



e-Moments®

Introduction

By connecting to how students' brains learn, we can maximize their capabilities to learn concepts, processes, and information efficiently. What follows is a list of strategies that capitalize on how students learn best. Referred to as “e-Moments”, these are moments when students become engaged, get connected, and make personal meaning of the content they are learning.

Knowing that all brains are wired for visual, auditory, and kinesthetic capacity, the e-Moments are designed around one of these three modalities. Additionally, these e-Moments build on students' natural intelligences—spatial, linguistic, interpersonal, musical, naturalistic, bodily-kinesthetic, intrapersonal, and/or logical-mathematical.

These engaging strategies will create a dynamic classroom environment which may look and feel different than a “traditional” classroom. Your students will be challenged to think, explore, and utilize their brains as they become responsible for their own learning and you become a facilitator of great learning activities.



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\$10,000 Pyramid Moment

BRIEF DESCRIPTION:

Your students' brains are pattern-seeking, meaning-making, purpose-detecting organs of the mind. Any chance you can give them to put those characteristics to work, do it. Based on the game show \$10,000 Pyramid, this strategy is one fun, fast-paced way for your students to seek patterns, make meaning, and detect purpose in what they are learning.

THE PROCESS:

1. **Teach your lesson or unit.**
2. **Select key words and phrases.** Comb through your lesson or unit and extract the important information— facts, dates, people, formulas, places, concepts— students must know well.
3. **Create “fact” cards.** Place each item of importance on its own 4 × 6 card. (Note: 3 × 5 cards work also, but the larger sized index cards are easier to handle and provide more room to write the information.) You'll need one set of these fact cards for every three to five students. For example, a class of 30 students would require 6 to 10 sets of fact cards. The number is determined by the number of students in each group (three or five).
4. **Explain the game show roles.** There are three roles in this activity—the Player, the Clue Giver, and the Teleprompter. The Player sits facing the Clue Giver and with his or her back toward the Teleprompter. The Player guesses the facts through clues given by the Clue Giver. The Clue Giver faces the Player and the Teleprompter. He or she will receive the facts from the Teleprompter and give clues to the Player. The Teleprompter stands behind the Player and faces the Clue Giver. He or she will reveal the fact cards one at a time to the Clue Giver.
5. **Play the game.** If there are more than three people in the group, have them decide who will be the first to play each of the roles. As the game continues everyone gets a chance to play each role. The game is played in rounds of 60 seconds each. After each round, the groups count the number of correct answers given by the Player. Then, people switch seats and roles. Play as many rounds as needed for each student to play each role. It's fine if they go through the stack of fact cards more than once.

VARIATION:

To provide students practice in giving appropriate and accurate clues, students can individually write the clues for each fact card.



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Almanac/Encyclopedia Moment

BRIEF DESCRIPTION:

With an almanac or encyclopedia in hand, students make connections between what they just learned and topics found in their reference book.

THE PROCESS:

1. **Take notes.** Have students take notes from a lecture or textbook.
2. **Distribute almanacs and/or encyclopedias randomly to students.**
Ideally, each student would have his or her own reference book, either an almanac or an encyclopedia. Note: It is not important that the letters on the encyclopedia relate specifically to the information just learned. The idea here is for students to make their own connections to unrelated topics. Doing so strengthens the students' understanding by relating something they are interested in to what they just learned. For example, if the lecture focused on cell division, the students might find in the encyclopedia "automobiles" and make the connection that cells divide in a given order and cars are built in a specific order. If the student had an almanac, he or she might find "tornados" and make the connection that like cells tornados break apart.
3. **Time them.** Give students 60 to 90 seconds (or whatever amount of time you deem appropriate) to locate a topic and make a connection.
4. **Have them share.** Students can share their connections verbally in pairs, trios, or to the whole class, or write a quick paragraph describing the connection they made and turn it in.

Tap in to students' natural ability to make meaningful connections with new information.



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Bob the Weather Guy Moment

BRIEF DESCRIPTION:

Students present an idea, concept, or process as if it were a weather report. Challenge them to forecast what will happen, show how other people and activities will be affected, and describe what their latest “Doppler Radar” explains about this idea, concept, or process. If your students are new to Bob the Weather Guy Moment, the following setup will create greater success. Otherwise, feel free to begin with step 3.

THE PROCESS:

1. **Show some samples.** If possible, show a video recording of a recent or series of recent weather reports. (Or select The Weather Channel on your classroom’s cable TV.) If a recording is not available, begin with step 2.
2. **Brainstorm.** Lead a quick brainstorm eliciting the characteristics of a weather report—highs, lows, fronts, low pressure, high pressure, winds, temperature, humidity, rain, snow, regions, Doppler radar, and phrases such as “by mid-afternoon we’ll expect...,” “We’ll have partly cloudy skies until tomorrow morning, and then the skies will clear.”
3. **Have them create a report.** Direct students to create a 30 second “weather report” using the content from the lesson or unit just studied. This report includes the important vocabulary and concepts they have learned and makes predictions about what would happen when these “weather elements” interact. Students may need about 10 minutes to create their report and may want to work in small groups. Note: This level of higher order thinking utilizes analogy and metaphor. Your students, depending on their previous exposure to this level of thinking, may find this challenging and may need your guidance.
4. **Have them share.** After the specified amount of time, groups present their “weather report.”

