Educating Young Men

Young Men’s Leadership Academy
Academic Philosophy
Our philosophy is built upon research that indicates that boys and girls learn differently. We recognize that boys have varied academic, social, and emotional needs. We will address those needs through instruction that is tailored to the male learner and delivered in an environment that promotes academic success while instilling a strong culture of brotherhood and camaraderie.

Teaching Young Men

The goal of educators is to provide equitable learning opportunities for all students in the classroom. Research indicates that boys and girls develop literacy skills differently; resulting in disparate academic outcomes. As a result, providing equitable access to positive classroom experiences is an issue that has increased in urgency. Past and current research report consistent findings:

- Gender is a significant factor in both reading materials and reading achievement for boys and girls
- On the US National Assessment of Educational Progress (NAEP) boys have scored significantly lower than girls in reading at all grade levels every year since 1992 (the first year NAEP scores were available)
- Boys are more likely than girls to be placed in special education programs
Boys are less likely than girls to go to college

Dropout rates are higher for boys than for girls

What causes this achievement gap?

Some researchers argue that the gender gap originates in biological, developmental, or environmental differences between boys and girls. Offering yet another perspective, sources such as ASCD and Psychology Today propose that the gap may be due to the way literacy is taught; suggesting that educational strategies that are more mindful of the way male brains develop would help close the gap.

What can educators do?

The encouraging news is that none of the findings above are irreversible. Recent studies focused on how boys learn suggest that if their academic needs are properly addressed, boys can obtain academic success equal to their female counterparts. A key component of their academic success lies in ensuring that boys are provided with classroom experiences that address their interests, needs, and learning styles.

Extracted from *Me Read? No Way!* Copyright Ontario Education

---

**Teaching Young Men**

**Boy Smarts**

Boys are the masters of minimalism and the practitioners of “just-in-time” management. Asked to do almost any task, their immediate response is “later”. If they are asked to write a 50-word essay, they will count the words, and if they write 51 words most of them will think they have overdone it. If you have predominantly boys in your class, there are a number of things that you can do to improve behavior and learning. These methods are likely to work with the majority of boys.

**Respect**

Boys are constantly checking to see if you respect them. They respond well to people who have expectations of them and respect them as capable of meeting those goals. As the TV character Ali G. would say, “respect!” If a boy has a sense that you respect him, he will walk over coals for you. Never ask a boy who is a poor reader to read out loud in front of his peers. He will be humiliated and will never do anything for you ever again.

**Have clear signals about who is in charge**

Boys need boundaries. They need to know who is in charge here. They respond to teachers who are fair, funny and respect their points of view, and they generally do better with teacher-led learning. Open spaced learning areas where no one clearly owns the
space can be quite anxiety provoking for boys, and that anxiety converts into expressions of low motivation and clowning type behaviors.

**Use a physical signal when you want silence**
Boys need more signals than girls partly because they are less tuned into facial cues. Boys are more able to screen out white noise. (Teachers requesting quiet equals white noise!) Therefore, deliver instructions in silence. Use visual cues, raising hand, turning lights off and on, and moving to a particular part of the room. Never, ever yell.

**Fewer rules and fewer words is better**
Have a couple (no more than three) clear rules that you apply fairly and consistently. Base your classroom management on the idea of, “I won’t let this happen to you, and I won’t let you do it to anyone else”. During instruction, use a backup visual that you can point to for boys who have difficulty listening.

**Value them and they will be heroes**
Boys are tuned into hierarchies. This means the predominant values of a classroom, family or school will play a powerful role in determining their actions. Have a couple of core values (e.g. compassion, generosity, being part of a team). Live by them and insist upon them. Help boys to learn that they can be heroes and victorious but that winning doesn’t mean someone else has to lose.

**Use knowledge from computer games as an inspiration for learning**
Boys’ attraction to competition will override almost any disadvantage or loss of motivation. They generally love competitive games especially when there is not an ultimate winner. Quick fire quizzes with several rounds are a successful way of engaging boys. Computer game designers have cleverly used the principles of engagement to captivate boys:
- Make success challenging but attainable by breaking it down into stages.
- Make success more likely than failure, the most motivating games have players succeed about 80% of the time, initially, before building up to 100% before moving to the next level
- Give people the opportunity to try again.
- Try to create a sense of moratorium where boys and girls can try to out new activities in a setting where there are no consequences.
- Use lots of movement.

