

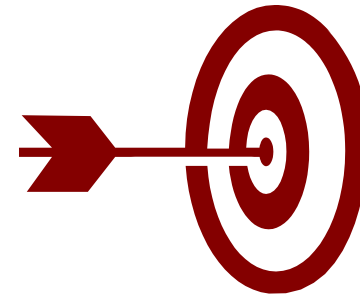


**WELCOME
TO
ENGAGE ME, PLEASE!**

Presented by: LaVonna Roth

1. *Get settled.*
2. *Say hello to a neighbor and smile!*

GOALS



Identify:

- engagement
- learning and the brain
- strategies!

Engaged... in regards to a lesson or activity?

1. With a partner or partners, define "engaged".
2. Create a movement that captures your definition of "engaged".

Engaged is:

Hands-On

Minds-On

Rigorous

Novelty

Differentiated

Brain-Powered!



Ask questions that are open-ended:

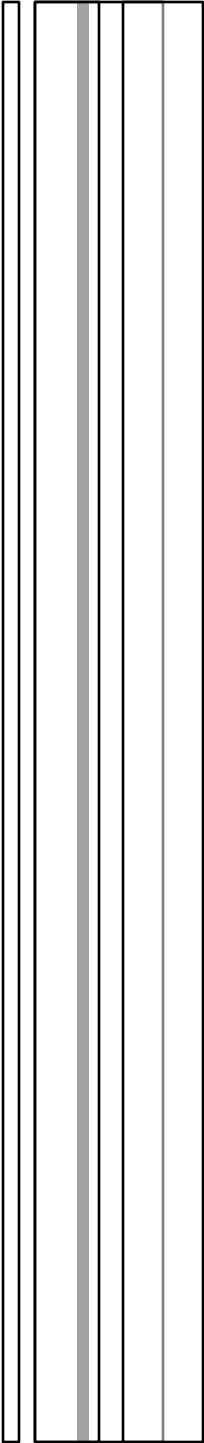
1. In what year did Columbus discover America?
2. What are all the possible ways you might get to school?
3. If you could change your size/shape, what are all the possible ways you might get to school?



~Renzulli & Callahan, 2000



Ask questions that stimulate thinking:

- What would you have done? Why do you think that is the best choice?*
 - Could this ever really happen? What might happen next?*
 - What do you think might happen if...? What do you think caused this?*
 - In what other ways could this be done? How can you test this theory?*
 - How would changing the sequence affect the outcome?*
- 

COMPLEXITY VS. DIFFICULTY

Complexity- the thought process the brain uses to deal with information

Difficulty- the amount of effort that the learner must expend within a level of complexity

***A learning activity can become more difficult without becoming more complex**

-Sousa, 2006



INCREASE IN COMPLEXITY OR DIFFICULTY?

Situation	Partner A's Activity	Partner B's Activity	What changed?
1	Tell your partner the make of your current automobile.	Tell your partner the month of your birth and the city and state where you were born.	difficulty
2	Fanfold a piece of paper. Then explain to your partner three uses for the folded paper.	After listening to your partner's explanation of the uses, choose one you think is best and explain why.	complexity

INCREASE IN COMPLEXITY OR DIFFICULTY?

