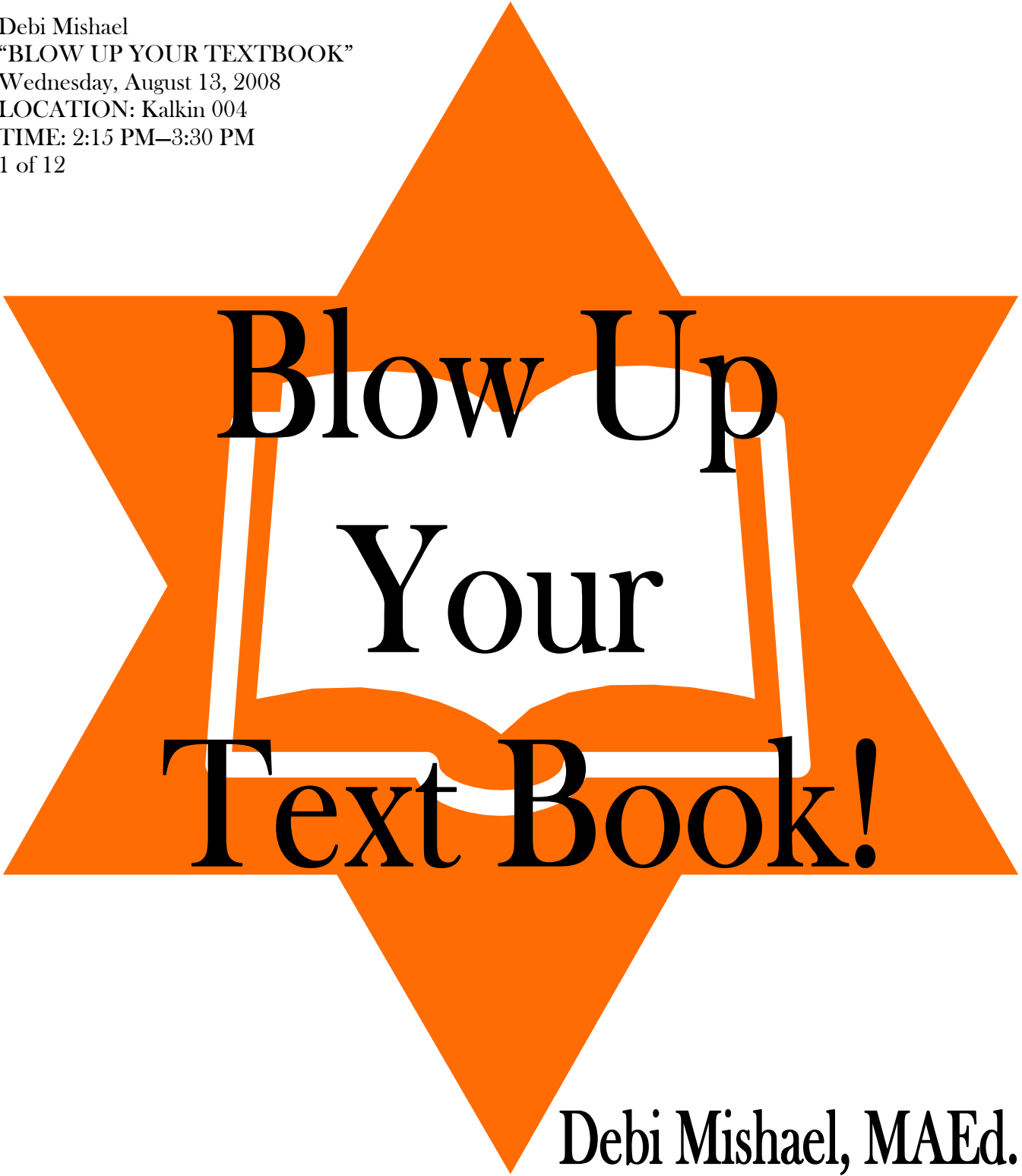


Debi Mishael
"BLOW UP YOUR TEXTBOOK"
Wednesday, August 13, 2008
LOCATION: Kalkin 004
TIME: 2:15 PM–3:30 PM
1 of 12



**Blow Up
Your
Text Book!**

Debi Mishael, MAEd.