Pay attention to less competitive, sensitive boys. Assisting them to attain personal bests can be useful. Give boys more time to answer and to assemble the words and give them a chance to phone a friend (the friend cannot answer the question but can make helpful suggestions).


**Move regularly**

Teaching boys is like being a cross between a matador and a traffic cop. Keep on the move and mingle with the crowd. Boys see things best in motion. Use visuals and animations as often as you can. As James (2009) notes, boys love targeting. If you have ever watched boys place rubbish into bins you will see that they don’t place it, they take a shot. For this reason, movement and aiming to achieve a set target are powerful strategies with boys.

**Control where they sit**

Move boys who do not appear to be paying attention to the front. Proactively shift the seating of boys who seem unsettled or distracted. They will often be playing up to impress their local audience. Boys need quiet times in order to reflect and re-energize, boys need quiet times to think, read and at times, quietly chat with others.

**Know about anger**

Anger and shame can stop boys’ learning, and once boys are angry, it is harder for them to get over it. If they feel you are going to shame them in front of their peers, they will fight you tooth and nail. Most boys will do silly, self-defeating things rather than lose the respect of their peers. Take your sail out of their winds. Deal with issues at a time of **your** choosing not when the boy wants to deal with it. There are also decision-making differences between girls and boys when involved in dispute resolution. Girls are often more able to see the effect of their actions on other students, so asking “how do you think she felt?” type questions may pay off. In contrast boys may be less cued into other students’ emotions and a more successful strategy may be reinforcing a rule such as, “I wouldn’t let him do that to you, and I’m not going to let you do it to him”.

**Boys are loyal and funny**

Boys love the inside word; the cheat sheet and they love to score. Giving them hints suggestions and a way to succeed builds their loyalty to you. Boys buy popularity through achievement, jokes and skills. Humor is an essential quality.

**Boys generally learn through doing- thinking- talking**

Boys like movement and are generally more active than girls. They are also more concerned with performance. While some boys will be inherently interested in the material, almost all boys engage when there is a competitive spirit. The more that you mimic a game show format the more boys will be engaged.

**Give them a whiff of success**

Most men and boys waste an incredible amount of time completing tasks that don’t need to be done and avoiding tasks that don’t need to be avoided. Help them to structure tasks and to improve on early attempts so that they gain mastery and success. Once a boy believes he can be successful, he’ll almost always live up to it.

Extracted from the *Brain Based Learning Manual* Copyright Andrew Fuller
Teaching Young Men
Model of a Boy-Friendly Curriculum

**BOYS NEED CURRICULUM THAT PROVIDES**
- "Safe" classes that foster discussion
- Tasks that are open-ended and require interchange with others
- Subjects that mandate exploration of "the self"
- Teachers who "facilitate"
- Subjects that accept alternative truths

**BOYS NEED CURRICULUM THAT PROVIDES**
- A wide variation of courses and activities.
- Teachers with "passion"
- "Disciplined freedom"
- Avenues to be impulsive
- Tasks that are "relevant" - can be explored through boys' culture
- Problem-based learning, ("doing it")
- Hands-on activities with practical solutions

**BOYS NEED SUPPORT THAT PROVIDES**
- Small class sizes
- Pedagogy that counters fear of ridicule or embarrassment
- Skills to enable expression
- A vocabulary to discuss masculinity
- A mandate to explore individuality
- Opportunity to engage "a passion"
- Opportunity to be a risk-taker
- A level playing field between types of masculinities

**BOYS NEED SUPPORT THAT PROVIDES**
- Teachers skilled a facilitating boys' exchange of ideas.
- A range of Tools to express ideas
- A range of outcomes to set tasks
- Criticism skills
- A mandate for the expression and an exchange of ideas
- Subjects with "non-binary" epistemologies
- Subjects that are Non-competitive and allow access

Adapted from Imms, 2003

---

**Teaching Young Men**
COURAGEOUS CONVERSATIONS

According to the Ontario Ministry of Education, boys respond well to real-world themes that offer them authentic learning experiences – that is, experiences they have had or could have in their own lives. Exploring real-world themes typically involves a combination of resources and activities. Real-world themes have a clear focus on one or more meaningful, key concepts and authentic learning experiences that involve both direct instruction and students’ discovery of things on their own.

