

12-5-16 HHS Staff PD (Bell to Bell Instruction)

B2B Instruction- https://m.youtube.com/watch?v=iu3OJ_bIVWk

1) **Bell Ringer**- Review, Check for Understanding, Introduce new topic

<https://www.edutopia.org/blog/bell-ringer-exercises-todd-finley>

<http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html>

Word Splash

Ask a question on the board and the students have to think of ONE answer to it. This is great for both the English and the Spanish classrooms. Retention and comprehension of previous vocabulary etc etc etc.

Picture/media description

Thought of putting a picture up for students to describe. Great way to build knowledge of an artist or culture, while incorporating descriptive writing, vocabulary, etc etc etc.

Music Log: Music is playing as students enter the class. On the board is the name of the piece, the artist/composer, and two or three questions about the music. Questions use music vocabulary or require students to use vocabulary. If there is a drawing of a *cell phone* by the question, students can use their phones to look up the answer the question. On Thursdays, a student will pick the music and write their own questions for the class.

Art Class: After showing a video, have students answer a short, specific question so you know they paid attention.

Science: Use a BINGO dotter to mark student's bell work every day *before* they turn it in. If a student hasn't started quickly enough, they won't get a dot for that day.

Government: New York Times

- 2) **Chunk information**- Break the lesson in to parts
- 3) **Engagement & Mastery Check**- Pair and share, Socratic Seminar, The Hat (System for holding kids accountable and engaged, check points)
- 4) **Closure**- Exit Ticket, Summary of the day's lesson/topic, some proof of what they accomplished that day.

Animoto-

<http://edupln.com/profiles/blogs/animoto-in-the-classroom>