

Teaching Off The Walls

for students who are

Bouncing Off The Walls

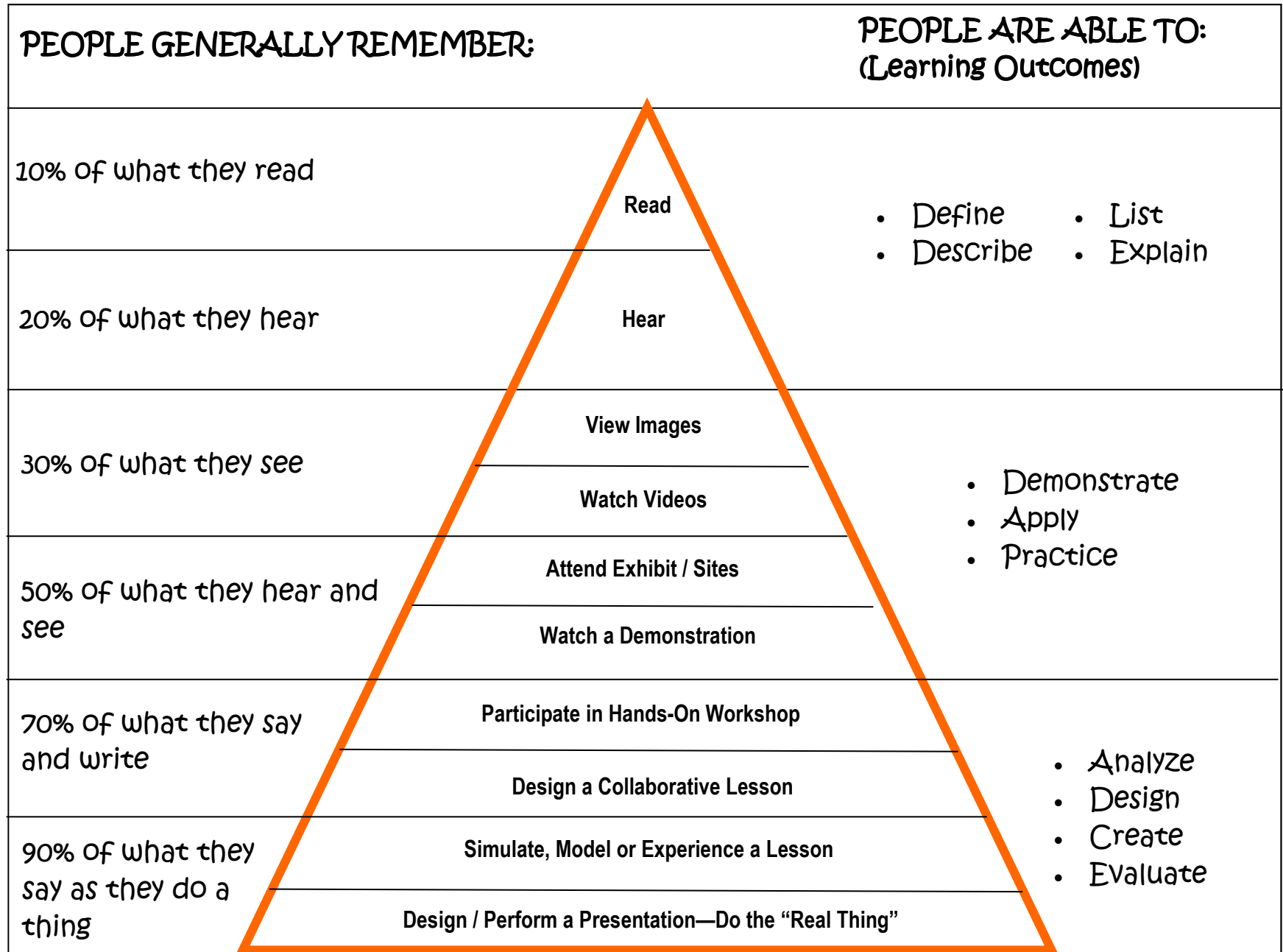
CAJE 33
University of Vermont
August 2008