In addition to authentic real-world experiences, students need opportunities to engage in courageous conversations about race and issues of discrimination. This work is critical for students and teachers to engage in because outside school experiences are quite inconsistent with the expectations that are inside of school. It is the school’s responsibility to take on the onus of understanding what students experience outside of school.

For example, if students read particular kinds of books outside of school, and if they engage in social media outside of school, then teachers must figure out how to utilize that as an anchor for what happens inside of school. It is the teacher’s responsibility to develop learner lenses to understand what’s happening with the student outside of school so that he or she can be responsive to that reality. As teachers and students engage in courageous conversations within the classroom, it is imperative that all members are aware of the four agreements.

The Four Agreements of Courageous Conversations:

1. **Stay engaged:** Staying engaged means “remaining morally, emotionally, intellectually, and socially involved in the dialogue”

2. **Experience discomfort:** This norm acknowledges that discomfort is inevitable, especially, in dialogue about race, and that participants make a commitment to bring issues into the open.

3. **Speak your truth:** This means being open about thoughts and feelings and not just saying what you think others want to hear.

4. **Expect and accept non-closure:** This agreement asks participants to “hang out in uncertainty” and not rush to quick solutions, especially in relation to racial understanding, which requires ongoing dialogue (pp.58-65).
Unit 1

Language Arts
Grade 3

**Theory:** It might be easy to conclude that boys do not like to read, however in many cases, it is not that boys do not like to read but rather that they do not like to read what is presented to them in the classroom. Build an engaging literacy environment by offering a varied mix of materials that align to boys’ reading preferences.

<table>
<thead>
<tr>
<th>SLO/NJSLA</th>
<th>Strategy</th>
<th>Resource</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences</td>
<td>Utilize paired text that focuses on a current event aligned</td>
<td>Applicable to all Wonders Text selections. Wonderworks:</td>
<td>• Choose text that inspires debate.</td>
</tr>
</tbody>
</table>
and relevant connections from it: cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**SLO:**

Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as a basis for the answers.

**Special Education:**
- Utilize paired text on functional level or Guided Reading level
- Use of Who, what, when where
- Refer to illustrations and text features such as bold print, headings, table of contents, glossary, and captions

| Magazines, newspapers articles aligned to the theme of the Wonders text selection. |
| Scholastic News |
| Scholastic Guided Reading Library |

**NJSLSA.R10.**

Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**SLO:**

By the end of the year, read and comprehend literature,

- Choose appropriate classroom resources for boys.
- Leveled Books

| Classroom libraries that include: |
| Books that reflect their images of themselves and what they aspire to be |
| Books that make them laugh and appear to a sense of mischief |
| Fiction that focuses on action more than emotion |

**SLO:**

By the end of the year, read and comprehend literature,

- Choose appropriate classroom resources for boys.
- Leveled Books

| Classroom libraries that include: |
| Books that reflect their images of themselves and what they aspire to be |
| Books that make them laugh and appear to a sense of mischief |
| Fiction that focuses on action more than emotion |

**SLO:**

Start with an overarching focus question.

During discussion, send students back to the text for more evidence by prompting them to expand on a classmate’s idea or deepen the discussion. Prompt students by saying, “I heard this person say something that contradicts …” or “These students all said something similar … does anyone have a different idea?”

| Conduct reading and interest surveys. These surveys can be used in conjunction with additional data to group students for working collaboratively. |
| Engage students in selecting materials from the classroom or library to enhance their sense of |
including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.  

| Books in a series  | Science fiction or fantasy  | Newspaper, magazines, comic books, trade cards and instruction manual  | ownership and interest in new resources.  

**Special Education**  
- Interest surveys and learning style surveys  
- Students should be given book baskets to choose books on their levels with varied interests

---

**Language Arts**  
**Grade 3**

**Theory:** Research indicates that all students, but boys in particular benefit from tightly structured, well focused lessons that have an obvious purpose and are tied to achievement of clear goals.

