

# STRATEGY BOOKS, BINDERS, BOXES & BLOGS

## Creating and Organizing Strategies for Students

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### *Our Premise*

- \* Successful students develop and use strategies
- \* Teachers can support students by helping them develop the strategies that successful students use

W. McMillan, 2010

### Agenda

- \* **Teaching Strategies: *The How***
  - \* *breaking down learning tasks and making them memorable*
- \* **Strategy Presentation: *The What***
  - \* *creating a box, binder, or blog appropriate for your student*

# TEACHING STRATEGIES

## *The How*



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I pledge to teach with  
**visual break-down of motivating**  
strategies,  
**mnemonics,**  
**multisensory,**  
with **individualization** for all

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## The How

1. Use **visuals & color coding**



2. **Break down** task  
into component  
parts



3. Make it  
**motivating**



4. Use **mnemonic**  
devices



5. Make it  
**multisensory**



6. **Individualize** for  
students' learning  
styles



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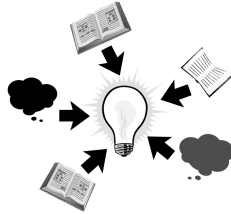
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# I Use Visuals & Color-Coding



- \* More engaging than just text
- \* Creates a visual reference



“Color-coding helps learners organize or categorize information into useful patterns which enables the learners to interpret and adjust to their environment.”

Dwyer & Moore, 1995



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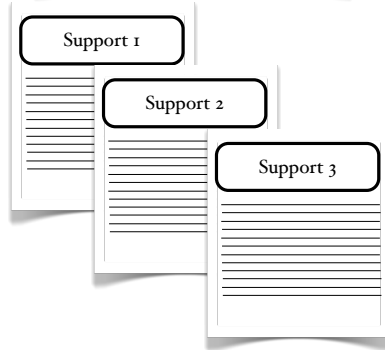
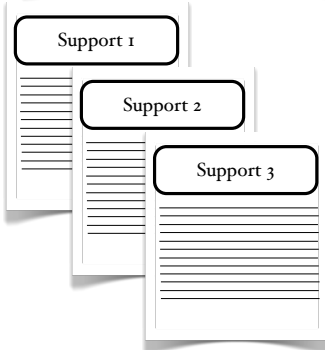
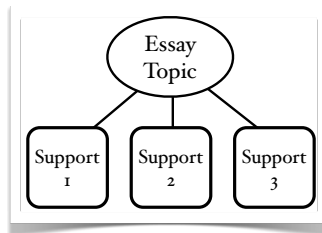
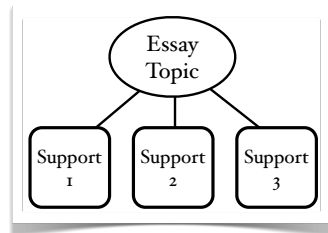
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## 2 Break Down Tasks



- \* Identify the component sub-tasks within an assignment or skill
- \* Present clearly, in sequence, with check boxes
- \* Supports self-monitoring

Self-monitoring is “the cornerstone of independent learning.”  
Lynn Meltzer

Editing Checklist						
<input type="checkbox"/> <b>Capital Letters</b> I checked for capital letters: <input type="checkbox"/> at the beginning of sentences <input type="checkbox"/> in people's names <input type="checkbox"/> in the word "I"	<table border="1"><tr><td>A a</td></tr><tr><td>This is a sentence.</td></tr><tr><td>His name was Ned.</td></tr><tr><td>I</td></tr><tr><td>That is what I said.</td></tr></table>	A a	This is a sentence.	His name was Ned.	I	That is what I said.
A a						
This is a sentence.						
His name was Ned.						
I						
That is what I said.						
<input type="checkbox"/> <b>Punctuation</b> I checked that I have: <input type="checkbox"/> a period (.) at the end of sentences <input type="checkbox"/> a question mark (?) at the end of questions <input type="checkbox"/> an exclamation mark (!) after strong emotions <input type="checkbox"/> commas (,) in the correct places <input type="checkbox"/> quotation marks (") used around dialogue	<table border="1"><tr><td>. ?</td></tr><tr><td>The kid ran fast.</td></tr><tr><td>How fast did she run?</td></tr><tr><td>Wow!</td></tr><tr><td>"I said, what?"</td></tr></table>	. ?	The kid ran fast.	How fast did she run?	Wow!	"I said, what?"
. ?						
The kid ran fast.						
How fast did she run?						
Wow!						
"I said, what?"						
<input type="checkbox"/> <b>Spelling</b> I checked for spelling of: <input type="checkbox"/> newly introduced words <input type="checkbox"/> words on the word wall	<table border="1"><tr><td>get</td></tr><tr><td>I got a gift from her.</td></tr><tr><td>was</td></tr><tr><td>The gift was for me.</td></tr></table>	get	I got a gift from her.	was	The gift was for me.	
get						
I got a gift from her.						
was						
The gift was for me.						



