

Get off to a Good Start: Initiating Instruction



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Initiating Instruction: Getting off to a Good Start



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Problem



- What is the impact of effective initiation to instruction?
- How can initiation and sustained instruction contribute to learning outcomes?
- How might ineffective initiation contribute to questionable teaching/learning?

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Organization



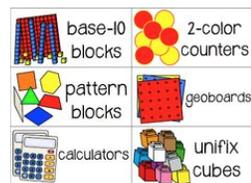
Assigned Seats



Student Assistants

Establishing routines for entering classroom, transitions, movement & dismissal

Materials Ready



Materials on student desks



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Organization



Agenda on board



Create Learning Zones



Use gadgets, fidgets and cues



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Organization



At your table, share a description of how your classroom is organized. Briefly record your share on the chart paper at your table using the pen you were provided when you entered.

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Monitoring & Redirection



Circulation & Checking in



Preparedness



Verbal and Nonverbal Cues



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Monitoring & Redirection



Caught Doing Something Good

Caught Being Good !

This coupon entitles
To: _____

I am Proud of you!

You are Appreciated

Thought you should know...
I Noticed!
Thanks

Thought you should know...
I believe in You!

Positive Letters home



Tick marks on board (+)



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Monitoring & Redirection



You will now switch tables. Evaluate the Classroom Organizational strategies described on the chart paper at your table and add ideas using your pen describing ways you Monitor and Provide Feedback to students in your classroom.

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Management of time



Use timers/stopwatch



Specific feedback (Cognitive press)

- John**
Helped put away the PE equipment
- Eva**
Read quietly at SSR time
- Mary**
Has a beautiful smile
- Kate**
Asked some great questions at news time
- Jemima**
Took Jack to the health nurse when he grazed his knee at lunch
- Toby**
Organised the Maths equipment
- Ben**
Wrote an amazing story at writing time
- Ollie**
Got 100% of his spelling words correct
- Annabelle**
Tidied the library corner

Materials ready for students who "finish" early



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Management of time





RAFT ACTIVITIES

Role	Audience	Format	Topic
Fraction	Whole Number	Invitation to a family reunion	Here's how we are related
Equivalent Fraction	Boys-Men	Model	All pizzas are created equal
Fractions & Mixed Numbers	Middle Schoolers	Persuasive Letter	You can't live without us
Improper Fractions	Mixed Numbers	Ad for a circus	What is my value in the balancing act?
Dinner for 2	Family of 4	Recipe	Yours, Mine & Ours
Mixed number Subtrahend	Mixed number minuend w/ Regrouping	Song	



Learning Menus



Dinner Menu

Main Dish (Select 1)

- Measure the length of the objects in the measurement container using any of the nonstandard units we have used in class.
- Use the large paper clips to measure the pictures of the objects on the worksheet #17.1
- Complete the "Different Units of Measure" worksheet.

Side Dishes (Select at least 2)

- Read the book The Biggest Fish. Measure the length of the fish in the fishing net to the nearest inch. Then glue them onto a sentence strip from shortest to longest.
- Complete the "Who's My Length?" activity.
- Use a ruler to draw and label lines for the following measurements: 10 inches, 3 inches, 3 centimeters, 15 centimeters, 1 foot, 1 inch, 3 inches, and 20 centimeters.
- Organize the pictures of the objects in order from smallest to largest.
- Complete the "How Far to the Dragon's Lair?" activity sheet

Dessert (Optional-Select 1)

- Draw a map. Label 4 locations on your map with a large dot. Using your ruler draw lines to connect these locations. Measure and label these lines on your map to the nearest inch. Write a story problem on an index card that can be solved using your map.
- Read How Big is a Foot? Then pick 5 objects from the measurement container to measure using a small paper clip, an eraser, and a ruler. Complete the worksheet for this activity.

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Management of time



You will now switch tables. Evaluate the Monitoring and Feedback strategies described on the chart paper at your table and add ideas using your pen describing ways you Manage instructional time.

Jot down questions you might have of the author using a **Pink** marker.

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Planning for Success



- What kinds of work are required to achieve these suggested activities?
- Assimilating students to expectations (structure, frequency, time). It's not going to work the first time.
- What are some responses when these activities fail during the first attempt?

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Setting Goals



Ticket out the door

Given the strategies discussed today, talk with a partner about which strategy will you implement in the coming weeks.

Describe the timeline and three evidences of success (i.e. John and Emily track the teacher and listen to instruction earlier than before, Nick and Rhonda complete their classwork in a more timely manner, Trevon and Beth are observably off-task only three times/class).

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