<table>
<thead>
<tr>
<th>SLO/NJSLA</th>
<th>Strategy</th>
<th>Resource</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SLO:</strong> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Special Education Strategies:</strong> Fables, myths and folktales allow students to act out characters and themes for other students. Allowing students to retell the story through storytelling facilitates active engagement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wonder’s text selections “Bruno’s New Home” &amp; “Wolf”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wonderworks:</strong> Use graphic organizers and highlighted text in Wonderworks to support stories in the anthology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and deliver highly structured lessons that are well paced. For example, allow 3 minutes to complete an introductory activity, then a set limit for instruction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text: Wonders “Bruno’s New Home”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Essential Question:</strong> What can stories teach you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Anticipatory set</strong> 3-5 minutes—Begin each lesson with an anticipatory set designed to grab your students’ attention and “hook” the learner. Consider creating or telling a personal story about a time you learned a lesson. Ensure that your story includes humor or elicits an emotional response and aligns to the daily lesson. After which, tell students the focus of the lesson (Essential Question). Have students repeat the focus (Essential Question) chorally.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Modeling:** Allot 10-15 minutes to teach the lesson. Incorporate “think aloud” so students hear how good readers process information.

**Group practice – 10 minutes**
Some researchers suggest that males view errors as failure and are easy to give up if they do not feel successful. Therefore, instead of having students complete an entire practice page at one time from the Wonders/Wonder Works Practice book, allot quick bite size opportunities (**chunking**) for students to practice what was learned together in a group or as a pair prior to working independently.

**Independent application 10 minutes** – As with group practice, when assigning independent work, monitor success more frequently by chunking assignments into smaller parts.

**It is important to gather feedback from each portion**
of the lesson to ensure that learning is occurring. Check for understanding questions must be specific. Instead of asking “Do you understand?” consider posing questions that students can quickly answer using white boards such as “What are three things we just learned that stories can teach you?” or incorporate movement in the check for understanding by posing a multiple-choice question that can be answered using “four corners”.

Response cards with pictures are especially effective
**Language Arts**  
**Grade 3**

**Theory:** Competitive learning includes classroom debates, content-related games, and goal-oriented activities; these are often essential for boy-learning and highly useful for the life success of girls, too. Games give students opportunities to explore fundamental concepts and strategies. Teachers should provide repeated opportunities for students to play games, then let the Literacy ideas emerge as students notice new patterns, relationships, and strategies.

<table>
<thead>
<tr>
<th>SLO/NJSLA</th>
<th>Strategy</th>
<th>Resource</th>
<th>Activity</th>
</tr>
</thead>
</table>
| NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | Gamify it: There are typical elements which are used in most games, such as:  
- Challenge.  
- Chance.  
- Competition.  
- Cooperation.  
- Feedback.  
- Rewards.  
- Winning.  
- Progression.  
These game elements can be easily extracted from a game content and applied to almost Applicable to all Wonders text selections | Wonderworks  
Student choice reading from classroom libraries.  
Leveled Libraries  
Vocabulary words from Wonders text selections  
WonderWorks highlights the same vocabulary words and offers suggestions to pair share. | After reading a specific novel (the quest) students can choose between one of several challenges or battles to show their understanding. They could write an essay, design a board game, put on a play or perhaps create a PowerPoint presentation**. Each of these challenges would equate to specific achievement badges, game points or even different player levels. |
| SLO: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. | Gamify it: There are typical elements which are used in most games, such as:  
- Challenge.  
- Chance.  
- Competition.  
- Cooperation.  
- Feedback.  
- Rewards.  
- Winning.  
- Progression.  
These game elements can be easily extracted from a game content and applied to almost Applicable to all Wonders text selections | Wonderworks  
Student choice reading from classroom libraries.  
Leveled Libraries  
Vocabulary words from Wonders text selections  
WonderWorks highlights the same vocabulary words and offers suggestions to pair share. | After reading a specific novel (the quest) students can choose between one of several challenges or battles to show their understanding. They could write an essay, design a board game, put on a play or perhaps create a PowerPoint presentation**. Each of these challenges would equate to specific achievement badges, game points or even different player levels. |
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

SLO: Determine the meaning of general academic domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Gamify it: Create matching games to match type of fiction story; students could create their own games with elements of fables, folktales, and myths and play with a partner.