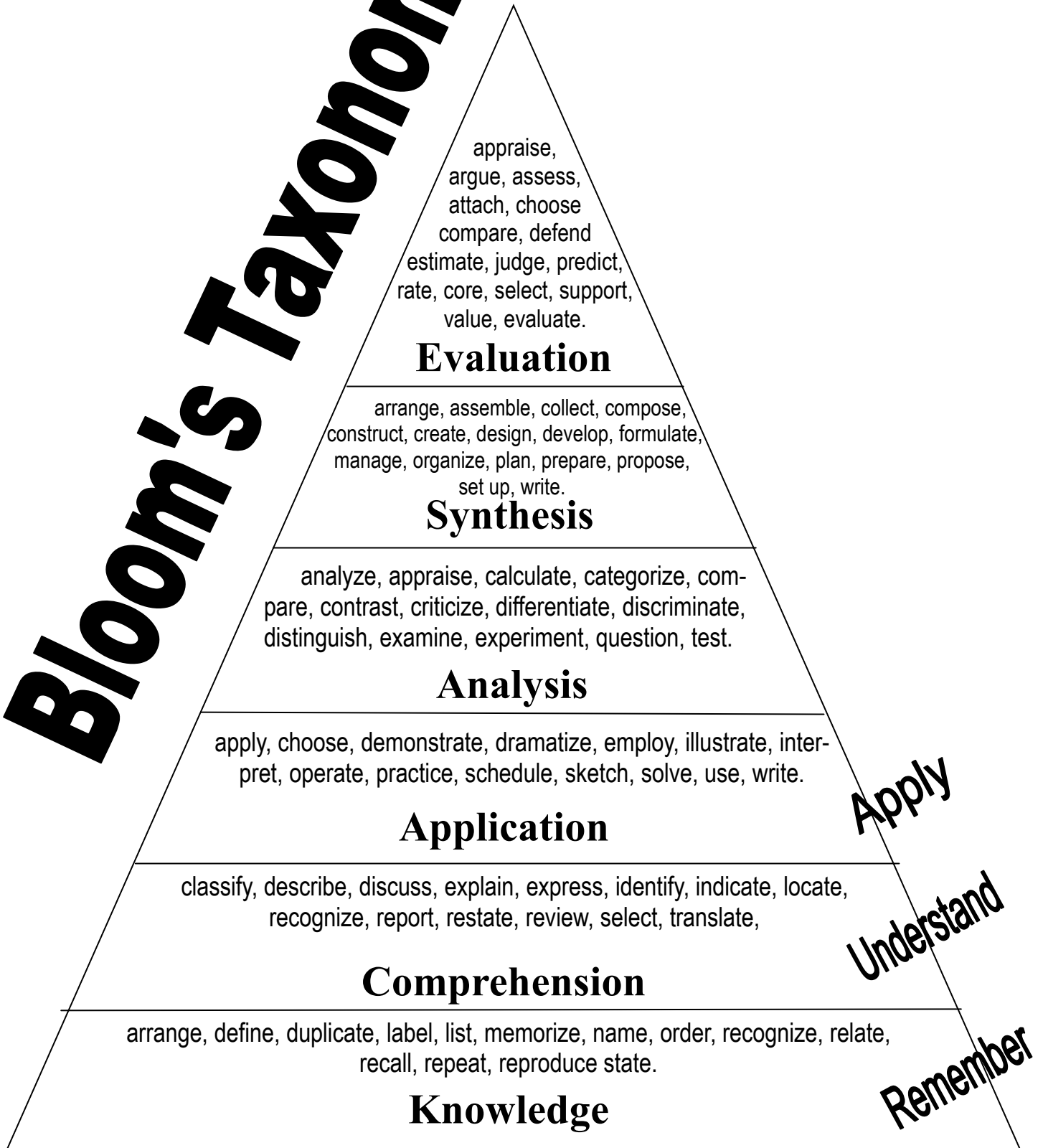
Debi Mishael, MAEd.

(713) 667-9201 office
(713) 668-3501 home
(713) 816-5781 cell
www.debimishael.com
admin@debimishael.com
debi@brithshalom.org

Edgar Dale's Cone of Experience



Bloom's Taxonomy

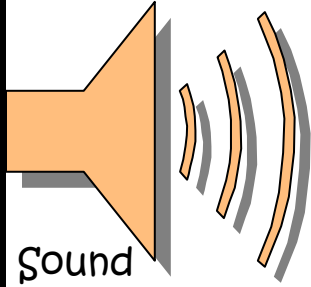
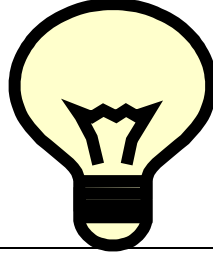
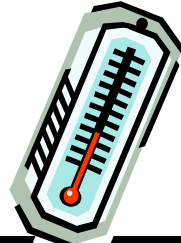
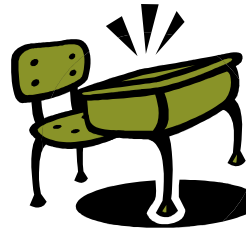