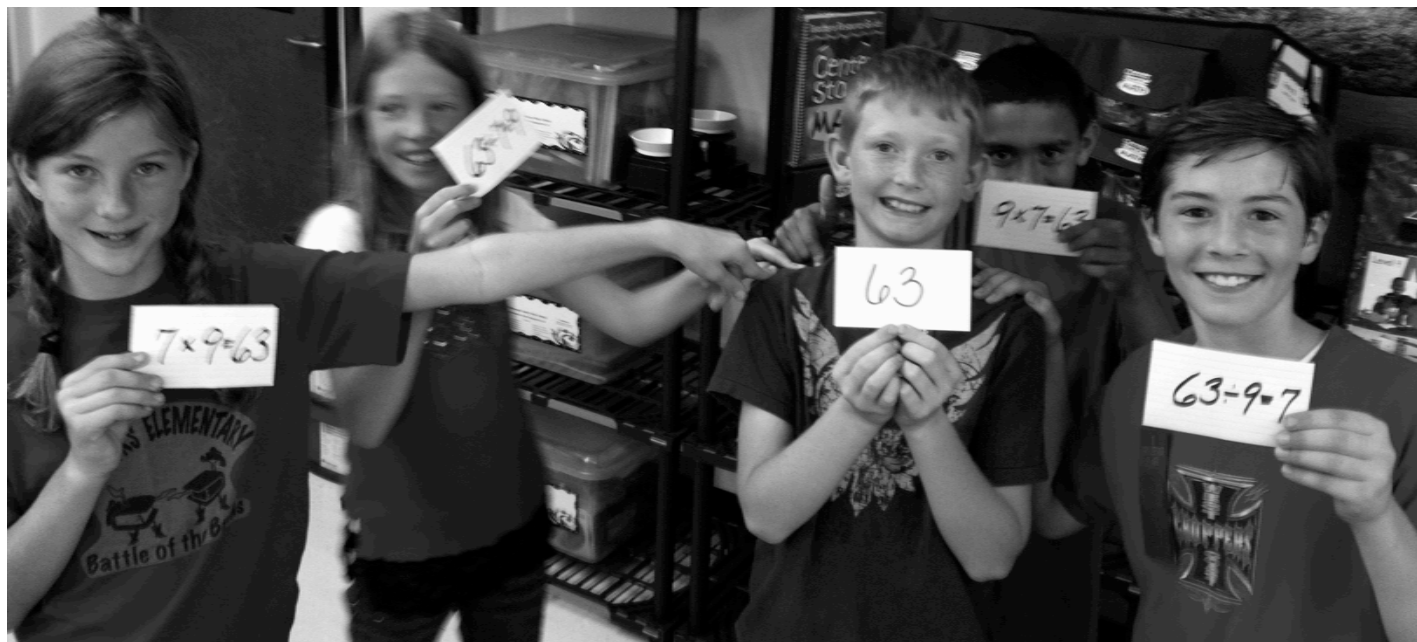
Teacher	Partner A's Activity	Partner B's Activity	What changed?
1	Compare and contrast the personalities of Julius Caesar and Macbeth. you just read.	After reading three acts of <i>Macbeth</i> , write a plausible ending.	complexity
2	Make an outline of the story	Make an outline of the last two stories you read.	difficulty
3	Name the three most common chemical elements on Earth.	Describe in your own words what is meant by a chemical element.	complexity

Think and Move

- oxygen
- muscle memory
- ownership
- connections

Think and Move

Kinesthetic Word Web



cross-curricular & cross grade levels



Your turn!

Using a common core standard, create an activity using the strategy shown with content from the standard.
Be prepared to share!



Think and Organize

- connections
- patterns
- memories
- multiple modes

Think and Organize In the Know

?	,	!
	<p>cross- curricular & cross-grade levels</p>	

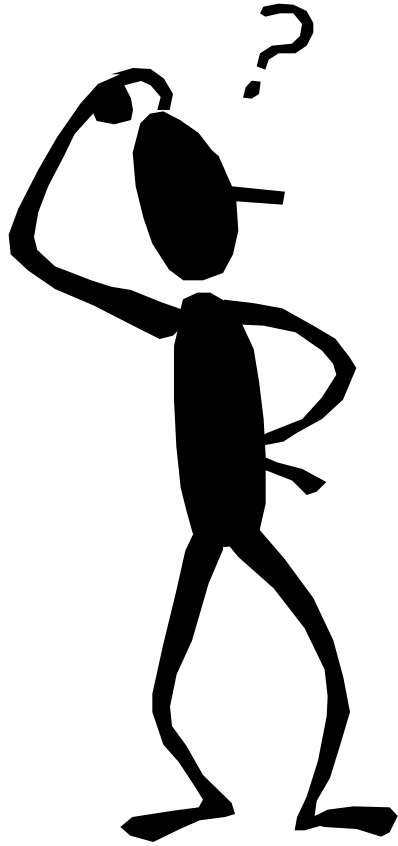
Think and Organize In the Know

? brain lobes !
neurogenesis
neuroplasticity
amygdala

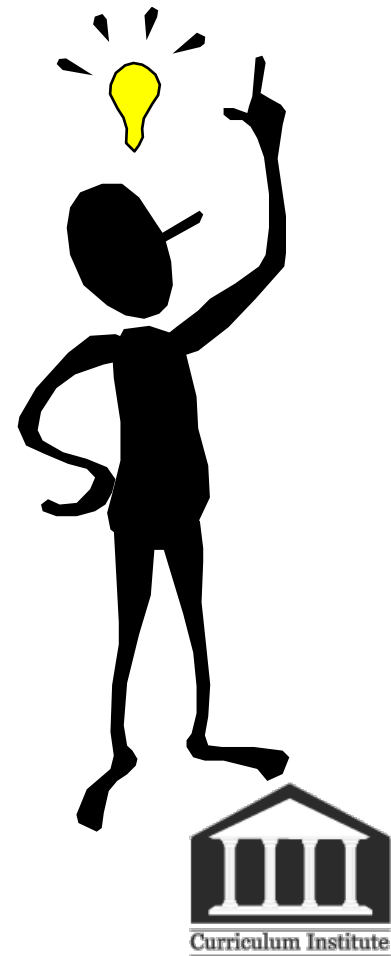
Your turn!

Using a common core standard, create an activity using the strategy shown with content from the standard.
Be prepared to share!





Skeptic and Guru



Thank you for having me!

Please complete the card provided.

Brain-Powered Strategies to Engage All Learners

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