Summarizing and forecasting, as in a weather report, are two powerful ways to develop your students’ higher order thinking skills.



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Cartographer Moment

BRIEF DESCRIPTION:

In this e-Moment, students create maps and/or diagrams that visually represent the relationships among the parts inherent in the content. Students, after taught the forms of clustering, mindmapping, concept mapping, and webbing, could choose the map that best represents the relationships inherent in the information they just learned. Students ask themselves these questions: How do the parts of this information relate to one another? Do they cluster around central themes or branch out in greater detail from major headings? Are all the parts so interrelated they create a spider-web effect? Here's one way to set up the Cartographer Moment.

THE PROCESS:

1. **Present the information.** Teach the content portion of the lesson as students take notes.
2. **Give examples.** After students have captured the information, share with them the various types of “maps”—cluster, mindmap, concept map, and webbing. Or, if more appropriate, simply share one map style. You could then share a different map after each subsequent lesson, enlarging students’ repertoire of visual organizers.
3. **Have them create their map.** Invite students to represent the information they just learned using the map style(s) presented. Note: Students gain optimal benefit when they choose the map they feel best represents the information.
4. **Have them share.** Students can share in pairs or trios or walk about the room noticing how people represented the information. If students were only shown one map style, they could compare their map to the teacher’s.

VARIATION:

Before the lesson begins use one of the map styles to set a visual roadmap for the content to come. Students could then use this visual roadmap for note taking.

**Let your students draw on their brain's
ability to represent relationships.**



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Choral Response Moment

BRIEF DESCRIPTION:

The Choral Response Moment is a quick, simple, and highly effective strategy. Its use fosters vocabulary development, proper pronunciation, attentiveness, and retention through repetition. A Choral Response Moment is simply when students repeat aloud a key phrase or word.

THE PROCESS:

1. **Choose the important words and phrases in your lesson.** Warning: Overuse of Choral Response may cause lack of participation. Select only the most important words and phrases; ones that are new, critical for comprehension of the topic, or are foundational to further lessons.
2. **Demonstrate the use of Choral Response.** Share with students that sometimes during the lesson they will repeat key information. This helps them remember what's important. Encourage them to participate fully in a normal tone and volume. They will know to respond when you prompt them either verbally or with a gesture. Here's what it may sound like:

History teacher: *These branches of government are used to ensure a check and balance. Ensure what? (with hand, palm up, extended toward them.)*
Students: *check and balance.*

Or this example:

Teacher: *When I say, "branches" you say, "judicial, executive, and legislative."*
Teacher: *branches.*
Students: *judicial, executive, and legislative.*

**Emphasizing important words and phrases strengthens
your students' understanding and retention.**



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Crayon Moment

BRIEF DESCRIPTION:

Students use color to visually organize written information—their notes, stories, texts, diagrams, equations, formulas.

THE PROCESS:

1. **Elements.** Identify the key elements of the information students are to learn. For example: parts of speech, independent and dependent clauses, parts of a cell, stages of mitosis, steps in a mathematical equation or chemistry formula, a progression of events in social science.
2. **Teach.** Teach the information using whatever strategy you deem most effective—lecture, video, jigsaw groups, guided peer teaching, Socratic seminar.
3. **Choose.** After students have taken notes or read the text, each student chooses colors that he or she feels best represents each element.
4. **Apply.** Students color the key elements using colored pencils or highlighters. Note: You could preselect the colors, especially if this is the first time students are requested to use Crayon Moment. However, when students choose the colors they are more personally connected to the information.
5. **Share.** Students share with a partner or trio what they colored and the connection between the color they chose and each element.

Focus your students' brains by allowing them to use color.



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Descartes Moment

BRIEF DESCRIPTION:

The Descartes Moment poses three questions prior to introducing a new concept, idea, or process: What do you know about this topic? What do you think you know? What don't you know? Students respond in writing and then share. Here's one way to use the Descartes Moment.

THE PROCESS:

1. **Pose the three questions.** As you begin the unit or lesson, pose the following three questions to your students: What do you know about this topic? What do you think you understand? What don't you understand? Note: You may want to introduce students to the questions one at a time to focus their thinking.
2. **Students write letters to themselves.** Students compose a letter to themselves (Descartes was a writer as well as a philosopher) explaining what they know, what they *think* they know, and what they *don't understand* about the topic. Allow about one to three minutes for thinking and writing on each question. You may want to have students share aloud after the first two questions to stimulate other students' thinking.
3. **Collect the letters.** The information is valuable for your lesson planning and assessment.

**Accessing prior knowledge and experience allows
students to build bridges into the new content.**



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Dickens Moment

BRIEF DESCRIPTION:

Students review components or sections of information and think of a story they could tell others using that information. The information can be transformed into characters that interact, solve challenges, dialogue, etc. Students could simply prepare an outline of a story or actually craft the story itself. Challenge students to be creative and to show they can use the information in a different way than was presented to them. Here's one way to use a Dickens Moment with your students.