1956 Benjamin Bloom


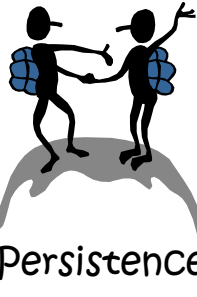
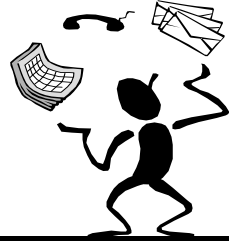
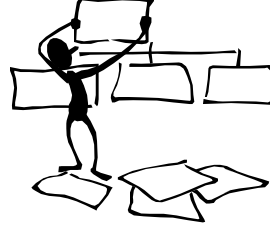
Learning Styles



ENVIRONMENT

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



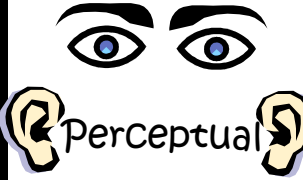

EMOTIONAL

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

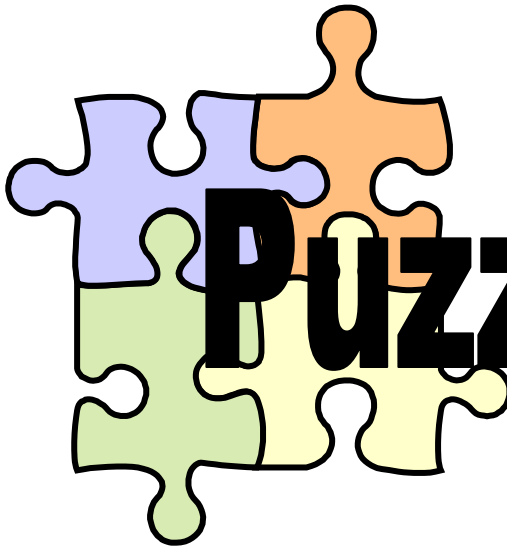
SOCIOLOGICAL

| |
|--|
|   <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.

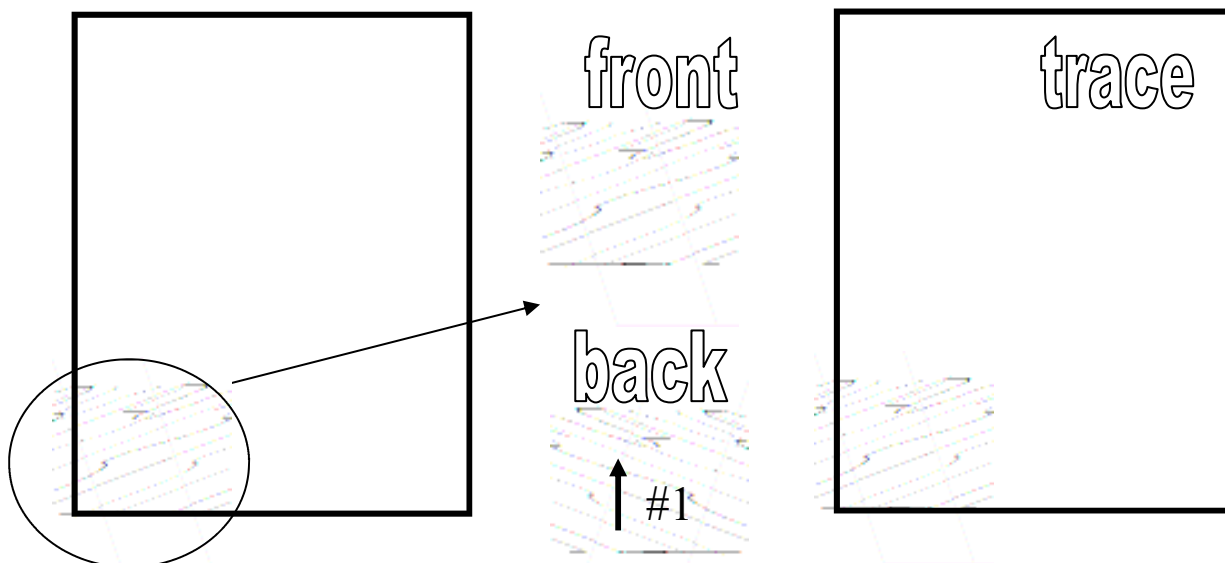
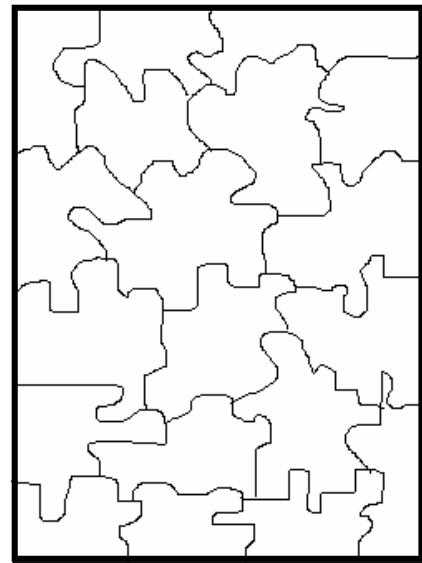


