Spark your Students’ Interest with Activating Strategies
Collaborative Pairs
What do you already know about building background knowledge?

In a previous workshop, I learned:

<table>
<thead>
<tr>
<th>Words to Know</th>
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<tbody>
<tr>
<td>Activating</td>
</tr>
<tr>
<td>Background Knowledge</td>
</tr>
<tr>
<td>Research-based Vocabulary strategies</td>
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</tbody>
</table>
Every encounter with something new requires the brain to fit it into an existing memory category.

-Pat Wolfe
The brain primarily pays attention to two things: **Meaning** and **Emotion**.
Activating Strategies and Vocabulary
Unit Essential Question
How can the properties of solids and liquids be measured and compared?

Properties of Matter
Lesson Essential Question
What physical properties allow us to compare materials and objects?

Lesson Essential Question
How does the amount of matter change when its shape, size or state changes?

Lesson Essential Question
How can the mass and volume of solids and liquids be measured and compared?

Lesson Essential Question
What tools help us measure mass and volume of solids and liquids?

Lesson Essential Question
What are some similarities and differences of water in its various states?

Temperature
Lesson Essential Question
How can the temperature of solids and liquids be compared?

Lesson Essential Question
What tool helps us measure temperature?

Lesson Essential Question
How do temperature changes affect water?

degree

Thermometer

Melting

Boiling

Condensation

Freezing

Evaporation

Celsius

Fahrenheit

Temperature scale used in the United States

attributes

Physical

Measuring cup

Balance

Liter

Graduated Cylinder

Texture

Hardness

Attribute

Physical

Measuring cup

Balance

Liter

Graduated Cylinder

Degree

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Characteristics of matter

Characteristics of matter
# Vocabulary Instruction

#1's read and discuss with your partner

- Select words from state standards
- Provide experiences to build the foundation for explicit vocabulary instruction

#2's read and discuss with your partner

- Preview words that are difficult, words with multiple meanings and words that are useful
- Model but students interact and provide information as well
When planning and teaching lessons for learning, an Activating Strategy is done at the beginning of the lesson.
**Learning-Focused Acquisition Lesson**

<table>
<thead>
<tr>
<th>Essential Question</th>
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</thead>
<tbody>
<tr>
<td><strong>Activating Strategy</strong></td>
<td>(Preview vocabulary, preview organizer, link prior knowledge, hook students)</td>
</tr>
<tr>
<td><strong>Teaching Strategies</strong></td>
<td>(Use of collaborative pairs, distributed summarizing / practice, graphic organizer)</td>
</tr>
<tr>
<td>Assessment Prompts/ Content/ Tasks/ Assignments:</td>
<td>What do students need to know in order to answer the essential question?</td>
</tr>
<tr>
<td><strong>Summarizing Strategy</strong></td>
<td>(Answer essential question, write)</td>
</tr>
<tr>
<td>Response Journal</td>
<td>Drama</td>
</tr>
<tr>
<td>------------------</td>
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<tr>
<td>Novelty</td>
<td>Experiment</td>
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<tr>
<td>Pose a Question</td>
<td>Interviews</td>
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<tr>
<td>Video Clips</td>
<td>Games</td>
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<tr>
<td>Mystery</td>
<td>Sorts</td>
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Acquisition Lesson

**Essential Question**: Focus Question for the Lesson. The answer is the most important thing about the Essential Question. It acts as an Assessment tool. Get the students emotionally engaged.

**Activating Strategy**: Build background knowledge. Link to prior knowledge/Hook to new knowledge. Preview Vocabulary using research-based strategies.

**Teaching Strategies**: Select the graphic organizer by how you want the students to think about the information. Then for instruction, ask yourself, “How will the students get the information?”

Instruction for Assessment Prompt #1: Lecture? DVD? Read a story? Show pictures? How will you model what you want the students to do? What will pairs do?

Assessment Prompt #1: What task or activity will the students do? (At least one of the AP should be an Extending Thinking prompt/Question)

Instruction for AP#2: Lecture? DVD? Read a story? Show pictures? How will you model what you want the students to do? What will pairs do?

AP#2: What task or activity will the students do?

Instruction for AP#3: Lecture? DVD? Read a story? Show pictures? How will you model what you want the students to do? What will pairs do?

AP#3: What task or activity will the students do?

Assignment/Extending Thinking Activity: Practice the skills that were presented.

**Summarizing Strategy**: Students should answer the Essential Question. This is the Assessment for the Lesson.
Activating Strategies for Extending Thinking

- Abstracting
- Cause/Effect
- Compare/Contrast
- Classifying/Categorizing
- Construct Support
- Justification
- Inductive Reasoning
- Deductive Reasoning
- Error Analysis
Activating Strategies

Think about:

• Your students as you select an activating strategy
• The topic
• The materials
• The space that will be needed
• Your students and any activity that may be offensive to some groups
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YOUR GOAL
Help students connect what they know with your content.
Helping students to make as many connections as possible prior to instruction creates a transfer of learning in their brains.
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**Essential Question:**
What do students need to learn to be able to answer the Essential Question?

<table>
<thead>
<tr>
<th>Assessment Prompt 1:</th>
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<tbody>
<tr>
<td>Assessment Prompt 2:</td>
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<tr>
<td>Assessment Prompt 3:</td>
</tr>
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</table>

**Activating Strategy:**

Key vocabulary words to preview:

**Teaching Strategies:**

<table>
<thead>
<tr>
<th>Graphic Organizer:</th>
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<tbody>
<tr>
<td>Instruction for AP#1:</td>
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</table>

**AP #1:**

Instruction for AP#2:

**AP #2:**

Instruction for AP#3:

**AP#3:**

Assignment and/or Extending Thinking Activity:

**Summarizing Strategy:**
Adapt, don’t Adopt!
Thank You!!