Retell: Use of an i pad to retell story for teacher to review.

Vocabulary Theater is an interactive game which can be played with the entire class. After reviewing vocabulary words, students choose a word to act out. The class must guess the word.

To fully understand and use vocabulary, students must understand what the is NOT.

Graphic organizers which allow the student to name the word, draw a picture of the word, give a synonym and an antonym are helpful in understanding meaning.

Any game created facilitates not only understanding, but also a sense of accomplishment that peers will use the creation.

Allow students to engage with unfamiliar words through vocabulary games such as:

- Concentration
- Jeopardy
- Pyramid
- Word sorts,
- Guess the missing word
**Theory:** *Bringing critical-literacy skills into the classroom*

Critical-literacy is the practice of exploring and discussing the underlying assumptions in texts or works in other media. It is a powerful tool for helping boys “read” their world. When boys are critically-literate, they become aware of how various texts portray individuals, groups and situations. The work involved in critical-literacy makes sense to boys and appeals to their enjoyment in figuring things out. In teaching critical-literacy skills, it is essential that educators be prepared to welcome intellectual challenges. For many boys, intellectual sparring is a way of showing their interest and engagement in a subject.

<table>
<thead>
<tr>
<th>SLO/NJSLA</th>
<th>Strategy</th>
<th>Resource</th>
<th>Activity</th>
</tr>
</thead>
</table>
| **NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | • Examine underlying meaning in texts.  
• Consider the purpose of a text and the author’s motives for writing it. | Applicable to all Wonders text selections  
Student choice reading from classroom libraries | Ask students the following kinds of questions to stimulate the development of their critical-literacy skills:  
• What is this text about?  
• What does the author of this text want us to know? Think? Believe?  
• What do the words and images suggest? |
| **SLO:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or | **Special Education:**  
• Identify the characteristics of the genre  
• WonderWorks  
• Aesop Fables Full stories and animations You Tube  
• Video clips (super heroes appealing to boys: Black Panther, Spiderman, etc) |  |  |
<table>
<thead>
<tr>
<th>Moral and explain how it is revealed through key details in the text.</th>
<th>Identify characters’ actions and how the actions relate to central message</th>
<th>Reading A-Z Leveled Fables</th>
<th>Reading A-Z Leveled Fables</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Retell story</td>
<td>Library of Fables from around the World</td>
<td>Library of Fables from around the World</td>
</tr>
<tr>
<td></td>
<td>Identify words/phrases</td>
<td>Story maps</td>
<td>Story maps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graphic organizers</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comic books</td>
<td>Comic books</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>How are males and females represented in this text?</td>
<td>How are males and females represented in this text?</td>
</tr>
<tr>
<td></td>
<td>Retell story using a story map</td>
<td>Main Idea/Central Theme table</td>
<td>Main Idea/Central Theme table</td>
</tr>
<tr>
<td></td>
<td>Students put them on the table top and the legs are supporting details</td>
<td>Act out the fable</td>
<td>Act out the fable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pictures of the fable in pocket charts</td>
<td>Pictures of the fable in pocket charts</td>
</tr>
</tbody>
</table>
**Theory:** Making reading and writing relevant for boys-
Boys will engage in literacy when they are deeply engaged in the subject of the reading or writing task itself. Having boys explore real-world themes and issues – particularly, but not limited to, those that touch them personally – taps into their need for academic tasks to be purposeful, and meaningful to their lives.

