

Teach like . . . the best you can be!

Dr. Nancy Steffel
University of Indianapolis
KDP Sigma Omicron

Ten strategies to captivate your students to learn
based on best sellers:

- *Teach Like Your Hair's On Fire* by Rafe Esquith
- *Teach Like a Pirate* by Dave Burgess
- *Teach Like a Champion* by Doug Lemov



1. Capture their attention. "the hook"

Dave Burgess shares HOOK ideas to increase student engagement through:

- physical activity, art, music, & drama
- real world application
- modifying the classroom environment
- adding props or costuming
- creating mystery, contest, or teaser to grab attention



2. Create a community of learners. "the class"



Rafe Esquith describes the importance of "doing better" and developing their own personal code of best behavior.

By becoming considerate of others, students are empowered to learn themselves and help help each other learn ... not at the expense of others or competition with others.



3. Connect academic standards and great materials. "the basis"



Doug Lemov recently discussed four imperatives with literacy instruction connecting to CC Standards:

1. Select rigorous texts. Push kids with harder and more complex texts.
2. Focus on reading non-fiction and informational texts.
3. Teach students Close Reading, digging deeper into texts.
4. Encourage students to respond to reading through writing.

4. Craft engagement through the arts. "the involvement"



The ARTS adds to students comprehension and connections. Rafe Esquith shares how he enhances the elementary students' learning as they memorize lines, create costumes, and perform music to enact a Shakespearean play.



5. Coordinate the classroom through routine and rhythm. "the flow"

Doug Lemov stresses creating a strong classroom culture that includes:

- Entry routine
- Tight transitions
- Seat signals
- Check for understanding
- Exit routine



6. Challenge more questions and research. "the inquiry"



Dave Burgess urges teachers to use questioning techniques to develop students thinking critically and deeply. Create a BRAINSTORM!

You don't know everything NOR do you need to know everything.



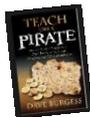
Excite your students to discover the answers.

7. Commercialize your presentation. "the sell"

As Dave Burgess recommends:

TEACH like a PIRATE with

- P**assion
- I**mmersion
- R**apport
- A**sk and Analyze
- T**ransformation
- E**nthusiasm



8. Center their involvement through differentiation. "the stations"

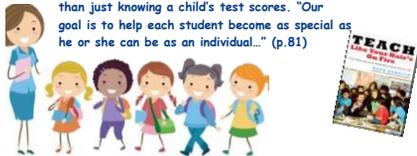
Doug Lemov advises to challenge learning, but keep it attainable.

Teachers can help students learn by considering their abilities and needs.



9. Concentrate on each child. "the individualization"

Rafe Esquith shares as he watched each student to observe what made each one tick. It is more than just knowing a child's test scores. "Our goal is to help each student become as special as he or she can be as an individual..." (p.81)



10. Commit to getting and giving feedback. "the assessment"

Doug Lemov urges teachers to use data from tests, observations, and student assessment to improve instruction and student learning.



Put the POW in your lessons:



Here is a sample literacy lesson that demonstrates these strategies.

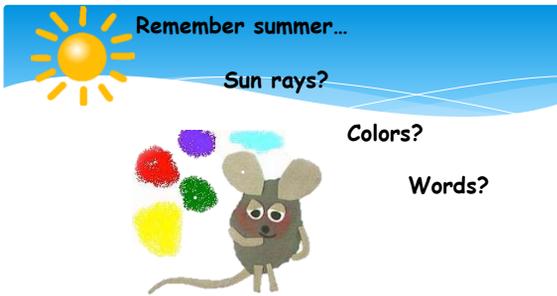
Look what I found outside today!
I caught it in this box.



I put a little mouse finger puppet in a box with a hole on the bottom. When I open the box, I can wiggle my finger to make the mouse puppet move giving the illusion that I have a real mouse. HOOK to read the picture book, *Frederick!*



Read *Frederick* by Leo Lionni
 New York, NY: Alfred Knopf, ©1967.
<https://youtu.be/SFCLWytjCUY>



Remember summer...

Sun rays?

Colors?

Words?

Secret Envelope:



Read *Red Sings from Treetops*
 - a year of colors by Joyce Sidman
 New York, NY: Scholastic, ©2009.

Create your own poem based on
 colors of a season of year.

Secret Envelope:

Each season she inspires us on how colors come alive.

Here is a sample:



In SUMMER,
White clinks in drinks.
Yellow melts everything it touches...
Smells like butter, tastes like salt.
Red darts, jags, hovers;
A blur of wings, a sequined throat.
Red whispers along my finger with little beetle feet.
Green is queen in summer.
Green trills from trees, clings to Pup's knees,
Covers all with leaves!
How can **Green** be so many different **Greens**?

Secret Envelope:



Read *Green* by Laura Vaccaro Seeger
New York, NY: Roaring Brook Press, ©2012

Pick another color than green to name it in different ways and shades.