THE PROCESS:

1. **List the components.** Either as a class or as individuals, list the components of the newly learned information. For example: Math: order of operations — Parentheses, Exponents, Multiplication, Division, Addition, Subtraction. (You could build on the idea of Please Excuse My Dear Aunt Sally and create a story about Aunt Sally and her peculiar order of doing things.)
2. **Turn the components into characters.** Either in small groups, as an entire class, or as individuals, assign each of the components character names and characteristics. Example: Parey Theses — always trying to hold things together, Exter Ponents — thinks he's above everyone else, Multi Plication — organizes everything in groups, Di Vision — causes disruption, Addy Tion — the matchmaker, and Subby Traction — always taking what others have. These six kids live in adjacent houses on Math Street.
3. **Create a story line.** There are many from which to choose: man versus man, man versus nature, man versus himself. Story lines often solve a problem and cast characters in dialogue with one another. Example: our math characters are called upon in order, house by house, by a neighbor kid who is looking to find a lost X-Men action figure.
4. **Write and/or tell the story.** Depending on time constraints, participants can tell the story to one another, the whole group or develop the story in written form with greater detail.

Remember: This is not a story writing contest, but rather a creative way to develop understanding and make connections with newly acquired material. Let your participants play with character development (voice, physical/character attributes) and conflict resolution. Engaging in the act of taking content and embedding it in the elements of story is more important than the mechanics of grammar, plot development and theme.

Tap into students' natural abilities to write and tell stories.



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Einstein Moment

BRIEF DESCRIPTION:

Students will present an idea, concept or process by using symbols and signs that would reflect a mathematical equation. This allows the students to create a visual that would represent the relationship between the content.

THE PROCESS:

1. Teach the content.

Present the information portion of the lesson as students take notes. Highlight the important events, methods or steps.

2. Make it an equation.

Have students use mathematical symbols to show how the information from the lesson forms a relationship or is connected.

3. Explain it.

Facilitate discussion by having students share what their symbols represent and the connection that exists between the content.



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Eye Witness News Moment

BRIEF DESCRIPTION:

According to Eric Jensen, a leading translator of brain research for educators, students who talk about what they learn and do what they learn, learn it. This activity maximizes student conversation about the content. Here's how you can use an Eye Witness News Moment.

THE PROCESS:

1. **Establish the two roles each student will play.** Explain that when the students are the expert they stand tall and take on the air of an expert (a know-it-all with a pleasant personality). When they are the interviewer students address an imaginary camera, with microphone (pen) in hand, and welcome the viewing audience to "Moments with Dr. (fill in the student's name)." Then they pose questions to the expert about the content just learned in class. For example: Facing the camera: *Welcome to our show. Today we are interviewing the world renowned expert in plate tectonics, Dr. Seth Derner.* Turning to the expert: *Please tell us, Dr. Seth, what is so important about plate tectonics?* Point the microphone in the direction of the expert. Note: This activity works best when students generate appropriate questions prior to the interview.
2. **Establish the process.** Explain that this activity is to aid in understanding and rehearsing today's topic. Share that the power lies in how well students can play the roles and use the information they just learned. It is a timed event and they will switch roles midway through the event. Note: The time allocated is dependent upon the amount of content students will be rehearsing. An average time limit is three to five minutes, switching roles midway through.
3. **Begin Eye Witness Moment.** Have students stand, pair up, and get ready to go "live" at your signal.
4. **Switch roles.** Midway through, get everyone's attention. Students now switch roles. Note: The new expert usually picks up from where the other left off. If the first expert covered all the information, then the new expert simply starts at the beginning.
5. **Conclude the activity.** After everyone has played both roles at least once, students acknowledge each other with "Thank you!" You can now randomly select individuals to tell what their expert said as a way to check for understanding and increasing individual accountability to the content.

Capturing the news as it breaks helps your students review what they learn.



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Fred Astaire Moment

BRIEF DESCRIPTION:

The Fred Astaire Moment involves small groups in the creation of a dance (or series of motions). This dance represents the information, concept, or process students have just learned. For example, while learning how a bill becomes law, students create the “Congressional Bill Box Step,” or while learning division of fractions, students create the “D.O.F. (Division of Fractions) Two Step,” or while learning the series of events that lead to the American Civil War, students create the “Freedom Fox Trot.” Note: Although it’s fun to create a catchy name, the power lies in the relationship between the “dance” moves and the information. Here’s how you can orchestrate a Fred Astaire Moment with your students.

THE PROCESS:

1. **Teach the content.** Highlight the important events, steps, and information.
2. **Give directions.** Inform students that they are to create a series of motions, moves, or dance steps that would help them remember the highlighted information. Give them a limited amount of time, perhaps 5 to 10 minutes depending on the amount and complexity of the information.
3. **Organize groups.** Form small groups of students. Remind them of the time limit and that there must be a motion, move, or dance step for each piece of information.
4. **Dance and Tell.** Groups perform their dance to other groups or to the entire class and explain the connection between the move and the information.

Allow students to dance their way through your content.



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Go Get It Moment

BRIEF DESCRIPTION:

Sometimes students just need to get up and move. So how can we have movement and keep the content flowing at the same time? Here's a suggestion: students go and get the information they need. It works like this: place sentences or paragraphs of information in conspicuous and inconspicuous locations throughout the room. Students retrieve the information and share it with the class or in small groups. This strategy is particularly useful when there is a significant amount of information that must be covered.

