

Connection to the Curriculum:

<https://www.teachingchannel.org/videos/math-teaching-techniques>

Strategy:	Example:	Video Time:
Setting content to music	Number Line Rap	1:40
Call and Response	If you can hear me clap once... If you can hear me clap twice... If you can hear me give me a two clap two snap	2:05
General Praise	Very nice!	2:13
Clarity of Objectives	At the end of the day you will walk out of here knowing....	2:25
Real-Life Application of Content	Temperature/thermometer	2:35
Humor	“Only warm-up we’ll do that is a cool-down”, laughs at himself, allows children to laugh at his expense, “Bad joke!” “Alright, alright”	2:44
Routines	“We always start the same way.” <ul style="list-style-type: none"> • Review/ practice material from previous days • Reinforce Skills students will need for today’s lesson 	2:50
Think-Pair-Share	Discuss with your seat partner	3:11
Pre-Correct for social expectations	“I should hear you saying things like, ‘hey what did you get for the first one?’ ‘how did you figure this out?’ Not just what you got, but how you got your answer”	3:12
Use of time-limits	“Go ahead you have one-minute!”	3:23
Group Work (small and large)	“Students can’t just be listening to me talk the whole time. They have to be listening to each other and learning from each other. Working in small and large groups. Learning how to be good learners.	3:35
Get to know their interests and what drives them	Connecting integers with football field, local team “Anybody here know the Chargers?” visual of football field. Borrowing money from friends. “Raise your hand if somebody owes you money.” Used a student example and had students decide who was positive/negative	4:23 4:52
Socially Relevant Video – made by students in own school	Created a video with a past class, Number Line Rap	5:55
Physical Movement/Gestures & Singing of Content	Acting out Number Line Rap, “Stand up!”, Teacher rapping,, kids learning, practicing, dancing	6:47
General Praise	“Yeah! Give yourselves a round of applause ladies and gentlemen!”	7:44
Written practice activity connected to “hooks”	Paper/Pencil worksheet, making connections to earlier examples and objective “You were already practicing this with the thermometer and number line rap....”	7:51
Opportunities to Respond	Calling on individual students to explain the steps, “How did you get that?”	9:19
Specific Praise	“That’s a great point...” connects to math property student	10:03

	used, "Very nice, remember the communitive property...!"	
Humor	"Of course you'll never forget the number line rap and I expect to see you perform it at the next school dance."	10:42
High Expectations	"I know you know how to do it..."	11:05
Turn and Talk	"If you can explain it then I know you've truly learned it..." Had students explain the rules to students seated around them.	11:10
Differentiation/ Meeting Students at the Level of their Need	Sometimes it only takes 1 or 2 problems; sometimes with harder concepts it takes 4 or 5 problems; sometimes even a couple of days where they can actually start to tell me how to do it.	11:31
Opportunities to Respond	Called on individual student to explain, "Who thinks they can explain the rule really really well."	11:43
Rewarding divergent thinking	"If you said it a different way, that's fine. I want you to use what works for you"	12:01
Every Pupil Response – Non-Verbal/ Check for Understanding	"Raise your hand if you can confidently say you know how to add integers now" "Rate yourself (on fingers) 1-5, 1 means I don't know it, 5 means I got this and I'm ready for Monday!"	12:12
Call and Response	"Let's give ourselves a 2 clap, 2 snap, 2 stomp, Happy Friday!"	13:22

Culturally Responsive Characteristics: Student Testimonials

- "Makes Learning Fun" (Connecting to the Curriculum)
- "He's really nice" (Authentic Relationships)
- "He's funny because he wakes us up." (Effective Communication)