date_____

Subject_____

Portfolio Work Sample

1. I selected this piece for my portfolio because_____

_____

2. I noticed that_____

_____

3. I learned_____

_____

4. When I completed this assignment I felt_____

_____

5. In the future this new skill will_____

_____

Resources

Some websites that could be useful with smartboards:

1. http://its.leesummit.k12.mo.us/

2. http://www.educationworld.com/ click on tech integration and it will show you some great resources.

Websites for K-2 Students:

Great Places to Start:

- ABC's of Using the Internet in Grades PreK-3: An alphabetical list of 40 Internet starting points to use with younger elementary students.
- ABC's and the WWW from Scholastic provides links to many online interactive alphabet games for K-2 students.
- Animal Myths and Legends, an interesting compilation of stories revolving around this theme
- Between the Lions: a wonderful companion website to the PBS television program backed with lots of research about good literacy instruction; see sitemap for this week's activities
- Billy Bear's Playground includes many, many fun activities for beginning readers and writers.
- Dositey's Language Arts Links has some unique online phonics and alphabet games, word finds and writing opportunities.
- Early Childhood Technology Literacy Project includes project ideas, training resources, student samples, literacy lesson plans, assessment ideas.
- Enchanted Learning will keep you busy through the entire year with craft ideas, tons of background information and pictures for students and well developed thematic units on many school topics
- Kiddyhouse Resource Center for Parents and Teachers has lots of activities and literature based resources designed just for young children.
- Mightybook.com features read-aloud picture books, sing-along songs, video song books, poetry, story-writing and illustrating contests and learning games designed for children ages 2-12.
- Spelling from Harcourt School Publishers includes grade level quizzes and word finds.
- Primary Games in Reading as well as Math, Social Studies, Science and Writing
- Using Search Engines with Young Children by Julie Coiro has links and searching tips for young children and their teachers.

Classroom Teacher Recommendations:

- Kid Links for Grade 2 from Mrs. Taubenheim in Elm Grove, Wisconsin.
- Mountain Brook City Schools in Alabama: includes great integration links for Kindergarten, Grade 1 and Grade 2
- The First Grade Backpack: huge list of resources including online stories
- Web-Based Learning Activities from Hillside School in Virginia organized for students in grades K-5
- First Grade topical websites from Paducah, Kentucky
- JFK Elementary School in East Islip, NY recommends these sites for Grade 1 and Grade 2