

Instructional Strategy Food Truck

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Published by *K20 Center*

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Time Frame 30 minutes

Essential Question(s)

- How do instructional strategies enhance student learning?

Summary

Short on time, big on impact! In just 30 minutes, this session will introduce you to engaging instructional strategies you can implement right away. Through interactive activities, we'll explore these strategies and brainstorm how to adapt them to your specific curriculum.

Learning Goals

- Investigate new instructional strategies to enhance learner engagement through hands-on activities.
- Develop implementation plans to integrate new strategies effectively in the classroom.
- Critically analyze the impact that student engagement has on student outcomes to optimize instructional practices.

Attachments

- Dividing the Pie—Instructional Strategy Food Truck.docx
- Dividing the Pie—Instructional Strategy Food Truck.pdf
- Double Bubble Map—Instructional Strategy Food Truck.docx
- Double Bubble Map—Instructional Strategy Food Truck.pdf
- Lesson Slides—Instructional Strategy Food Truck.pptx

Materials

- Presentation Slides - Instructional Strategy Food Truck (attached)
- Double Bubble Map - Instructional Strategy Food Truck (attached; one per participant)
- Dividing the Pie - Instructional Strategy Food Truck (attached; one per participant)
- Pens/pencils
- Computers with Internet access (optional)
- Notebook paper

5 minutes

Engage

Facilitator's Note: Setting Up Before the Session

Prior to the session you will need to print copies of the attached **Double Bubble Map** and **Dividing the Pie** handouts. You will want to print enough so that each participant has a copy of each strategy.

Welcome participants, display **slide 2** and introduce yourself and the session using the attached **Presentation Slides**.

Transition to **slide 3**, the "Walk Up Order," and share the instructional strategy Fiction in the Facts with your participants. Instruct them to read through the three statements about student engagement and determine whether they can identify which is fiction and which is fact. Ask participants to identify the fictional statement (statement three) and explain their reasoning.

Display **slides 4 and 5** to share the session's essential question and learning goals with participants. This will provide a road map of where you will go together during the session and will let participants know what to expect.

10 minutes

Explore

Transition to **slide 6** and sum up the two strategies, Double Bubble Map and Dividing the Pie available on the "Quick Bite Menu." Ask participants to look through the menu and decide which of the two instructional strategies they would like to explore further. As they are doing this, pass out the attached **Double Bubble Map** and **Dividing the Pie** handouts. Please note that the Double Bubble Map in the attachment uses squares instead of circles.

Use **slides 7 and 8** to share the instructions for the Double Bubble Map and Dividing the Pie activities in that order. Provide your participants with 5-10 minutes to work on their chosen activity before sharing their completed work.

5 minutes

Explain

Move to **slide 9** and give a brief explanation of the POMS: Point of Most Significance instructional strategy. Poll the group to determine which area of student engagement they believe is most relevant to their classroom.

As a group, watch the selected video and instruct particular take note of the most significant point from the video. The videos can be found on the following slides:

- **Slide 10** - Aspects of Student Engagement: Affective

Embedded video
https://youtube.com/watch?v=-IdBno-4DpE

- **Slide 11** - Aspects of Student Engagement: Behavioral

Embedded video
https://youtube.com/watch?v=lsH2_Ufk8JI

- **Slide 12** - Aspects of Student Engagement: Cognitive

Embedded video
https://youtube.com/watch?v=JHNFhmYhzaE

- **Slide 13** - Aspects of Student Engagement: Emotional

Embedded video
https://youtube.com/watch?v=9RtHYJn-qwU

Encourage participants to share their points with the group. If it's a quiet group, use pair-share to get participants talking.

5 minutes

Extend

Transition to **slide 14** and have participants scan the QR code, which takes them to the K20 LEARN website. Instruct participants to bookmark the website to review later because there are over 275 instructional strategies for them to explore and use in the lesson plans!

5 minutes

Evaluate

Finally, display **slide 15** and have participants use the quick formative assessment Fist to Five to show their likelihood of using one of the strategies covered today in their class. Explain that closure/reflection strategies are an important part of the learning process. However, they don't have to be elaborate to provide relevant feedback to both the teacher and the student.

Research Rationale

Instructional strategies engage and provide opportunities for students to make connections to new information using their prior knowledge as a foundation. They make thinking visible to themselves, peers, and teachers (Keeley& Tobey, 2011, p. 171). Teachers can use instructional strategies to gain an idea of what the students know and need to learn. By doing this, they can target instruction and provide opportunities to build on students' prior knowledge. Instructional strategies can be used as a formative assessment, quickly assessing the students' understanding and providing teachers with a guide to develop further instruction and support as needed, and they can help students identify and monitor their own learning throughout lessons and units. Instructional strategies create an authentic learning and teaching environment for all students.

Resources

- K20 Center. (2019, July 10). Affective engagement [Video file]. YouTube. https://www.youtube.com/watch?v=-IdBno-4DpE
- K20 Center. (2019, July 9). Behavioral engagement [video file]. YouTube. https://youtu.be/lsH2_Ufk8JI
- K20 Center. (2019, July 9). Cognitive engagement [video file]. YouTube. https://youtu.be/JHNFhmYhzaE
- K20 Center. (n.d.). Dividing the pie. Strategies. Retrieved from https://learn.k20center.ou.edu/strategy/1867
- K20 Center. (n.d.). Double Bubble. Strategies. Retrieved from https://learn.k20center.ou.edu/strategy/3035
- K20 Center. (2019, July 9). Emotional engagement [Video file]. YouTube. https://www.youtube.com/watch?v=9RtHYJn-qwU
- K20 Center. (n.d.). Fiction in the Facts. Strategies. Retrieved from https://learn.k20center.ou.edu/strategy/60
- K20 Center. (n.d.). Fist to five. Strategies. Retrieved from https://learn.k20center.ou.edu/strategy/7b4de59085f566aa097814b8c0003b4a
- K20 Center. (n.d.). Poms: point of most significance. Strategies. Retrieved fromhttps://learn.k20center.ou.edu/strategy/101???????