Puzzle Posters

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



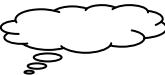

Works with All Ages!

How can I encourage my students to share their comments? What will make them feel proud of the insightful comments they share?

As I was reading the "Potent Quotables" section out of a copy of Reader's Digest, it occurred to me that I can do the same thing with students' comments!

Writing down a comment a student makes during a discussion does a number of positive things. It recognizes and validates the student who shared a bit of insight and it encourages other students to do the same.

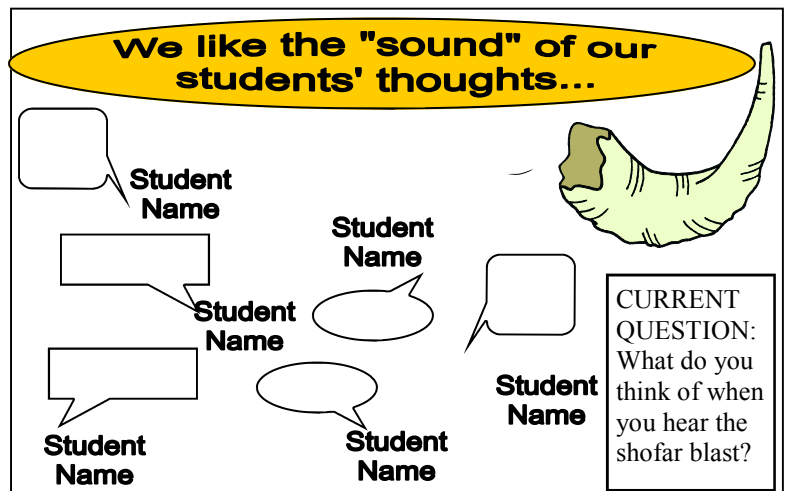


You can use thought bubbles  or quote bubbles . Laminate the blank shapes and then use transparency pens. You will be able to wipe off and use them over and over.

Make a bulletin board at the start of the year with a picture of each student. You can have a "question of the day" and each student will write their response in their own thought bubble or you can use the board as a generic space. During classroom discussions, if a student brings up a new or insightful point, stop and tell the student on the spot, "That was remarkable! Please write that down on a quote bubble because we want to remember your statement."



www.debimishael.com
Admin@debimishael.com



תודה

לא "No Thank You" Cards

Back of card

TO USE THIS CARD YOU MUST:
...try the regular lesson for 10 minutes, at least.

...have the teacher approve and mark the card.

...sit at the "No Thank You" area and work on an alternative project.

...not disturb the group in any way.

...follow all regular class rules.

THIS CARD IS NOT VALID IN CASE OF SPECIAL EVENTS...

Including assemblies, tests, substitute teachers, etc.

YOU ARE STILL RESPONSIBLE FOR ALL HOMEWORK!!

VIOLATING ANY OF THESE RULES WILL MEAN YOU LOOSE THE CARD and/or DISCIPLINARY ACTION.