THE PROCESS:

1. **Chunk the information.** Determine the portions of information you want students to retrieve and the locations in the room. The information could be reproduced paragraphs from the textbook or encyclopedia, primary or secondary source documents, key sentences from stories, poems, or texts, or key points of the lecture. These can be written on slips of paper or note cards. Ideally, there would be one note card for each student, but most likely there would be 10 to 15 cards.
2. **Place cards strategically throughout the classroom.** Feel free to tape them under desks, chairs, tables, on the overhead, board, or door, slip them between books on the shelf, or staple them to the wall. Note: You could add activities or questions for students to answer at each location when they locate the information.
3. **Students go and get the information.** On your command (signal), all students will stand and move throughout the room locating the cards. Students can move independently, in pairs, or in small groups. By the way, this is a timed event so let them know how much time is available. Those who find the information remain standing as others return to their seats. Or if in pairs and small groups, everyone remains standing and reads the information in unison to the class.



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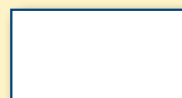
Go-with-the-Flow Moment

BRIEF DESCRIPTION:

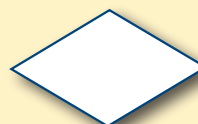
Not everything we learn can be captured in a linear relationship, but when it can, how sweet it is! In this engaging moment, students represent the content as a flowchart or process diagram showing the linear, step-by-step relationships. Here's one way to approach it.

THE PROCESS:

1. **Teach the lesson.** Using the best method, communicate the information — lecture, jigsaw groups, independent reading, etc.
2. **Show a blank flowchart.** As students view the flowchart, ask them to explain the relationships of the lines and shapes. Provide any information students may not know about the shapes' purposes.
3. **Flowchart it.** Students present the information from the lesson using the flowchart. They may insert as many "process," "decision," and "or" shapes as needed.
4. **Show the flow.** After a specified amount of time, students compare with one another, explain their reasoning, and then compare with the teacher's flowchart.



process



decision



or

VARIATION:

Show the flowchart symbols before the lesson and tell students that they will be organizing today's information using these symbols. This allows the brain to search for patterns as it is collecting new information.

Help your students see the linear relationships found in the content.



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Graphic Artist Moment

BRIEF DESCRIPTION:

Think of it as sculpting without the mess of water and clay. Students take a word, phrase, or formula and visually enhance it so that the meaning is illustrated in the layout. Example: s---l---o---w, fast, or $\text{Area} = \text{LENGTH} \times \text{width}$. Here's how you can set it up.

THE PROCESS:

1. **Provide an example.** Show an example of a vocabulary word or phrase from your content area that you've visually enhanced to show the meaning.
2. **Get feedback.** Ask students what they notice about the word and what they think it communicates.
3. **Present another word.** Write another word germane to this unit on the board or overhead.
4. **Have students try.** Tell students to visually represent the meaning of the word using the word's shape and related symbols.
5. **Provide the vocabulary list.** Reveal other words or phrases you'd like students to graphically represent. You might have students fold a sheet of notebook paper (or unlined paper) to make four to six boxes in which they can draw the words.
6. **Share.** After a specified amount of time, have students stand and walk about looking in silence at other students' creations.

VARIATION:

One variation is to use Graphic Artist Moment prior to a unit of study. Reveal the list of vocabulary words and concepts. Students can use their textbooks, dictionaries, and/or encyclopedias to gain an understanding of each word or concept and then visually represent it.

**Invite your students to play with the look of
a word to capture the word's meaning.**



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Hieroglyphics Moment

BRIEF DESCRIPTION:

It is said that a picture is worth a thousand words. In this case, a picture is worth just a word or two. For this engaging moment, students create small pictures to represent the information, concepts, or steps in a process. To assist with visual storage and retrieval, each picture, or icon, must be distinguishable from the others. Here's one way to use the Hieroglyphics Moment.

THE PROCESS:

1. **Teach the lesson.** Ensure that students have a solid understanding of the information you just presented. This can be accomplished through interactive lectures, experiments, demonstrations, simulations, etc.
2. **Present the problem.** Ask students: *What pictures or icons will help you remember the component parts of this information? (Or important concepts, or steps in this process?)*
3. **Brainstorm.** Generate a bank of ideas on the board or overhead.
4. **Have students create representations.** Using unlined paper divided into four or six squares, students will write each word and draw a "hieroglyphic" that helps them remember the word and its meaning.
5. **Share.** After a specified amount of time, have students compare with one another and explain their creations.

VARIATION:

One variation is to reveal an array of pictures, icons, or symbols. Then show the list of key concepts and words for the upcoming unit of study. Have students match the picture with the word and defend their choice.

**Watch students' uniqueness and creativity
come alive as they create pictures of the content.**



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Hole-in-One Moment

BRIEF DESCRIPTION:

The Hole-In-One Moment couples mental imaging with a few practice “swings” to increase student success. Students mentally prepare to perform a new skill. First, they visualize how they will perform the step or process. Next, they take a few “practice swings.” Finally, they take a shot. This moment is especially useful when students learn a physical skill (welding, drawing) or a social skill (meeting someone new).