<table>
<thead>
<tr>
<th>SLO/NJSLA</th>
<th>Strategy</th>
<th>Resource</th>
<th>Activity</th>
</tr>
</thead>
</table>
| NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. | ● Utilize texts that focus on current events aligned to your students’ preferences and interests.  
● Create classroom discussions around students’ interests and situations they would find authentic. | Applicable to all Wonders text selections.  
WonderWorks  
Magazines, newspapers articles aligned to the theme of the Wonders text selection | Engage students in literacy by exploring the heritage and history of their community, using a variety of meaningful learning experiences such as having them work with mentors, gather stories about the past from family members and from community events, and gather relevant historic artifacts and photographs.  
Turn the classroom into a library-café, offering hot chocolate and cookies along |
| Special Education Read and comprehend complex text at functional level or above as per IEP | **Special Education Strategies:**
- Planned scaffolding (scripted points in text to build comprehension)
- Immerse students into different types of literature or poetry
- Fiction that focuses on action more than emotion
- Planned stopping points within the text
- Use song lyrics to represent poems
- Visual strategies: show pictures related to the topic and ask targeted questions
| with a wide variety of reading materials, to give students the experience of using books in a casual ambiance, while they complete reading assignments.
- Read on functional levels in different voices for fluency (multiple reads)
- Read like a sports announcer
- Read like a superhero
- Read like a villain |
Theory: Using technology to get boys interested in literacy

New information technologies – in particular, the Internet – present us not only with new forms of text, but also with opportunities to tailor literacy activities to the interests, learning styles, and motivations of boys. Information technology offers an important opportunity to fully engage boys in reading, writing, and visual literacy. Boys thrive on the visual language of television, cartoons, and video games. Similarly, boys respond well when presented with the opportunity to present their ideas and written work using charts, flow diagrams, and other visual forms. Researchers suggest that boys respond so positively to images because boys are more oriented to visual/spatial learning. As a result, visual images “accelerate” boys’ learning.

<table>
<thead>
<tr>
<th>SLO/NJSLA</th>
<th>Strategy</th>
<th>Resource</th>
<th>Activity</th>
</tr>
</thead>
</table>
| NJSLSA.R7 | • List new or interesting words. **  
• Draw scenes or characters. **  
• Design a poster to advertise a new book that is being read. ** | Applicable to all Wonders text selections  
WonderWorks  
Student choice reading from classroom libraries  
Wonders library Approaching Scholastic Leveled Reading Library  
Document camera for animation PowToon’s PowerPoints Prezi  
I movie | Treasure Hunt  
To develop students’ knowledge on a particular subject, teachers and students can create “Treasure Hunts”. The basic strategy is to find web pages that contain information (text, graphic, sound, video) essential to understanding the topic. Gather 10–15 links to the exact pages where students can find the relevant information. Pose one key question for each website |
| Use animation to retell story or feature a character | and include a culminating “Big Question” that allows students to synthesize what they have learned. Create animation as a project to work in pairs to evaluate content. Share with class and other classes. Upload to school’s web page or District |
Mathematics
Grade 3

Theory: Competitive learning includes classroom debates, content-related games, and goal-oriented activities; these are often essential for boy-learning and highly useful for the life success of girls, too. Games give students opportunities to explore fundamental concepts and strategies. Engaging mathematical games can also encourage students to explore important mathematical concepts. Further, they afford opportunities for students to deepen their mathematical understanding and reasoning. Teachers should provide repeated opportunities for students to play games, then let the mathematical ideas emerge as students notice new patterns, relationships, and strategies.

<table>
<thead>
<tr>
<th>SLO/NJSLA</th>
<th>Strategy</th>
<th>Resource</th>
<th>Activity</th>
</tr>
</thead>
</table>
| SLO #1: Interpret products of whole numbers as repeated addition and as the total number of objects (up to 100) in equal groups or arrays. | ● **Gamify lessons:** appeal to the gaming culture by writing instructions for games and offering students the opportunity to respectfully compete with each other.  
● **Experiment with peer teaching:** embrace student vocabulary and math discourse by allowing them to teach each other through | **How Many Arrays Can You Make?** counters and a recording sheet | **How Many Arrays Can You Make?** 1. Choose a recording sheet. Using the number of counters in the upper right corner, make as many arrays as you can. Options include 8, 12, 18, 20, 24, 30.  
2. Record each array by drawing it. Then write and writing the repeated addition expression and the multiplication |

