

# RING THAT BELL !!!

SUPPORTING LITERACY WITH BELL RINGERS



**K20CENTER**  
THE UNIVERSITY OF OKLAHOMA





INSTRUCTIONAL  
STRATEGIES

# OBJECTIVES

- Participants will explore bell ringers as a way to engage students at the beginning of class.
- Participants will identify levels of scaffolding to support higher levels of literacy.
- Participants will apply instructional strategies that encourage authentic learning.

# CHAIN NOTES

Bell ringers are . . .



Create

Evaluate: Determining how and whether the materials satisfy existing criteria

Analyze: Breaking down material into its constituent parts

Apply: Using the principles, ideas, facts in specific situations

Understand: Comprehending the material's meaning

Remember: Recalling previously learned material, such as facts, vocabulary, concepts and principles

# THINKING NOTES

## “MYANMAR SIDECARS”

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★ **Main Idea** - Central to the author’s purpose.

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! **I love this Part!** - Great writing or idea.

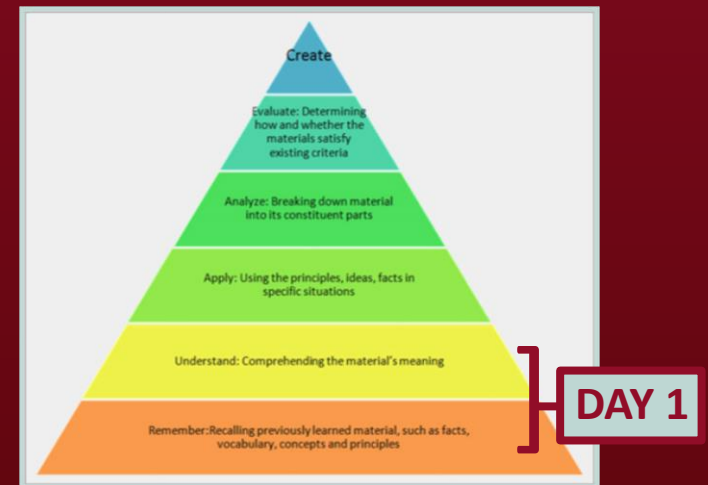
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? **Raises a Question** - Possible discussion point for class.

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?? **Something is unclear or confusing to me** -  
I need to ask about this in Class

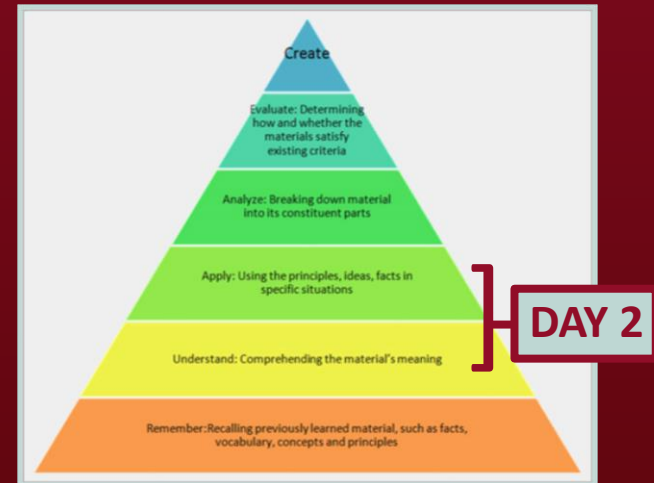
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# COMMIT & TOSS

??

Share your questions from Thinking Notes.  
Choose one, and write it on your paper.



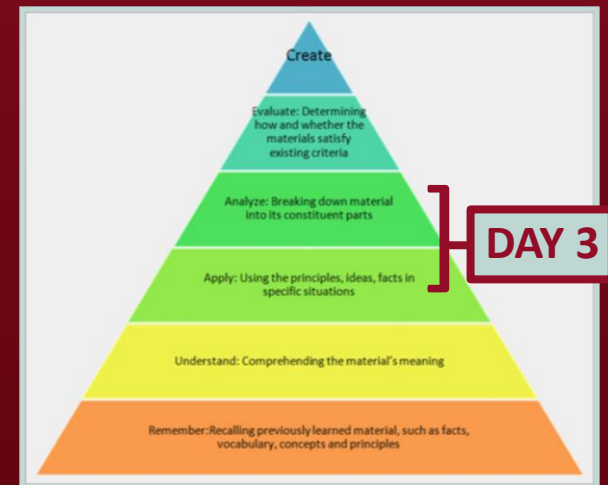
# C.E.R.