THE PROCESS:

1. **Teach the skill.**
2. **Imagine.** Lead students in a few moments of silence as they mentally walk step-by-step through the skill. Note: Do not let students just sit in silence. To increase their focus, pace them through the steps.
3. **Take practice “swings.”** For maximum benefit, make the practice as authentic as possible. If they stand to perform the skill, have them stand. If they will usually sit for this particular skill, have them remain seated. Note: Provide multiple practice “swings” to ensure success.
4. **Take the shot.** Students now demonstrate the skill.

Students perform at their peak when given this formula for success.



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Jeopardy Moment

BRIEF DESCRIPTION:

Using the Jeopardy format for review and understanding of content is one way to channel the brain's question-generating ability. In this version, the teacher chooses the categories, the students generate the facts for each category, and the answers (the facts) are of equal value. The game is played like the original where each contestant (student) chooses a category, the host (teacher or student) reads a fact card, and the contestant says the question that would elicit that fact. Here's how you can use Jeopardy Moment.

THE PROCESS:

1. **Determine categories.** Identify the categories or headings in the lesson or unit, or ask the students to generate them.
2. **Students create fact cards.** Students write facts from the lesson or unit for each teacher-generated category on 3 × 5 index cards. On a separate sheet of paper, students write the appropriate question for each fact card they create. The act of question writing primes them for the game.
3. **Check the cards.** Collect the fact cards by category. Remove any duplicates.
4. **Provide instruction.** Explain the procedure for playing Jeopardy.
5. **Play the game.** Divide the class into teams and facilitate Jeopardy using the students' facts.

If you prefer a PowerPoint approach to Jeopardy, check out <http://edweb.sdsu.edu/courses/edtec570/jeopardy1.ppt> for a template.

**Maximize students' question-generating ability
through the familiar game show.**



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Karaoke Moment

BRIEF DESCRIPTION:

Students create a song or rap for an idea, fact, or process. The most popular use of this activity involves students rewriting the words of an existing song or rap. (See examples on next page.) This activity can be accomplished individually or in small groups. The lyrics should emphasize key words and phrases to ensure proper rehearsal. Here's a way to use Karaoke Moment.

THE PROCESS:

- 1. List key points.** Instruct students to list on their paper the key words and phrases from a recent unit or lesson as you create your list on the board or overhead. Students should check their lists with yours.
- 2. Create a song.** Tell students that they are to rewrite the words of a song they know using the words from their list. Note: You may want to share an example as a model. If your students are new to the Karaoke Moment, consider providing the lyrics of a simple song for them and allow them to work in small groups. Simple songs include: "Twinkle, Twinkle Little Star," "Three Blind Mice," "Row, Row, Row Your Boat," "Take Me Out to the Ball Game," "Mary Had a Little Lamb," "The Ants Go Marching," "Whistle While You Work," or other songs your students know by heart.
- 3. Share.** After a designated amount of time, invite each group to share their new version of the song. Note: Time varies according to the amount of content expected in the lyrics. For songs like the ones listed above, allow 20 to 30 minutes.

VARIATION:

One variation of this activity invites students to create their own original music and lyrics from the content they just learned.

KARAOKE MOMENT EXAMPLES:

Content:
branches of government

**Tune: "Row, Row,
Row Your Boat"**

*Three, three branches
of government
Working together as one
Judicial, executive,
and legislative
The check and balance
is done.*

Content: paragraphs

Tune: Wild Thing

*Paragraphs
You make my words sing
You make everything
Clearer*

*Paragraphs
You make one idea sing
You make everything
Clearer*

*Paragraphs
You have a topic
You make everything
Clearer*

**Allow your students to practice the content
in a creative and entertaining way.**



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Little Professor Moment

BRIEF DESCRIPTION:

When we teach something we tend to learn it better. During the Little Professor Moment portions of the content are taught to half the students at a time. Then, students take turns being “Little Professors” to their partners. Here’s how you can set it up.

THE PROCESS:

1. **Chunk your lesson.** Determine the portions of information. Make the portions uniform both in amount and number so that the time spent teaching each group of students is approximately the same.
2. **Establish roles.** Each student exhibits two roles—one while they are taking notes and one while they wait. While they learn from you, they are eager learners, full of wonder and interest. While they wait, they are the “invisible person,” sitting still and neither moving nor speaking. Note: Some students may find being “invisible” too challenging. Instead of sitting still and silent, they can read.
3. **Establish personas.** Review with students the characteristics of a stereotypical university professor. As they teach the new material they act as if they have their PhD in the subject area, and from this point forward are referred to by their peer as Dr. (fill in their last name). For ease of teaching, address the first student in each pair as Little Professor I and the second student as Little Professor II.
4. **Teach the first chunk.** Little Professor I listens and takes appropriate notes. Keep this short and to the point. Little Professor I then teaches his or her partner. This is a timed event! Give them only 30 to 60 seconds to instruct. Before moving to the second chunk of information, check Little Professor II’s understanding.
5. **Teach the second chunk.** Now it’s Little Professor II’s turn to take notes. Little Professor II will then teach his or her partner.
6. **Repeat the cycle.** Repeat steps 4 through 7 for as many chunks of information there are.