NJSLA: 3. OA.A.1 Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. For example, describe and/or represent a context in which a total...
<table>
<thead>
<tr>
<th>number of objects can be expressed as $5 \times 7$.</th>
<th>hands-on, discovery-based activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Special Education Gamify:</strong></td>
<td></td>
</tr>
<tr>
<td>• Use of concrete objects</td>
<td></td>
</tr>
</tbody>
</table>

| expression the array represents. Special education students should be given specific directions in the beginning to create the arrays; | | |
| 1. Make 2 groups of 4 before transitioning into the general education use 8 counters. | | |
| 2. Students should then copy the array and draw it. | | |
| 3. Write the array as a repeated addition expression | | |
| 4. Identify the number of groups (color code) | | |
| 5. Identify the number in each group (color code) | | |
| 6. Translate the colors into the multiplication expression. | | |

After several tries, students can work in partners.
Theory: Competitive learning includes classroom debates, content-related games, and goal-oriented activities; these are often essential for boy-learning and highly useful for the life success of girls, too. Games give students opportunities to explore fundamental concepts and strategies. Engaging mathematical games can also encourage students to explore important mathematical concepts. Further, they afford opportunities for students to deepen their mathematical understanding and reasoning. Teachers should provide repeated opportunities for students to play games, then let the mathematical ideas emerge as students notice new patterns, relationships, and strategies.

<table>
<thead>
<tr>
<th>SLO/NJSLA</th>
<th>Strategy</th>
<th>Resource</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO #4:</td>
<td>Use learning stations: provide a range of material.</td>
<td>Math Centers:</td>
<td>Missing Numbers with Multiplication:</td>
</tr>
<tr>
<td>Determine the unknown in a division or multiplication equation relating 3 whole numbers (within 100).</td>
<td>Gamify lessons: appeal to the gaming culture by writing instructions for games and offering students the opportunity to respectfully compete with each other.</td>
<td>● Missing Numbers with Multiplication: sets of number cards (0-10), game boards (if laminated, you will also need dry erase markers)</td>
<td>1. Play with a partner.</td>
</tr>
<tr>
<td>NJSLA: 3. OA.A.4</td>
<td></td>
<td>● Division Missing Number Equations: sets of number circle cards (0-10), game boards (if laminated, you will also need dry erase markers)</td>
<td>2. Shuffle the number cards and make a stack of them between the two players.</td>
</tr>
<tr>
<td>Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the</td>
<td></td>
<td></td>
<td>3. Take turns turning over a card. Check to see if you can use that number to complete an equation</td>
</tr>
</tbody>
</table>
Students are allowed to move around as needed in classrooms, and they are taught how to practice self-discipline in their movement: This strategy is especially useful when male students are reading or writing—when certain boys twitch, tap their feet, stand up, or pace, they are often learning better than if they sit still, but teachers are often not trained in innovating toward more movement in classrooms.

Special Education:
One of the most difficult concepts for the Special Education population is that of identifying an unknown whether in addition and subtraction or multiplication and division.

- One reason is students have difficulty memorizing facts.
- Homes for Facts: number cubes, fact family homes, pencil
- What’s Your Number? game board and number cards

Imagine Math Facts computer Family of Facts Use of a multiplication chart

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Choose a Missing Numbers task card.</td>
</tr>
<tr>
<td>2.</td>
<td>Place some of your number cards on the task card to complete the equations.</td>
</tr>
<tr>
<td>3.</td>
<td>Repeat with other task cards.</td>
</tr>
</tbody>
</table>

Division Missing Number Equations:
- Frontload vocabulary.
- Review repeated addition with concrete objects and modeling.
- Use of colored counters to correspond to equation.
- Use of pictorial representations.

<table>
<thead>
<tr>
<th>homes for Facts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Roll the number cube twice. Record each of your rolls in the bottom corners of the triangle.</td>
</tr>
<tr>
<td>2. Find the product of the digits rolled and record that number in the top of the triangle.</td>
</tr>
<tr>
<td>3. Using the three digits you have, write the four equations that belong in the fact family</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What’s Your Number?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The shortest player goes first.</td>
</tr>
<tr>
<td>2. Without looking, player 1 picks a card and holds the card up on his/her forehead.</td>
</tr>
<tr>
<td>3. Player 2 spins the spinner, multiplies player 1’s number by the number the spinner lands on, and says the product. (e.g., spinner lands on 2, player 1’s</td>
</tr>
</tbody>
</table>
card is 4, player 2 says 8).
4. Player 1 must tell Player 2 what number is on his/her card. If correct, he/she scores a point.
5. Player 2 takes his/her turn.
6. The first player to score 15 points wins.
*Paired Heterogeneously