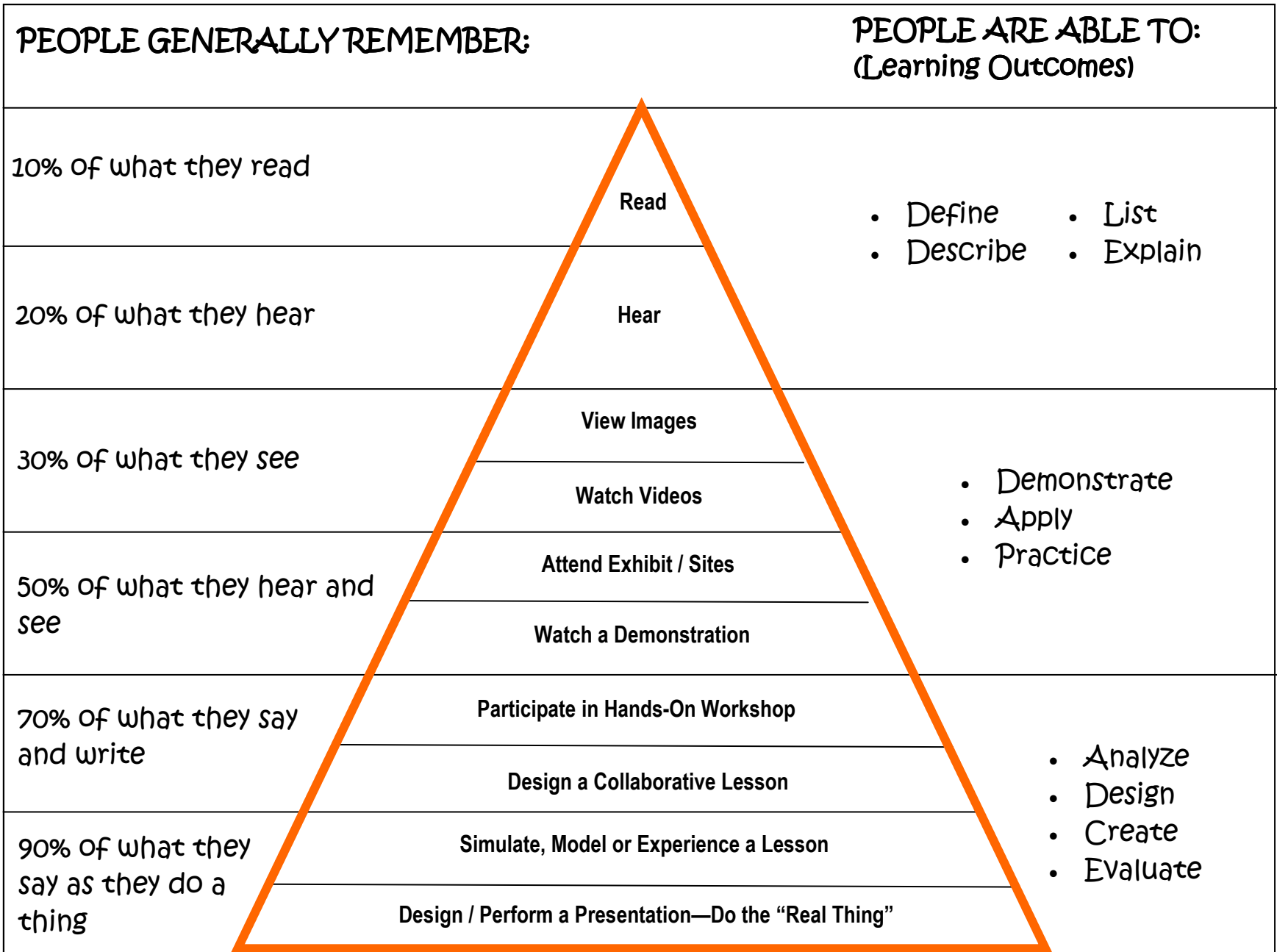
CAJE 33

Coalition for Advancement in Jewish Education

August 2008

University of Vermont

Edgar Dale's Cone of Experience

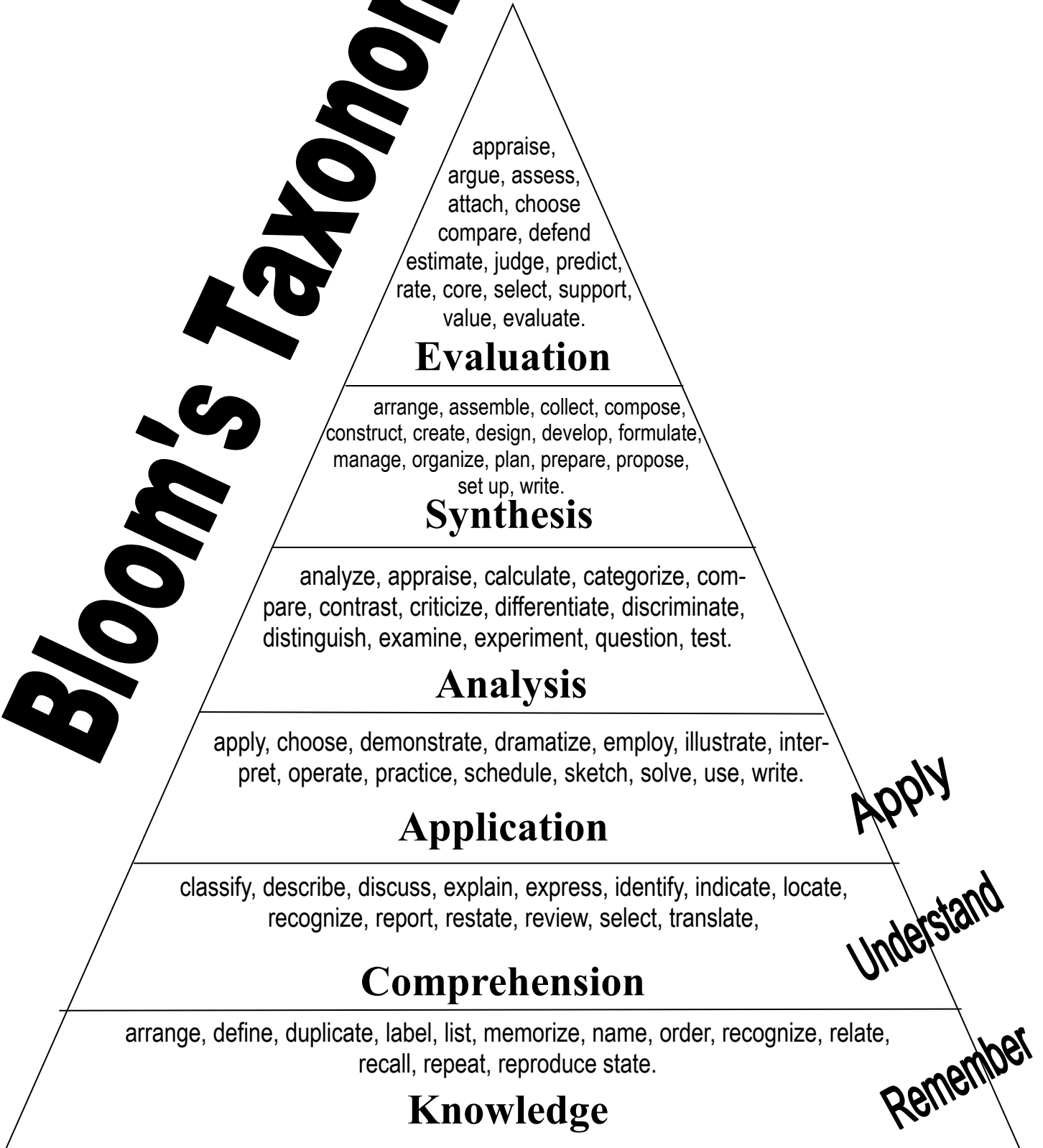


admin@debimishael.com
 “Blow Up Your Textbook” Teacher In-Service

www.debimishael.com

Debi Mishael

Bloom's Taxonomy

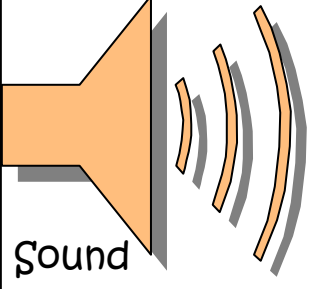
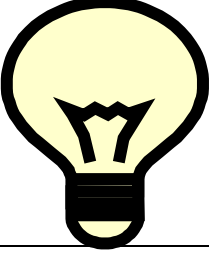
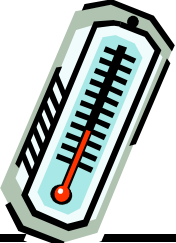
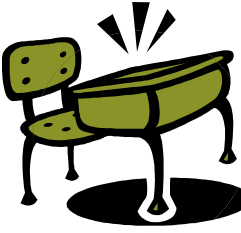