Let students teach one another as you guide them.



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Marcel Marceau Moment

BRIEF DESCRIPTION:

The Marcel Marceau Moment capitalizes on the silence of mime and the brain's associative capabilities. By employing this strategy you'll cement your content into students' minds. It works like this: Students create mime motions for the content. Others guess the answer and explain how the motion helps to remember the content. This is similar to a Motion Moment in that students connect content to a motion. The Marcel Marceau Moment lets students create their own motion, whereas the Motion Moment is usually teacher generated. Here's how you can guide your students through this activity.

THE PROCESS:

1. **Teach the lesson.**
2. **Summarize.** Restate the important information while you capture it on the board and students highlight it in their notes.
3. **Create the mime.** Individually, in pairs, or in trios, students create mime motions for the summarized information. Encourage them to use facial expression, body movements, and invisible props. This is a timed event. Note: The amount and complexity of information determines the time allotment. Also, some information would lend itself to a mime drama (mimodrama) because of its story-like nature and would require more time to develop.
4. **Mime Time!** Students share their mime or mimodrama. Classmates guess the information and explain how the mime helps them understand and remember it.

Silence is golden.



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Me-You-Us Moment

BRIEF DESCRIPTION:

The Me-You-Us Moment helps you foster an atmosphere where each student feels comfortable to contribute his or her ideas. In addition, this strategy creates the time students need to thoughtfully consider the information presented and personally access their own thinking. It works like this: First, each student thinks about the question or direction statement and writes down his or her answer—that's the Me. Next, students share with one or two others as they compare and modify their answers—that's the You. Finally, small groups or individuals share their answers with the entire class—that's the Us. Here's a way to set up a Me-You-Us Moment.

THE PROCESS:

- 1. Locate the place.** At what point during the lesson would it be appropriate to use a Me-You-Us Moment? Places to consider: (a) after steps in a process like solving an equation, (b) between major items in a lecture like The Causes of the Civil War, or (c) after you've posed a provocative statement like the cloning of humans.
- 2. Consider the question or direction statement.** What question will you ask to stimulate students' thinking? Predetermining the question makes the transition to the Me-You-Us Moment smoother. Sample questions for the examples presented in step 1: (a) Explain the first step in the FOIL method. (b) What was the first cause of the Civil War and what was its direct impact? (c) Human cloning is necessary for the development of the human race. Agree?
- 3. Inform students.** As you begin, tell students that they will have moments throughout the lesson to reflect and share what they think or know. Briefly describe the process.

Notes: Provide just enough time for most students to write a response to the question. Likewise, be sure to transition to the "Us" part before the pairs have completed sharing. This will quicken the pace and reduce the chance that students' conversations drift from the topic. Also, elicit multiple responses during "Us." One of the advantages of the Me-You-Us Moment is as a tool for checking understanding. Feel free to call on three to five students, even if the first few share the identical information.

Empower your students to contribute their ideas.



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Michelangelo Moment

BRIEF DESCRIPTION:

During the Michelangelo Moment, students create a sculpture that represents the new model, process, or event they just learned. For example, if students are learning about cells they might create a factory. If they are learning about steps to solve a formula in math or chemistry they might create a ladder. If students are learning in science about kingdoms and phylums they might create a tree, or in English as they learn about plot, students might create a roller coaster or mountain. Here's one way to set it up.

THE PROCESS:

1. **Teach the lesson.**
2. **Elicit the key information.** Using student input, briefly summarize the content, reviewing any diagrams, illustrations, or steps.
3. **Give directions for the activity.** Students create a sculpture that represents what they have just learned. The time allotted is dependent upon the amount and complexity of information, but plan on about 10 to 20 minutes for creation. Share information necessary for the distribution, care, and cleanup of the materials — paper, water, clay or clay-like material.
4. **Gallery Walk.** Before students put away their materials, have them stand and walk through the Gallery of Sculptures. This is best done in silence so students can make associations between the content and the sculpture.

Support students as they sculpt their understanding of your lesson.



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Mother Goose Moment

BRIEF DESCRIPTION:

Students take a given or chosen nursery rhyme and re-write the words with the newly learned content. (Read an example below.) As students take something familiar and attach what is new they build stronger schema which aids comprehension as well as retention. Psst! Here's a little secret: You do not have to be the creative one here. Simply set up the activity and let students wrap their creative minds around it. You'll be amazed at what they produce! So, set it up and enjoy the show!

THE PROCESS:

1. **Refresh students' memory.** Take a moment and elicit the names of common Mother Goose rhymes as well as the key information from the lesson or unit.
2. **Choose one.** You can designate a rhyme that everyone uses or allow students to self-select. Note: If this is the first time students have participated in this activity, create one together as a model and then have students choose their own.
3. **Write.** Allow about 5 to 10 minutes for students to write their rhyme. Students can work individually or in pairs or trios. Be sure they title the rhyme.
4. **Share.** Students recite their new version of a familiar Mother Goose rhyme.

EXAMPLE:

Content: mitosis (the three stage version!).

