

Last week we mentioned starting your lesson with a bell ringer. Whether you call it getting started, engaging or using a hook, there are several strategies for starting a lesson. This is your first chance to help the students make a connection with the topic to be covered and to find out what they already know about the topic before presenting new information. Listed below are some strategies for starting a lesson:

* [Bell ringers.](http://www.edutopia.org/blog/bell-ringer-exercises-todd-finley)
* Pictures with questions.
* Vocabulary.
* [Teaser Questions.](http://www.edutopia.org/blog/first-five-minutes-richard-curwin)
* [Anticipation Guide](http://csteachingtips.org/tip/create-anticipation-guide-elicit-prior-knowledge-identify-misconceptions-and-prepare-students)

Once you have started and made some connections with the students, it is time to transition into the lesson itself. The delivery or strategies that you will use will depend on what needs to be covered or presented. There are several ways to present material to the students. Many newer curriculums have prepared a presentation, which is ready for you to use. Some-times it will be necessary to change the presentation so that students can have an active part in the learning process. They will take ownership of the knowledge faster than if it is just given to them.

While I could spend the rest of the year just talking about [instructional strategies](https://learn.k20center.ou.edu/strategies), I would suggest you follow the embedded link and check with your peers as to which strategies work best for them. Keep in mind what you know about your students and the way they like to learn.

Another way to learn about instructional strategies is to attend the [Teacher Academy](https://www.okcareertech.org/educators/professional-development/teacher-academy) for CTE teachers in September or January. Presenters will discuss strategies, and you will experience many strategies during the conference. The presenters will be happy to share their techniques.

Next week, we’ll look at closing the lesson.