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## Editing Checklist

### ☐ Capital Letters

I checked for capital letters:

- ☐ at the beginning of sentences
- ☐ in people's names
- ☐ in the word "I"

A a  
T his is a sentence.  
F  
His name was, fred.  
I  
That is what / said.

### ☐ Punctuation

I checked that I have:

- ☐ a period ( . ) at the end of sentences
- ☐ a question mark ( ? ) at the end of questions
- ☐ an exclamation mark ( ! ) after strong emotions
- ☐ commas ( , ) in the correct place
- ☐ quotation marks ( " " ) used around dialogue

. ?  
The kid ran fast.  
How fast did she run?

### ☐ Spelling

I checked for spelling of:

- ☐ commonly misspelled words
- ☐ words on the word wall

the, what  
got  
I giv a gift from her.  
was  
The gift yuz for me.

Lanou 2007

## 3 Make it Motivating



- \* Use novelty and humor
- \* Incorporate an area of interest



"Novelty, humor, and surprise in lessons expedite students' attentive focus, and the use of these strategies results in more successful encoding of data into the memory circuits."

Willis, 2006



Gru, who delights in all things wicked, is planning the biggest heist in the history of the world. Forget stealing the moon, he is going to change the state test! Gru needs your help, since you have VIP access. When you see a question on the state test that is difficult, cross out the names and rewrite them to be a character from the Despicable Me series. Look below to see the plan...

Gru's secret laboratory      minions  
The ~~Waterman School~~ auditorium has 80 rows of seats.  
minions  
There are 50 seats in each row. What is the total number  
minions Gru's secret laboratory  
of seats in the ~~Waterman School~~ auditorium?

A. 40,000  
B. 4,000  
C. 400  
D. 40

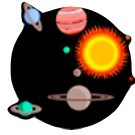
Ermini and Jaynes PS 396

## 4 Use Mnemonics



My Very Elegant Mother Just Sat Upon Nine Porcupines  
Mistaken Vegetarian Eats Meat? Just Spit Under Napkin!

- \* Create a cue to remember lists or steps
- \* Make it catchy or funny



*Mnemonics make... material more meaningful, giving you something to think about and a good cue.*  
D. Willingham

## Mnemonic Examples

- \* Editing: **COPS**
  - Capitalization, Organization, Punctuation, Spelling
- \* Writing an essay: **TREE**
  - Topic, Reasons, End, Examine
- \* Spelling *because*
  - Big Elephants Can Always Understand Small Elephants

## 5 Make it Multisensory



- \* Incorporate multiple senses
- \* More motivating & more memorable



Learning methods that involve several senses, and in particular those that use gestures, are therefore superior to those based only on listening or reading.  
Mayer & Yildiz (2015)



# 6 Individualize for Student's Learning Style



- \* Tailor strategies to student needs
- \* Find type of strategy that works well for an individual student



"Some of the strategies suggested by neuroimaging are ones that have students personalize information to be learned, thereby further activating the areas of the brain that help form memories."

Willis (2009)



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- ☐ **T**ense
- ☐ **C**apitals
- ☐ **O**rganization
- ☐ **P**unctuation
- ☐ **S**pelling

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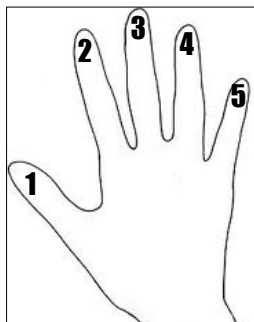
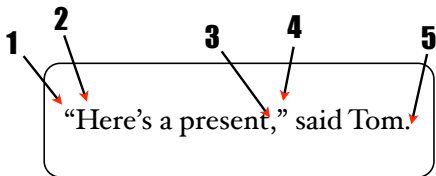
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# STRATEGY PRESENTATION