Nursery rhyme: Little Jack Horner

*Little Mi Tosis
Has three phases
Each being quite unique
Prophase, or coiling
Metaphase, or unwinding
Anaphase, and now we're complete!*

Give your students poetic license with your content.



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Motion Moment

BRIEF DESCRIPTION:

Perhaps not quite as involved as the Fred Astaire Moment, the Motion Moment can take place while students remain in their seats. It incorporates motions associated with key words and phrases. Students either mimic motions demonstrated by you or create their own. For example, let's say students are studying peninsulas and bays in geography. Students could make a fist with the index finger pointed out for peninsula and cup their hand to form a backwards-shaped "C" for bay. This strategy can also be used to enhance both understanding and retention of vocabulary words. Note: You do not have to create all the motions. The power of the Motion Moment happens when students make the associations. Here's how you can facilitate them with your students.

THE PROCESS:

1. **Locate key information.** Identify key words, concepts, and phrases in your lesson.
2. **Teach the lesson.** Emphasize the key information in the lesson with motions you've made.
3. **Students do the motions.** Students can imitate your motions and then write the word in their notes.

VARIATIONS:

1. Teach the lesson but without the motions attached to the key words or phrases. Write them in a column on the overhead or board. Near the end of the lesson, students devise their own motions for each key word or phrase and explain to a neighbor or the class.
2. Add the Choral Response Moment to the Motion Moment. As students make the motion they say the word or phrase aloud. Take it a step further by students explaining the association as they demonstrate.
3. Throw in the Voice Modulator Moment with the Motion Moment and really have fun with your content vocabulary!

Help students remember the information by using their hands.



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Newton Moment

BRIEF DESCRIPTION:

After receiving a new idea, concept, or process students think of “why” questions about the information. For example, after exposed to the three predominant themes found in literature, students might ask, “Why those themes? Why only three? Why are those three the most predominant?” After learning about atomic structures, students might ask, “Why is the nucleus in the middle? Why must there be an equal number of protons and neutrons? Why do electrons orbit?” Here’s how you can facilitate a Newton Moment.

THE PROCESS:

1. **Teach the content.**
2. **Students create questions.** Each student writes at least three “why” questions. Remind them that the purpose is to deepen their understanding of the information and to test others ability to explain their understanding.
3. **Students pose their questions and elicit answers.** Students, one at a time, share their questions rapid fire and see if any of the other students can answer. If not, post the question on the board. Refrain from answering the questions or providing clues so that students might answer at this time. Allow everyone to state their questions.
4. **Elicit answers to the “board” questions.** Return to the questions you wrote on the board that no one could immediately answer. Provide clues, if necessary. See what questions can be answered now. The remaining questions can be answered by you and given as homework or as an extra credit assignment.

Inquiring minds want to know.



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Party Host Moment

BRIEF DESCRIPTION:

At this party, identities of the guests are understood only through their words and actions; the host does not know who is in attendance. Here's how it works: Selected students or volunteers are guests at a party. Each guest acts out his or her unique character taken from the unit or today's lesson as the host of the party deciphers the guest's identity. The guest's character is a fact, vocabulary word, concept, or step in a process. For example, students are learning the caste system of India or the feudal system of the Middle Ages. For each class of people, a student portrays their characteristics through words and actions. One student is selected to be the host of the party. The host greets each guest at the door, welcomes him or her to the party, briefly interacts with him or her, and then greets the next guest. As the party grows, and the last guest arrives, the host and guests interact in a cacophony of conversation. At the end of the party, the host guesses each guest's identity.

THE PROCESS:

1. **Complete the lesson or unit of study.**
(Optional) **Show a video clip.** If you have the time and access, tape the Party Host segment of "Who's Line Is It Anyway?" so students understand the flow.
2. **Explain Party Host Moment.** Use the description above to explain what will take place in the activity. If this is the students' first time with this activity, walk them through a mock party using content from a previous lesson or unit.
3. **Run the party.** Enjoy the action as it unfolds! This can be quite entertaining as guests diligently act out their parts. Note: Send the host out of class as you explain to the guests about their characters. Do not tell the host the topic or give any clues. If needed, allow the class to give clues when the host is stuck.

Acting the part can deepen students' comprehension of the material.



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Picasso Moment

BRIEF DESCRIPTION:

It has been said that a picture is worth a thousand words. During the Picasso Moment, a picture is worth a thousand associations! It has also been said that beauty is in the eye of the beholder. As students draw what the new information or concept means to them, meaning is in the mind of the beholder. The Picasso Moment is similar to the Hieroglyphics Moment. While in the Hieroglyphics Moment students draw pictures for each key concept, the Picasso Moment requires them to think more globally. Here's how you can set it up with your students.

THE PROCESS:

1. **Teach the content.** Ensure that students have a solid understanding of the information you have presented. This can be accomplished through interactive lectures, experiments, demonstrations, simulations, etc. The Picasso Moment, because of its more global viewpoint, is best used after a unit of study or series of lessons connected to the same topic.
2. **Paint it.** Ask students, "If you were an artist painting a picture, how could you pictorially represent this information? What would be included in the picture? Is the picture that of a landscape, a portrait, a still life, or an action?" On a blank sheet of unlined paper, have students "paint" their understanding of the information using colored markers, pencils, paint, and/or crayons. Note: The size of paper is determined by the amount of information represented. Paper sizes of 8½" x 11" up to 18" x 36" are recommended.
3. **Gallery Walk.** After a specified amount of time, have students stand and walk about looking in silence at their classmates' creations.
4. **Explain it.** Students then pair up and explain how their "painting" represents the content.

