

Lesson Three:

Strategies for Teaching about Tidewaters

Instructions:

Your facilitator has initiated this lesson through a discussion topic (post) on the group page. In this lesson you will respond in writing to several prompts (questions.) Write your responses in a Word document and submit this document by attaching it with a reply to the facilitator's post.

This activity focuses in more detail on instructional strategies used in Sharlene Walker's classroom: cooperative learning/posters and cooperative learning/jig saw/newspapers. It also focuses on some of the instructional strategies used in J.R. Jones's classroom: when things go wrong, cooperative learning/assigned roles, building relationships, preparation, field trip, and debriefing. You can choose which strategies you wish to explore. Click on the [PMI Chart](#). Use the chart to help you evaluate each of the strategies that you explore in this lesson.

COOPERATIVE LEARNING/POSTERS

- Begin this lesson by submit your responses to the following prompt to your facilitator.
 - In your opinion, what function does cooperative learning play in instruction?
- Play the [Cooperative Learning/Posters](#) segment of the **Strategies for Teaching about Tidewaters** video. Look for additional answers to the question just posed, as you watch the video.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 - What instructional advantages are there to using cooperative learning when students are watching videos?
 - Does creating posters in the classroom enhance learning? Why or why not?

You can learn more about using cooperative learning/posters by visiting the project web site at http://geoteach.org/teacher_resources/index.php

COOPERATIVE LEARNING/JIGSAW/NEWSPAPERS

- Begin this segment by submitting your responses to the following prompt to your facilitator.
 - What are the instructional advantages of using the jigsaw approach to cooperative learning?

- Play the [Cooperative Learning/Jigsaw/Newspapers](#) segment of the **Strategies for Teaching about Tidewaters** video. Look for additional answers to the question just posed, as you watch the video.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 - What did you learn from the segment that adds to your understanding of the use of the jig saw approach to cooperative learning in the classroom?
 - Does creating a newspaper enhance learning in the classroom? Why or why not?

You can learn more about using cooperative learning/jigsaw/newspapers by visiting the project web site at http://geoteach.org/teacher_resources/index.php.

WHEN THINGS DON'T GO AS PLANNED

- Begin this section by submitting your responses to the following prompt to your facilitator.
 - What do you do when things don't go as planned in your classroom?
- Play the [When Things Don't Go as Planned](#) segment of the **Strategies for Teaching about Tidewaters** video. Look for additional answers to the question just posed, as you watch the video.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 - What did you learn from the segment that adds to your understanding of what can be done when things don't go as planned in the classroom?
 - What advice would you give to other teachers about preparing for the unexpected?

COOPERATIVE LEARNING/ASSIGNED ROLES

- Begin by submitting your responses to the following prompt to your facilitator.
 - Have you assigned specific roles to students in a lab activity? How did it work?
- Click on the [Cooperative Learning/Assigned Roles](#) segment of the **Strategies for Teaching about Tidewaters** video. Look for additional answers to the question just posed, as you watch the video. .
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 - What are some instructional advantages of assigning roles to students in lab activities?
 - What would be gained from having students switch the roles they play in a lab activity, on a regular basis?

You can learn more about using cooperative learning/assigned roles in the classroom by visiting the project web site at http://geoteach.org/teacher_resources/index.php.

BUILDING RELATIONSHIPS

- Begin by submitting your responses to the following prompt to your facilitator.
 - How do student-teacher relationships contribute to student learning?
- Play the [Building Relationships](#) segment of the **Strategies for Teaching about Tidewaters** video. Look for additional answers to the question just posed, as you watch the video.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 - What are some of the strategies that J.R. uses to develop relations with students? Would they work for you? Why or why not?
 - Do you focus on systematically developing relationships with students in your classroom? How do you develop those relationships?

You can learn more about building relationships by visiting the project web site at http://geoteach.org/teacher_resources/index.php.

PREPARATION

- Begin by submitting your responses to the following prompt to your facilitator.
 - What do you do to prepare for a lab activity in your classroom ?
- Play the [Preparation](#) segment of the **Strategies for Teaching about Tidewaters** video. Look for additional answers to the question just posed, as you watch the video.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 - What did you learn from the segment that adds to your understanding of preparation as a critical element in lab work?
 - Do you agree with Connie Ables that labs could be disastrous if all the materials are not there? Why or why not?

FIELD TRIP

- Begin by submitting your responses to the following prompt to your facilitator.
 - What are the instructional advantages of getting students out into the community?
- Play the [Field Trip](#) segment of the **Strategies for Teaching about Tidewaters** video. Look for additional answers to the question just posed, as you watch the video.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 - Are there any strategies that you saw in this segment that you would want to adopt or adapt for use in your field trips? Why?
 - What role did J.R. play on the field trip?

- What else could a teacher do to assure the success of a field trip?

You can learn more about field trips by visiting the project web site at http://geoteach.org/teacher_resources/index.php.

DEBRIEFING

- Begin by submitting your responses to the following prompt to your facilitator.
 - What are the instructional advantages of debriefing a unit of study?
- Play the [Debriefing](#) segment of the **Strategies for Teaching about Tidewaters** video. . Look for additional answers to the question just posed, as you watch the video.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 - Why is it important to have students reflect on what they learned at the end of each unit of instruction?
 - What strategies would you use to debrief a unit of study?

You can learn more about debriefing by visiting the project web site at http://geoteach.org/teacher_resources/index.php.