

Lesson Three:

Strategies for Teaching about Agriculture and Water

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 two of the instructional strategies used in Lori Barber's classroom: using guiding questions and role playing. It also focuses on seven of the instructional strategies used in Nicole Vickerman's classroom: probing questions, visual prompts, graphic organizers, similarities and differences, varied reading strategies, student engagement and choices, and formative and summative assessment. 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.

USING GUIDING QUESTIONS

- Submit your responses to the following prompt to your facilitator.
 - In your opinion, what function does using guiding questions play in instruction?
- Click on the [Strategies for Teaching about Agriculture and Water](#) video. Play the [Using Guiding Questions](#) segment of this video.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 - How did Lori use guiding questions in her classes?
 - How would you use guiding questions in your classroom?

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

PROBING QUESTIONS

- Begin this section by submitting your responses to the following prompts to your facilitator.
 - What are the instructional advantages of asking probing questions?
 - How do you use probing questions in your own classroom?
- Play the [Probing Questions](#) segment of the [Strategies for Teaching about Agriculture and Water](#) video. Look for additional answers to the first question just posed, as you watch the video.

- After you have viewed the segment, submit your responses to the following prompt to your facilitator.
 - What did you learn from the segment that adds to your understanding of the use of probing questions in the classroom?

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

VISUAL PROMPTS

- Play the [Visual Prompts](#) segment of the Strategies for Teaching about Agriculture and Water video.
- Submit your responses to the following prompts to your facilitator.
 - How do you prepare students to view a video or other visual prompts?
 - What are the advantages and disadvantages of using visual prompts in instruction?
 - How would you use climographs or cartograms in your classroom?

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

GRAPHIC ORGANIZERS

- Submit your responses to the following prompts to your facilitator.
 - What are some instructional advantages of using graphic organizers in the classroom?
- Click on the [Graphic Organizers](#) segment of the Strategies for Teaching about Agriculture and Water video.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 - In what instructional situations would you use graphic organizers?
 - What graphic organizers would you use and why?

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

SIMILARITIES AND DIFFERENCES

- Play the [Similarities and Differences](#) segment of the Strategies for Teaching about Agriculture and Water video.
- After you have viewed the segment, submit your responses to the following prompt to your facilitator.
 - Do you agree with Mark Wellborn that searching for similarities and differences between two or more sets of information is one of the most complex methods of investigating and processing complex, abstract information? Why or why not?

- Do you focus on similarities and differences in your classroom? How do you prepare students for identifying similarities and differences?

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

VARIED READING STRATEGIES

- Submit your responses to the following prompt to your facilitator.
 - What are some strategies that you use to get students actively engaged in reading?
- Play the [Varied Reading Strategies](#) segment of the Strategies for Teaching about Agriculture and Water video.
- Submit your responses to the following prompts to your facilitator.
 - What did you learn from the segment that adds to your understanding of strategies to get students actively involved in their reading?
 - How would you use what you learned from this segment in your classroom?

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

STUDENT ENGAGEMENT AND CHOICES

- Play the [Student Engagement and Choices](#) segment of the Strategies for Teaching about Agriculture and Water video.
- Submit your responses to the following prompts to your facilitator.
 - Why should teachers emphasize student engagement in classroom instruction?
 - Are there any strategies that you saw in this segment that you would want to adopt or adapt for use in your classroom? Why?
 - Under what circumstances would you provide students with opportunities to choose their own topics to pursue?

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

ROLE PLAYING

- Play the [Role Playing](#) segment of the Strategies for Teaching about Agriculture and Water video.
- Submit your responses to the following prompts to your facilitator.
 - What are the strengths and weaknesses of role playing in the classroom, in your opinion?
 - How would/do you use role playing in the classroom?

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

FORMATIVE AND SUMMATIVE ASSESSMENT

- Play the [Formative and Summative Assessment](#) segment of the Strategies for Teaching about Agriculture and Water video.
- Submit your responses to the following prompts to your facilitator.
 - What are some of the strategies that you use to gather formative assessment data in your classroom?
 - What are some of the most effective summative assessment strategies that you use? Why do you consider them effective?
 - How do you use assessment results to improve instruction in your classroom?

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