(Claim, Evidence, Reasoning)

CLAIM

EVIDENCE

REASONING





# I THINK

# WE THINK

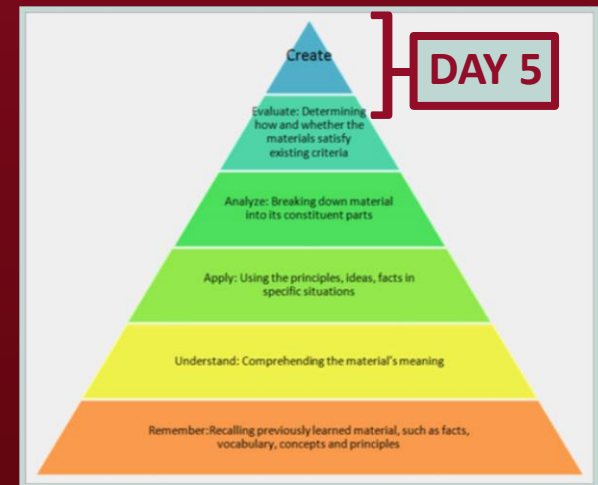
- Which component of the evidence was the most significant/influential?
- Write a statement supporting your decision.



# CREATE!

## GENRES:

- Narrative: Write a brief narrative about someone you know who has been brave enough to defy
- Persuasive: Do you agree with the stance of the writer? Defend their stance or argue against it.
- Expository: Explain which search terms you would use to conduct more research to understand some of the topics in their article better? Explain what you would hope to learn and why you want to learn about that topic.





INSTRUCTIONAL  
STRATEGIES



**K20**  
L•E•A•R•N  
beta

Search within strategies...

3 POST-IT NOTES

3-2-1

4-2-1

AGREEMENT CIRCLES

- + GROUP SIZE
- + TIME TO COMPLETE
- + PLACEMENT IN LESSON
- + INTENTION/PURPOSE
- + GRADE LEVELS

ALWAYS, SOMETIMES,  
OR NEVER TRUE

APPOINTMENT  
CLOCKS

BELLRINGERS & EXIT  
TICKETS

C.E.R.

<https://learn.k20center.ou.edu/strategy/find.html>



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**SUBJECTS**

- MATH
- ELA
- SCI
- SOC

**GRADE LEVELS**

- 1ST
- 2ND
- 3RD
- 4TH
- 5TH
- 6TH
- 7TH
- 8TH
- 9TH
- 10TH
- 11TH
- 12TH

HOME

FIND LESSONS

LOGIN

***What was the Progressive Era?***

PROGRESSIVE ERA

**Grade Level(s)**

9th, 10th, 11th, 12th

**Subjects**

Social Studies

**Duration**

200 minutes

**Time Frame**

4-5 class periods



Students will explore the idea of Progressive Era through photos. After the photo deconstruction, students will learn more in-depth about several reform movements of the Progressive Era through an analysis of primary source documents. Students will then create a platform speech of their own for one of the protest movements.

***The Value of a Dollar***

INFLATION AND COST OF LIVING/DATA ANALYSIS

**Grade Level(s)**

8th, 9th, 10th, 11th

**Subjects**

Mathematics

**Time Frame**

3-4 class periods



Students will track and graph the cost of living from World War 2 until today through the perspective of Japanese Americans who were detained in the 1940's and then given a cash settlement in 1988. Students will use the internet to research the cost of various goods and services as well as average incomes over the previous century.

<https://learn.k20center.ou.edu>

Grade Level(s)



Grade Level(s)

