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Avid instructional strategies list

AVID Curriculum is based on the acronym WICOR. Every year for AVID choices, students are working on all WICOR skills with the aim of improving and deepening their ability to practice these skills independently as they mature. Click on the different links below to learn more about specific WICOR Activities/Strategies Meeting Minds With this activity, students should research different characters from a specific time period and then engage in meeting minds (conversation) in small groups or fishbowl setting. To do this, students should choose a character from the unit of study or time period, studying him/her, and then write three questions that the character could ask for each of the other letters on the assigned topic. Pair Share This action is useful when it is necessary to have small group discussions on individual issues. When they complete the assigned reading, students must share their answers with their partner on unseparable questions. The whole class discussion should be tracked in The Parking This technique assesses the level of understanding in carious intervals lesson. In preparation for the next day's lesson, the student must provide sticky notes on which to write questions or statements about a particular topic or concept. They should place their notes on a large diagram, which is located in the room. The chart is divided into three sections and marked with positions like I Don't Understand, I'm starting to understand and I totally understand. The teacher must take questions into account and use them in the preparation of the lesson. At key points, students should be able to collaborate and move their sticky notes to the section that most represents their level of understanding. The teacher is able to determine the overall level of understanding among students and adapt the instruction accordingly. With this method, students who are hesitant to ask a question orally will have their concerns at the address. Philosophical chairs Philosophical chairs are a technique that allows students to critically think, ponder and write their faith. First, the chair in the room should be arranged in the form of a horseshoe. Then the student should come to class with notes taken on an article, short story, essay, or literary selection. After being presented with a statement that will elicit thoughts and discussions, they should be told they will argue that the nature of the statement and that their choice of venue during the discussion will illustrate their position. For example, if they agree to the statement, they should sit on the right side of the room. If they do not agree, they should sit on the left, and if the draw, they should sit on their backs. At fixed intervals, the student should be given the opportunity to change sides if they change their minds. A good continuation of this activity would be to write a argumentative essay. Problem-Solution Journal In this journal a student write his thinking about possible solutions to problems Investigated. This strategy helps students to establish a link between past and modern problems and solutions. Students must divide them into groups and separate their documents into three columns. The left column should reflect the problems being investigated; middle column, brainstorming possible ideas; and in the right column, a list of real solutions. With Frances Cafferty and Karen Granato, Mathematics and AVID Elective Teachers, Samuel E. Shull Middle School As high school math teachers, we realize that it is a difficult task to get all students engaged in their learning. Teachers have to compete with many different external factors, such as popular video games, social media, desires to socialize with friends in the classroom, a strong dislike of mathematics from the previous classroom, events taking place outside the classroom, etc. We have found the best way to prevent external influences, is to develop a strong foundation for relationship abilities and provide opportunities for students to guide their desires to socialize into activities that best support learning on a daily basis. AVID offers a wide range of strategies that enable increased student engagement. Below are our top 10 very engaging strategies! 1. Reach out on stars Students make a vocabulary list of new units, set their knowledge with words, and draw icons visually to represent their understanding with a flower to show I'm just learning a tree to show I know or star to show I can teach it. 2. Think-Pair-Share Students can take any thinking they have done or writing from activities like Reach for the Stars, and cross up to share what they think. As for Reach for the Stars, students would find someone with a star on a word that they had placed in flower to learn the meaning. 3. Jigsaw About topics that can be divided into several parts, students are divided into groups and each group becomes an expert on one part of the topic. They then create a poster with all the information that other groups need to learn about their share. When my class covered proportions, I had a group of students work on one of these. Writing relationships in three ways Writing relationships and rates solving relationship word problems with relationship table Writing relationship words in several ways 4. Gallery Walk When the posters are done, we hang them around the room and groups rotate around the room to take notes of the parts they need to learn about. After all groups are turned over all the posters, students can ask each poster's creators questions if they feel they need even more information or explanations about the issue of confusion. 5. Find someone who... A group of students formed on the basis of a specific requirement (same color shirt, same hair style, matching shoes, etc.) and discuss the answer to the question. Ask students to regroup each new question, to a new requirement. This is an easy way to make a unit unit more involved. During a review of our fraction unit test, my students met with each other in pairs to discuss the following: Definitions unit dictionary How to convert a mixed number into a wrong fraction of simplifying fractions by dividing fractions by finding GCF Finding LCM Key words problems to determine the skills(s) needed to solve 6. Turn and Talk Have students work across or triade to discuss new skills taught, answer questions, or review upcoming assessments. Take a while to pause on Turn and Talk. It can be guided by a question of whether students can take turns explaining definitions or algorithms. Make it fun by saying a person with the shortest or longest hair goes first or come up with your own! 7. Truth or Lies Create two or three math statements that students decide are true or false. In any case, students must prove their reasoning. As time goes on you can have your students challenge each other by creating your own Truth or Lies. I like using this to have students think about lesson and mathematics misconceptions. 8. Create three slides in PowerPoint with three word words on each slide for this game. To play the game one student faces a presentation to see the words and the other back is on the screen. For each round, students follow these instructions. Rules: Don't say a word! ROUND 1: You can use your hands, body and voice!!! Round 2: You can use your VOICE... Hands behind your back!!! Round 3: You can use your hands... but not VOICE!!! 9. Evaluation Station Fill a clear container of any size with any objects (be creative!) and have students evaluate the contents of the container. To make it more interesting to think about using high school math topics like ratio candy corns pumpkin candies or the percentage of skittles of each color. I usually leave this for a few weeks and students like to see who wins the jar! 10. World Cafe during your regular centers or stations, try leaving back an expert from each team. The expert will have a better understanding of the task at hand and can help drive newbies to the station. In the next round, a young expert will have to stay back. This will allow students to have a responsibility for their learning and give them confidence in helping others. Creating a math class that is very engaging is not easy in today's world, but we believe that these strategies are a great way to start. It is important to provide students with time to speak and move in class. Creating engaging activities does not mean simpler work; use it as an opportunity to challenge your students with more stringent problem solving. Frances Cafferty is in her eighth year of tuition at the Perth Amboy School District in New Jersey. She holds a Bachelor's degree in Engineering, is certified to teach K-12 mathematics, and holds a Master's degree in Biomedical Engineering. She teaches 6th grade mathematics and AVID Elective. She believes building strong relationships with students is vital for students to feel safe taking risks as they develop their critical thinking skills. She enjoys ballroom dancing with her husband, spending quality time with her family, and board games with friends. To contact Frances, email . Karen is in her tenth year of teaching high school in the Perth Amboy School District of New Jersey. She holds a Bachelor's degree in Mathematics, is certified to teach primary education in K-5, 6-12 Math, and holds a Master's degree in mathematics. She currently teaches 7th grade mathematics and AVID Elective. She believes that with a little encouragement, practice and perseverance, students can feel more confident in their mathematical abilities. She loves to spend time with family and friends, as well as cooking, baking and going to the beach. To contact Karen, email . If you enjoyed this blog, you might like our others! Take a look:

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