We all have days where we are "not in the mood" to learn. By providing students with an appropriate alternative and a choice to say "no thank you" we are respecting them and providing the format for them to make appropriate choices. If they feel unable to control themselves because they are having a bad day, this option allows them to maintain acceptable behaviors. Just providing the option will often be enough. It is my experience that these cards are seldom used by the students. However, they love having the choice! A folder and a "Lo Todah" table should be in the back of the room with access to the acceptable activities. This option should not distract from the class itself and should not require any extra teacher time.

Front of card

means
no
thank you תודה לא 1

This card entitles bearer to say: תודה לא 2
To a maximum of 3 lessons. It is subject to the rules on the reverse side of this card.

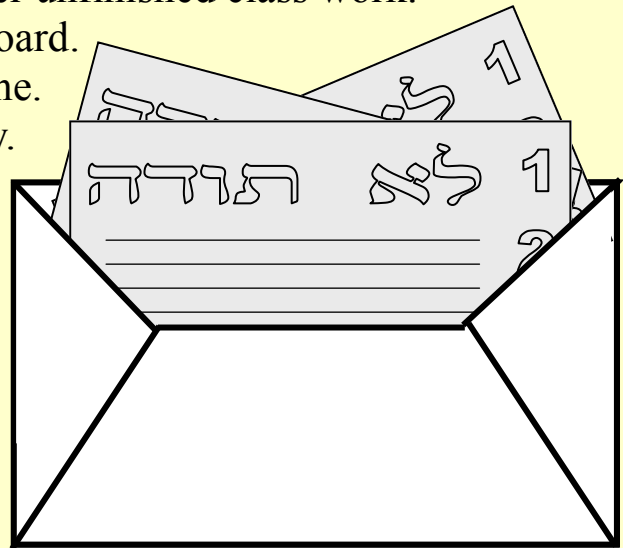
X _____ 3
I have read the rules & agree to abide by them.

NON TRANSFERABLE NON REPLACEABLE

The cards should be introduced to the class at the beginning of the year. All rules should be explained and the students should know how and where to use the card. Each student must sign a card. The cards are kept in a file folder pocket (see below) with optional activities clearly listed.

You may choose from the following activities:

1. Work on your Hebrew or any other unfinished class work.
2. Play one of the games in the cupboard.
3. Read "Shofar" or "JVibe" magazine.
4. Read a book from our class library.
5. Listen to a CD or tape with the headset:
 - A) Israeli music
 - B) Jewish Rock/Folk music
 - C) English story tapes
6. Design a word array or crossword puzzle for the class.



*This is not one of my original ideas. I picked it up in the early 80's from the Resource Center at CAJE. I would love to discover the original author so as to give appropriate credit. I have found it to be a very useful tool for the Middle School level.

8th Grade CLASS YEARBOOK



Congregation Brith Shalom 5766
Teacher: Debi Mishael

Every class, every grade should have a yearbook. It is a log of your progress throughout the year. Once you start using it, you can't imagine teaching without it.



Postcard sent home after absences.



*Class just wasn't the same without you.
We missed you.
Hope to see you next Sunday!*



Welcome...



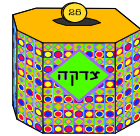
Find your name tag and put it on.



Put your book bag in the box.



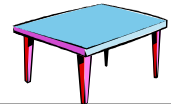
Add tzedakah to the



Wash your hands at the sink.



Find a place at the tables.

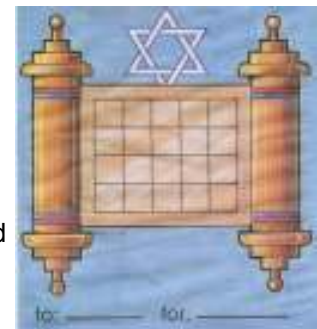


This was our class Welcome Poster for a Sunday morning, 1st grade class of 25 kids! We needed consistency and routine at the start of the day. This gave them the visual reminder they needed.



Stickers available from "Head of the Class"

A chart is prepared for each student. Include the student's name and a small picture of the student. These cards are to be used throughout the year to record and reinforce positive behaviors and interactions. Small stickers are placed in each square until the whole chart is complete. The teacher should be careful to monitor this program and not to create a competition or to overemphasize the rewards. (These charts are available in a tablet form or they can be recreated with original graphics and layout.)



"Who Said That?"

CAJE 33

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.)

“Things to do with a Quote”

Quotes can come from people or from text. Consider using phrases from the 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.)

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