- **Missing:**
  - Missing activity on a computer, them to finding missing values in nd division equations.
**Mathematics**  
**Grade 3**

**Theory:** Competitive learning includes classroom debates, content-related games, and goal-oriented activities; these are often essential for boy-learning and highly useful for the life success of girls, too. Games give students opportunities to explore fundamental concepts and strategies. Engaging mathematical games can also encourage students to explore important mathematical concepts. Further, they afford opportunities for students to deepen their mathematical understanding and reasoning. Teachers should provide repeated opportunities for students to play games, then let the mathematical ideas emerge as students notice new patterns, relationships, and strategies.

<table>
<thead>
<tr>
<th>SLO/NJSLA</th>
<th>Strategy</th>
<th>Resource</th>
<th>Activity</th>
</tr>
</thead>
</table>
| **SLO #6:** Recognize area as an attribute of plane figures and understand concepts of area measurement.  
**NJSLA: 3. MD.C.5a,5b** Recognize area as an attribute of plane figures and understand concepts of area measurement.  
a) A square with side length 1 unit, called “a unit square,” is said to have “one square unit”  
| ● **Gamify lessons:** appeal to the gaming culture by writing instructions for games and offering students the opportunity to respectfully compete with each other.  
● Students can discover practical, real-life ways to apply math skills.  
● Students who have differing levels of skills and ways of thinking can learn from each other  
| **Area War**  
● graph paper  
● colored pencil or crayon  
| **Area War**  
Spatial training has been found to improve educational outcomes.  
A game for 2 or 3 players.  
1. Each player chooses a colored pencil or crayon they will use in the game.  
2. Players take turns rolling the dice, using the numbers that they rolled to draw the perimeter of a rectangle or square &
of area, and can be used to measure area.

a) A plane figure which can be covered without gaps or overlaps by $n$ unit squares is said to have an area of $n$ square units.

- Students can explore math in formats they know and enjoy (like on video game systems).
- Students can test new strategies and ideas without feeling the pressure of being graded.

**Special Education:**
- Frontload vocabulary
- Use manipulatives to model how to measure the area of a shape. Use large graphing paper; have counting squares to fill in the squares on the graph paper to count objects.
- Video for finding area

3. The game ends when players run out of room to draw. The winner is the player who has used the largest area/most squares.
**Mathematics**  
**Grade 3**

**Theory:** The more learning is project-driven and kinesthetic, the more boys' bodies will be engaged in learning—causing more information to be retained, remembered, and displayed on tests and assignments. Also, when teachers use manipulatives, pictures, and graphics more often (even well into high school), boys produce responses with more detail, retain more information, and get better grades on work across the curriculum.

<table>
<thead>
<tr>
<th>SLO/NJSLA</th>
<th>Strategy</th>
<th>Resource</th>
<th>Activity</th>
</tr>
</thead>
</table>
| **SLO #7:** Measure areas by counting unit squares (cm², m², in², ft², and improvised units). | **Project-Driven and Kinesthetic:** Classroom methodology includes project-based education in which the teacher facilitates hands-on, kinesthetic learning and is strategic about using manipulatives. Kinesthetic approach is crucial for Special Education students to conceptualize. | **Build to A Given Area**  
- graph paper  
- unit squares*  
- Legos *  
- technology*  
- visual models* | **The Theme Park Project**  
Students use area and perimeter skills to design the layout of the perfect theme park. Students can find the area of a figure by drawing the area, tiling an area and/or counting unit squares using manipulatives, technology, or visual models.  
Special Education Use large graph paper; use counting squares to fit to tile the area. |
| **NJSLA: 3.MD.C.6** Measure areas by counting unit squares (square cm, square m, square in, square ft., and non-standard units). |  |

*Indicates resource may be considered manipulative.
Special Education students can use math playground as a paired computer station

https://www.mathplayground.com/area_perimeter.html
http://www.tv411.org/math/basic-math/video-area-and-tiles