## *The What*



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## Organizing Strategies



### **Our students may have...**

impaired executive functioning

weak working memory

poor sequencing

### **So we...**

break it down, make it  
memorable

provide them with a  
concrete reference

organize the strategies into  
sections

**... all in a useful/manageable format**

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## Presentation Styles

\* Match presentation to students' learning style

\* Consider:

\* *student's age*

\* *students' ability to organize*

\* *portability of materials*

\* *student's level of tech-savvy*



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# Binder



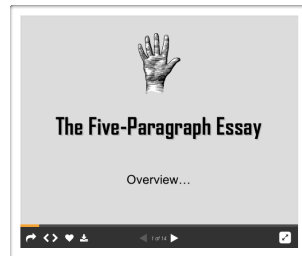
- \* Good for older students
- \* Helpful for less-organized students
- \* Organize into sections using color-coded tabs

LO

# PowerPoint



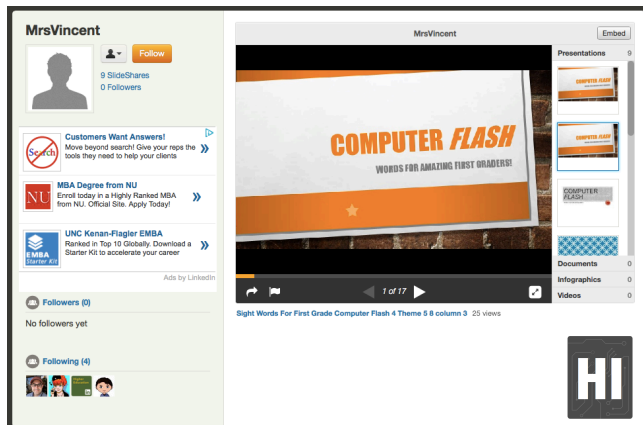
- \* Visual presentation of ideas
- \* Opportunity for interaction
- \* Can share with families



Woodward Academy

HI

# PowerPoint & slideshare



HI



# Card Ring



- \* Quick reference
- \* Especially good for:
  - \* *sight words*
  - \* *spelling rules*
  - \* *multiplication facts*
  - \* *vocabulary*

LO

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# File Box



- \* For students who are more organized
- \* Handy desk reference
- \* Organize into sections

LO

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# Quizlet & Flashcards apps



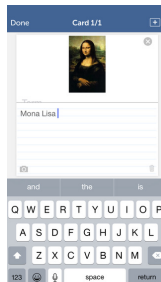
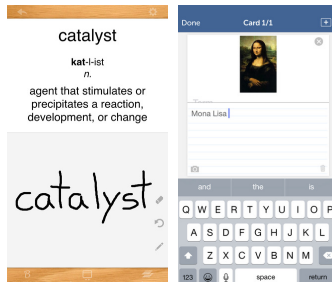
quizlet.com



Flashcards  
Deluxe



flashcards+



HI

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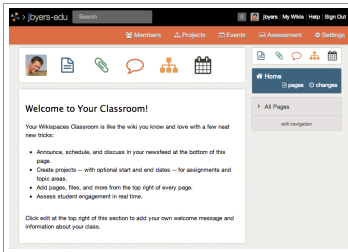
# Blog



- \* For tech-savvy students
- \* Use “tags” to categorize strategies
- \* Include useful links (practice handwriting, reading skills, etc.)



## Blogs



### Wikispaces

- \* For tutorials, search YouTube for *wikispaces tutorial* or *wikispaces classroom tutorial*

### Blogger

- \* For tutorials, go to YouTube and search *blogger tutorial*

# Repeat! Rehearse! Review!

## The 3 R's of Memory

Lynn Meltzer

**R R R**

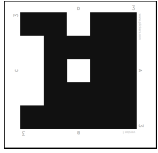
“Each time a student participates in any endeavor, a certain number of neurons are activated. When the action is repeated... these same neurons respond again.”

- Judy Willis

## Additional Activities Used

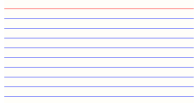
### Red/Green

*assessment / alternate participation: use cards for students to show their answer to yes/no questions*



### pickers.com

*assessment: students use printed cards to answer multiple-choice questions; scan responses with your phone*



### Take My Perspective, Please

*lesson wrap-up: students use notecards to share their take-away from a lesson or activity with others*  
From Joyful Learning by Paula Kluth & Alice Udvari-Solner

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