1956 Benjamin Bloom

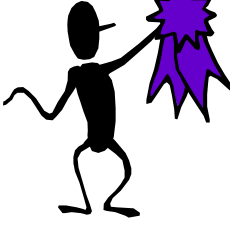

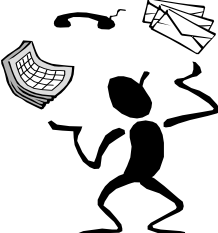

Learning Styles



ENVIRONMENT

 <p>Sound</p>	<p>Light</p> 
<p>Temperature</p> 	<p>Design</p> 



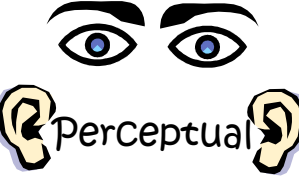

EMOTIONAL

<p>Motivation</p> 	<p>Persistence</p> 
<p>Responsibility</p> 	<p>Structure</p> 

SOCIOLOGICAL

	
<p>Peers Self Pair Team Adult Varied</p> 	
	

PHYSICAL

<p>Intake</p> 	<p>Time</p> 
<p>Perceptual</p> 	<p>Mobility</p> 

Information adapted from Teaching Students Through Their Individual Learning Styles, Dr. Rita S. Dunn & Dr. Kenneth J. Dunn.

"Who Said That?"

CAJE 33

“Things to do with a Quote”

1. **DISCUSS:** What do you learn about ____ from this quote?
2. **DISCUSS:** What do you think are the circumstances out of which this quote was taken?
3. **DISCUSS:** Does this quotation express something you believe is true?
4. **POSTERS & BANNERS:** Create a poster or banner illustration of the quote.
5. **PLAY:** Present a short story or skit including the quotation in the dialogue.
6. **COLLAGE:** Cut out pictures from brochures, magazines and create a collage based upon the quote.
7. **CHARADES:** Act out the quote without using words.
8. **COMMENTARIES:** Where appropriate, look for commentaries on the quote or make your own commentaries.
9. **CUT-UPS:** Write quotations on slips of paper, cut up papers into words or phrases. Players must rearrange papers into the correct sentence.
10. **STORY:** Use the quote as the first line of a story. Write the ending.
11. **POEM, PARABLE, ALLEGORY OR DIALOGUE:** Write something that reflects your thoughts about the quote.
12. **MATCHING GAME:** Match up the quote to its source.
13. **POST:** Fill the classroom walls with quotes and phrases from your lessons.
14. **QUOTE STUDENTS:** Create a “Potent Quotables” bulletin board in your classroom. (See next page.)
15. **J-POD Poster:** Create a J-Pod poster and add a “Jewish Person of the Day” with quotes. Make the poster in the shape of an I-POD. (This idea was given to me by a participant in one of my sessions! I love it!)

Quotes can come from people or from text. Consider using phrases from t’fillot you are teaching. Use lyrics from songs.

(Note: This list is not a completely original list. I picked it up some of the ideas at CAJE 3 or 5! I am unsure of its original source. It may possibly have come from the KOHL Teacher’s Center. It is a great resource so I want to pass it along. I am hoping to someday discover the true author so credit can be given appropriately.)

Debi Mishael
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Lesson Plan Elements

Topic: The general topic or subject of the lesson.

Goals: The broad ideas you want to convey.
What are your hopes for the lesson. What are you trying to get across.

Objectives: The students will be able to...
objectives should be observable & measurable.
They should be clearly written to reflect student outcomes and not activities.

Schedule: time line for your lesson

Procedure: step-by-step procedures

Supplies Needed: list them so you don't forget them!

Vocabulary: What words will you use and what should they be able to remember later.

Optional Homework:

Trivial Questions: For use in games & evaluations.

Evaluation or Afterthoughts:

This can be written after the lesson.



Unit Plan Elements

Topic :

ENDURING UNDERSTANDING or “BIG IDEA”:

Enduring Understandings have four criteria. The idea, topic or process must: 1) have enduring value beyond the classroom, 2) reside at the heart of the discipline, 3) require “uncoverage”, 4) offer potential for engaging students.

ESSENTIAL QUESTIONS: These are abstract questions that are used to assist the teacher in getting to the core of the subject. They are NOT the questions taught in the classroom to the students but are the guiding questions upon which a whole curriculum can be created. Essential questions must: 1) go to the heart of the discipline, 2) recur naturally throughout one’s learning and in the history of the field, 3) raise other important questions.