Let students create a "painting" that represents student understanding of the content.



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Show What You Know Moment

BRIEF DESCRIPTION:

Using this engaging moment, students show what they know in a brief mini-quiz during a lesson. “During” is the key component. It’s in this moment of learning that students demonstrate their level of understanding. This is not about mastery, but about clarifying their emerging understanding. Here’s how it works.

THE PROCESS:

- 1. Announce the moment.** Inform students that its time to “show what you know.”
Note: This proclamation may be met with surprise and hesitation, but stay the course. Explain that its purpose is to check their understanding of the information so far.
- 2. Provide questions.** Students are given a question or two on scratch paper or on the back of their notes or handout. The question(s) may require them to draw a rough sketch of a recently presented diagram, give an example, provide an explanation or definition, or solve a story-type problem.
- 3. Check answers.** Students, independently and silently check their answers to their notes. Answers can be compared to the teacher’s. Note: Scoring the work is optional. Remember that the purpose of this activity is to quickly review and clarify students’ emerging understanding.
- 4. Review the results.** Use the results to determine if re-teaching or reinforcing is necessary before you continue with the lesson.

With this spontaneous quiz-type moment, students can prove to you and themselves that they are learning what is being taught.



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Sound Track Moment

BRIEF DESCRIPTION:

Rather than sing about it like in the Karaoke Moment or recite it like the Mother Goose Moment, students attach or create music appropriate for the information they are learning in this activity. For example, students are studying the Westward Movement and the sound track is the *William Tell Overture*. Students are learning about space and the sound track is *2001 Space Odyssey* or the *Star Trek* theme song. Students are learning equations and the sound track is *Mission Impossible*.

THE PROCESS:

1. **Provide information.** Give a brief overview of the upcoming unit of study.
2. **Brainstorm.** Elicit styles of music and titles of songs students think best capture the feeling of this unit.
3. **Make a decision.** Choose a musical selection. The choice can be made for the entire class or each individual can choose his or her own.

VARIATIONS:

As the unit concludes, each student chooses a musical selection he or she believes captures the essence of the information and writes a brief explanation.

As students enter and exit your class, the theme music is playing.

For a collection of theme music, check out the Grammy Award CD released each year, soundtracks to popular children and teen movies, and TV's Greatest Hits. All of these can be found in your local music store or online.

Use music to reach the soul of your content.



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Voice Modulator Moment

BRIEF DESCRIPTION:

As with the Choral Response Moment, students chorally repeat key words, phrases, formulas, etc. The Voice Modulator Moment capitalizes on the Choral Response Moment but with one distinction: students change their voices. This can be an intonation, volume, accent, or tone change. At one time their voice is a whisper, another time a shout, sometimes elongated or punched, or as an old man or woman, a cheerleader, Darth Vader, an aristocrat, or as if under water, in a high voice, in a low voice, etc. Here's how you can set it up.

THE PROCESS:

1. **Choose the words.** Determine which words and phrases need emphasis throughout the lesson.
2. **Emphasize the words.** As you teach the lesson, emphasize those key words or phrases by writing them on the board or overhead and modulating them. Note: To heighten retention, use a consistent modulation with each word. For example if the key word is imperialism, each time you and your students said the word it would sound like a British General: im-PERIAL-ism!
3. **Students imitate.** Students chorally respond, imitating the way you said the word. Warning: Overuse of the technique may cause lack of participation.

VARIATIONS:

After the lesson is over and the key words are on the board, students modulate each word in their own way and then say them to a partner or to the whole class.

If the class has learned just one way to say the word or phrase, elicit responses from one "population" of the class at a time. For example: just the girls, just the boys, even numbered table groups, odd numbered table groups, left half, right half, those wearing tennis shoes, those wearing blue, etc.

Help students retain key information by using their voices.



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E-moments	Higher Order Thinking Skills	Multiple Intelligences	Modalities
	Synthesis Evaluation Analysis Application Comprehension Knowledge	Logical-Mathematical Intrapersonal Bodily-Kinesthetic Naturalistic Musical Interpersonal Linguistic Spatial Kinesthetic Auditory Visual	
Almanac/Encyclopedia	X		
Cartographer			
Choral Response	X		
Crayon	X		
Descartes	X		
Dickens	X		
Einstein	X		
Eye Witness News	X		
Fred Astaire	X		
Go Get It	X		
Go With the Flow	X		
Graphic Artist	X		
Hieroglyphic	X		
Hole In One	X		
Jeopardy	X		
Karaoke	X		
Little Professor	X		
Marceau	X		
Me You Us	X		
Meteorologist	X		
Michelangelo	X		
Mother Goose	X		
Motion	X		
Newton	X		
Party Host	X		
Picasso	X		
Show What You Know	X		
Sound Track	X		
\$10000 Pyramid	X		
Voice Modulator	X		