Secret Envelope:

Each page she shares a new shade of green with clever cut-outs on the pages.

Here is a sample:



lime green



Secret Envelope:



Read *The Black Book of Colours* by Menena Cottin & Rosana Faria. English Translation by Elisa Amado, Toronto, Ontario: Groundwood Books, ©2008.

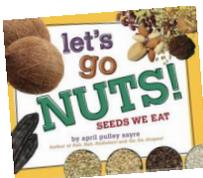
Talk to a blind mouse and describe how you would tell about colors in our world. How can you help him feel it?

Secret Envelope:



Sample page:
Brown crunches under his feet like fall leaves. Sometimes it smells like chocolate, and other times it stinks.
Also text written in braille accompanied by raised black line drawings of falling leaves.

Secret Envelope:



Read *Let's Go Nuts - Seeds We Eat!* by April Pulley Sayre. New York, NY: Beech Lane Books, ©2013

Can you create a rhythmic poem with photos about things you eat?

Secret Envelope:

Each page she has beautiful photographs of the items matching her poetic cheer.

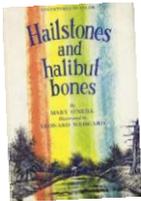


Mmmmm...macadamia!
Pecan's a fave.



Peanut, pine nut.
Go, nuts, go!

Secret Envelope:



Read *Hailstones & Halibut Bones* by Mary O'Neill. New York, NY: Double Day ©1961.

Describe what one color means to you and all the ways it appears in your world. Use her pattern:
"Color" is _____.

Secret Envelope:

She poetically describes what that color means. Here is a sample:



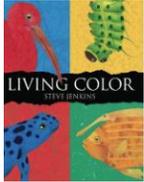
White is marshmallow
And vanilla ice cream
And the part you can't remember
In a dream.

White is the sound
Of a light foot walking
White is a pair of
Whispers talking.

White is the beautiful
Broken lace
Of snowflakes falling
On your face.



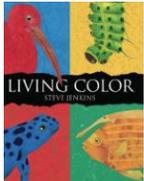
Secret Envelope:



Read *Living Color* by Steve Jenkins.
New York, NY: Houghton Mifflin, ©2007

Create a poem about one colorful hue and the different animals of that color.

Secret Envelope:



Red says... "You can't see us."

This deep-sea jellyfish and blood red fire shrimp live hundreds or thousands of feet below the surface of the ocean. They look colorful to us, but almost no red light penetrates the water at these depths. In the dim blue light that remains, red animals appear black and blend in with their dark surroundings.

Secret Envelope:
Reread *Frederick* and his poem.

- Who scatters snowflakes? Who melts the ice?
- Who spoils the weather? Who makes it nice?
- Who grows the four-leaf clovers in June?
- Who dims the daylight? Who lights the moon?
- Four little field mice who live in the sky.
- Four little field mice ... like you and I,
- One is the Springmouse who turns on the showers.
- Then comes the Summer who paints in the flowers.
- The Fall louse is next with walnuts and wheat.
- Ane Winter is last... with little cold feet.
- Aren't we lucky the seasons are four?
- Think of a year with one less... or one more!



Secret Envelope:
Reread *Frederick* and fill in poem.

I remember summer - all bright and warm.
For me, each color took a special form:

- _____(color) was a _____
- _____(color) was a _____
- _____(color) was a _____

This next winter may get dreary and cold,
But I have my memories to tightly hold.





Reading of Poetry
at a "Coffee house"
complete with dressing in black,
dark lights, bongo beat, and
chocolate milk in Espresso cups
with coffee scented bookmarks.





<https://youtu.be/AAPEX0Imw>

Common Core Standards Grade 3:

Reading Literature: CCSS.ELA-LITERACY.RL.3.2

Recount stories; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Language: CCSS.ELA-LITERACY.L.3.3.A

Choose words and phrases for effect.

Writing: CCSS.ELA-LITERACY.W.3.1.C

Use linking words and phrases to connect opinion and reasons.

Fluency: CCSS.ELA-LITERACY.RF.3.4.B

Read grade-level poetry orally with accuracy, appropriate rate, and expression on successive readings.

Speaking & Listening: CCSS.ELA-LITERACY.SL.3.5

Create engaging audio recordings of poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Assess	1	2	3	4	5
Comprehends story.	Recounts parts of story.		Recounts story & key details.		Recounts story, key details, & lesson.
Chooses words or phrases for effect & connect to opinion.	Selects words associated with summer or colors.		Selects words & phrases associated with summer & colors.		Selects words & phrases associated with summer & colors to convey warmth.
Performs poem with prosody and accuracy.	Attempts to perform poem.		Performs poem with accuracy.		Performs poem with prosody and accuracy.

See YouTube videos on *Frederick* & ChicagoChildTheatre

Bookmarks by Upstart

Questions? contact me
nsteffel@uindy.edu