UNIT QUESTIONS: Unit questions are thought provoking like essential questions but they are specific to a given lesson and are used to guide that lesson. Unit questions: have no one obvious answer, they uncover the subject’s controversies, puzzles, and perspectives, 2) provide subject and topic specific doorways to essential questions, 3) are deliberately framed to provoke and sustain student interest.

EVIDENCE OF UNDERSTANDING: Assessment happens throughout the learning experience. The teacher must act as an assessor by looking for evidence of understanding. There are six levels: 1) explain it, 2) interpret it, 3) apply it, 4) see it in perspective, 5) demonstrate empathy regarding it, 6) reveal self-knowledge pertinent to it.

UNIT VOCABULARY:

INSTRUCTIONS AND CLASSROOM ACTIVITIES:

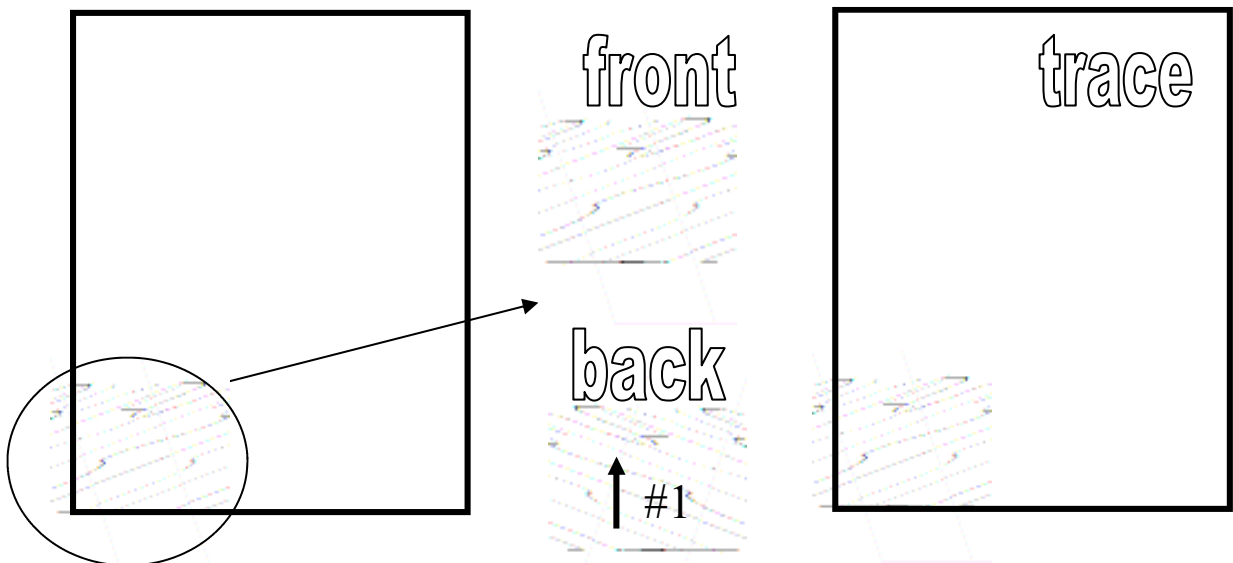
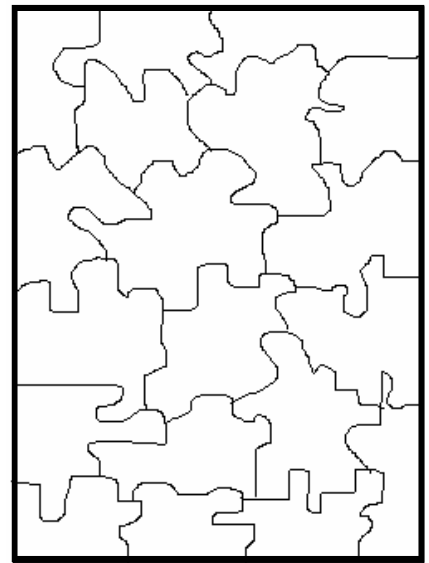
LIST OF SUPPLIES:

Puzzle Posters

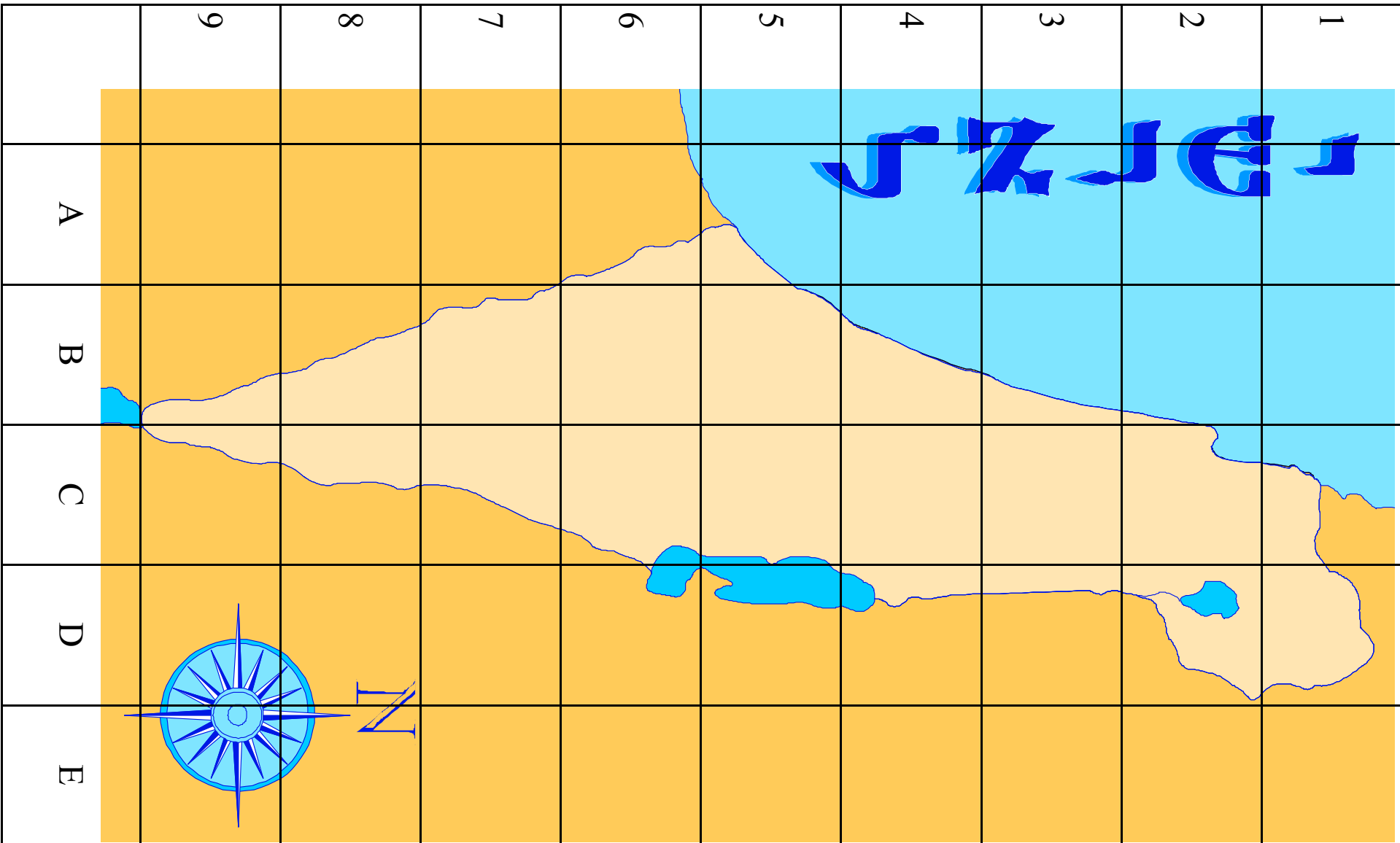
You will need 2 pieces of poster board that are the same size.

1. Take one piece of poster board and cut out a puzzle piece shape. You may want to plan out your shapes so that you get an equal size piece for each student.
2. Cut out the pieces, one at a time. Turn each piece over and number the back and put an arrow showing which direction is “UP.”
3. Trace the shape you just cut onto the 2nd piece of posterboard so that you will have a “map” of how to reassemble the pieces when they are done.

