

Fussing With Definitions

Pre-activity:

Group Yourselfs

2's are great

3's are okay

4's if you must

5's nope

Model-expose to accuracy

Look at the definition; select two words that you feel are the most important

Personalize/metacognate

Share with your partner/s the two words that you selected and why

Reflect

Sample the total group for “words” and “whys”

Constructive Learning

Write the definition in our own words

Affirm/Reflect

Share your definition in your group, those listening tell one positive comment

Return to the Original Definition ? What you learn?

“Brain Compatible? <input checked="" type="checkbox"/> Check It Out!”	
— Stress = brain downshifts	— Content must have relevance for the learner
— M(memory) space = how much the learner works on at a time	— Brain pays conscious attention to only one thing at a time
— Enriched environment = increasing dendrite branching	— All learning enters through our senses/emotions