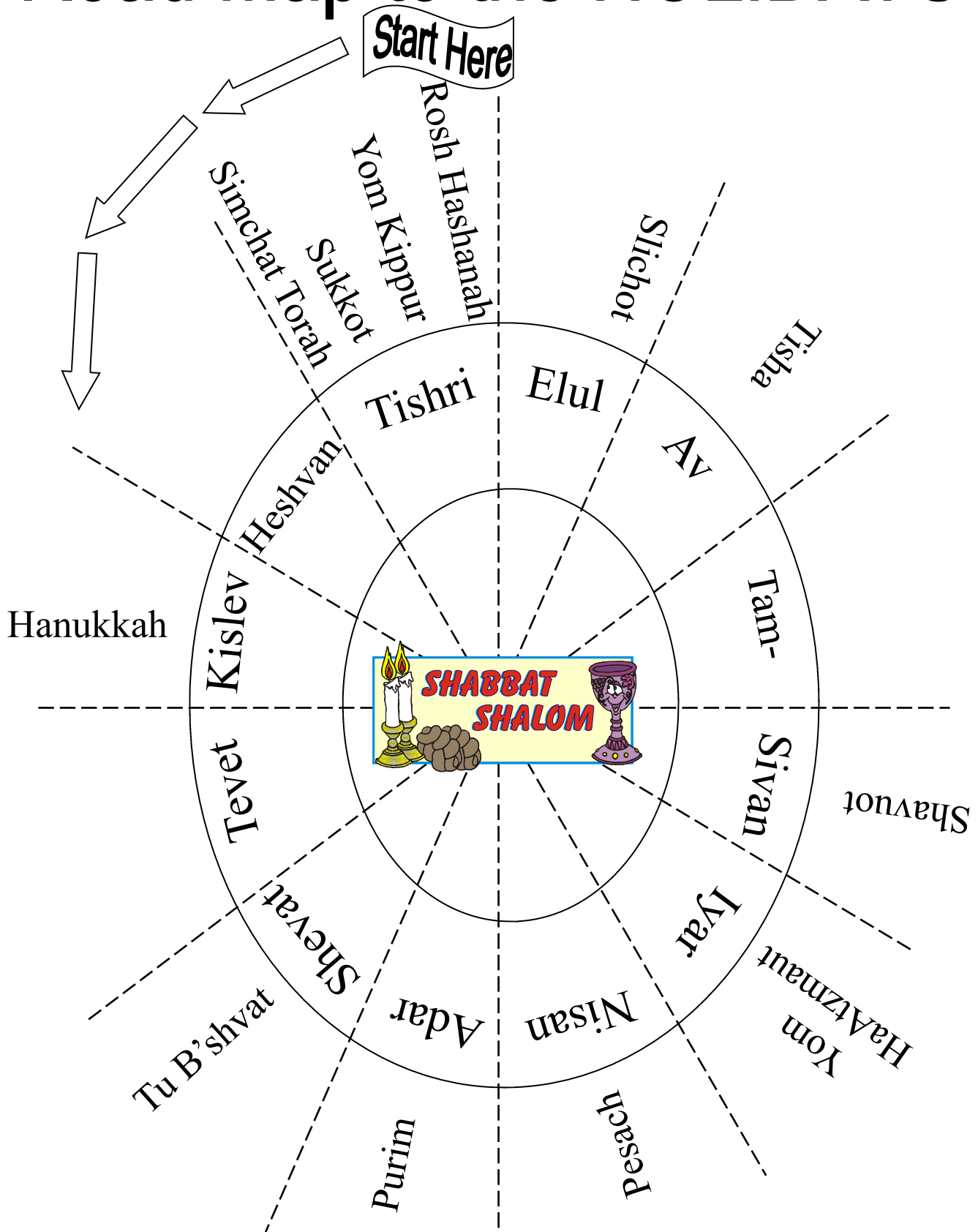
draw



Use this map to make a scale model of the State of Israel on your classroom floor. Simply assign squares of the grid to your students and instruct them to use the linoleum tiles on the floor as their grid. Using "low tack" painter's tape or colored masking tape from an educational supply store, create the appropriate lines on the floor.



Road Map to the HOLIDAYS



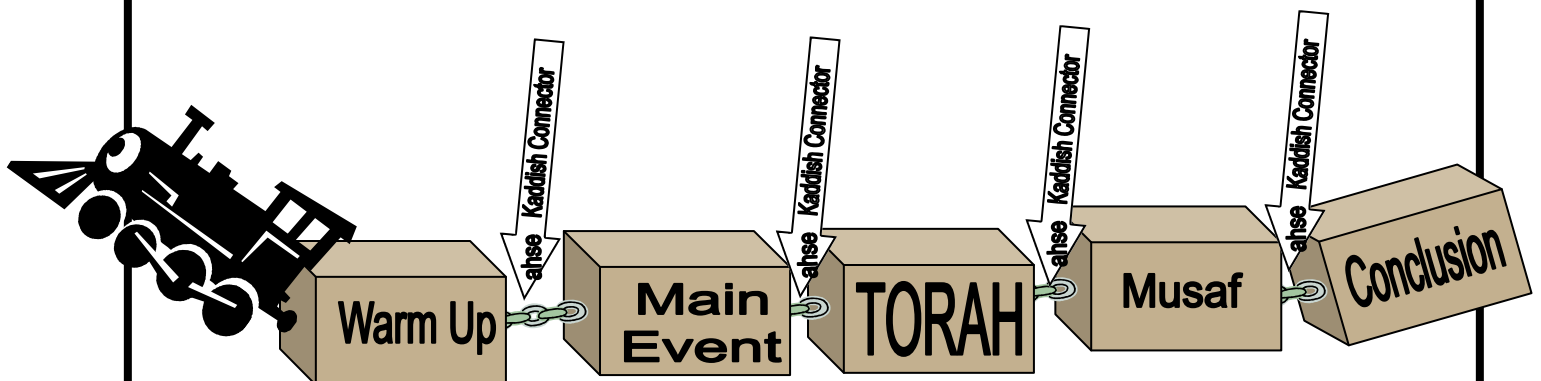
Shabbat T'fillah Train



Many students need visual organizers to help them understand concepts. Create a "T'fillah Train" out of boxes to help your students and to keep you organized.

IDEAS FOR THE T'FILLAH TRAIN...

- Put the Hebrew on one side of the box and the English on the other side. This way it will make sense from both directions.
- You can make flashcards from vocabulary so that students can sort them into the boxes.
- Put copies of the individual prayers on laminated cards. Have the students sort the prayers into the appropriate sections of the service.
- The t'fillah train is a great way to show that some form of the kaddish is used to separate each section of the service. There are 5 forms of the kaddish. Some are used as minor breaks in the liturgy and some serve as major breaks. (Kaddish deRabbanan comes after the warm up and before the main event, hatzi kaddish comes prior to and after the Torah service etc.....)



Debi's Top 10 Graphics Resources

*& other
Visual Stimuli*

DAVKA GRAPHICS

These are creative, colorful and very appropriate for posters, flyers and other educational uses. They are not expensive and are well worth having on every Jewish educator's computer.

MICROSOFT PUBLISHER– This is a very easy to use program and allows you to create flashcards, labels, worksheets, newsletters, banners and poster size prints (printed in sheets with lines to indicate where they overlap for assembly). This program works extremely well with Davka graphics.

ANY DIGITAL CAMERA of your choice. I am not an expert on cameras but I can tell you many ways in which the camera has improved the quality of my teaching. If you can't get a digital camera, the next best step is to have your pictures turned into a digital format and placed on a CD at the time of developing.

THE LEARNING PLANT– This has been a fabulous resource for Jewish Educators for nearly 30 years. You will find a myriad of posters, games, books, music and other resources to bring all of your activities into hand-on learning experiences.

1-800 DREIDELCRAFTS– If you are a scrapbooker, a sewer or an educator, you will love this source. Rubber stamps, fabric, stickers, paper punches, candy molds, quilting supplies and more are available from this versatile resource.

MY MOTHER & FATHER-IN-LAW Ok...it can really be anyone who travels to Israel. Posters, toys, coloring books and lots of regular items in Israel can become great teaching resources in our classrooms. There is a "Ministry of Propoganda" in Jerusalem where wonderful posters can be found.

EBAY– Type in "Judaica" or "Hebrew" and see what you can find. Everything from Hebrew stickers for your keyboard to Israeli versions of your favorite movie posters.

POSTERMAKER MACHINE AT KINKO'S– Actually, most copy stores now have machines that let you enlarge your papers to poster size. If you do it in black & white the cost can be less than \$2 per page. Any time you can enlarge your materials, you have changed the interest factor for the kids.

YOUR OWN CURRICULUM MATERIALS– Together with a large scale copy machine, your own textbook can be the best source of inspiration. Find a quote and make a banner. Make flashcards out of paragraphs of text. Enlarge a picture from your book.

A COMPUTER PRINTER– So much has changed since I first started teaching and making my own materials. I went from hand-made stencils to dot matrix printers to wonderful ink-jet and laser! Use your computer [printer] as a way to make material look professional and revise them to meet your specific needs.

**Please note: I do not, nor have I ever, worked for any of the above companies. I endorse them out of personal experiences with their materials. There are other companies and resources available. The companies listed are simply the ones I have used frequently.