

Instructional Strategies

Strategy	Description
3-2-1	<ul style="list-style-type: none"> • Name 3 ways the system of has checks and balances, 2 ways that the system affects you, and 1 way to improve the system. • Name 3 reasons why the main character took this action, 2 reactions that were predictable, and 1 thing you did not expect to see as a consequence of this action. • List the 3 major steps in solving the problem, 2 things to watch out for, and 1 way that this can be used in the real world. • List 3 important details; 2 connections; 1 question • 3 important facts I have learned about photosynthesis; 2 connections I made with other science processes; 1 question I have after reading the text
4-3-2-1	<ul style="list-style-type: none"> • 4 sentences of summary. Summarize the important aspects of the assigned reading in four sentences. • 3 sentences in response to one of the essential questions. Write out the question and a thoughtful response as it relates to this reading. • 2 favorite quotes or important/powerful sentences. Write them out with the page numbers. (If it's a huge quote, please use ellipses to shorten it to the parts you find important.) Add two sentences explaining why you picked them and why they matter. • 1 personal connection. What parts of the reading make you think of something in your life? What caught your eye that you found interesting for some reason? Respond in 3 – 4 thoughtful sentences about how this incident, character, statement, book relates to you.
ABC Summaries	Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.
Circle, Triangle, Square	(Circle) Something that is still going around in your head (Triangle) Something pointed that stood out in your mind (Square) Something that "Squared" or agreed with your thinking
Give One, Get One	Cooperative activity where the students write response to a prompt, meet up with another student and share ideas so that each leaves with something to add to their list.
Snowball Discussion	Each student writes a discussion question on a piece of paper (my students needed a mini-lesson on how to write a discussion question vs. a recall of fact question). They ball up the paper into a "snowball" and, when I say go, throw the balls into the center of the room and grab a different ball. They open the paper and respond to the question in 2-3 sentences. Then, they ball up the snowball again and repeat the throwing procedure. This time, they have to not only respond to the original question, but also the person who responded before them (agree, disagree, add to, clarify, as a question, etc.). After a few rounds of this, kids share out a few of the silent discussions that they found compelling. Review types of good questions.

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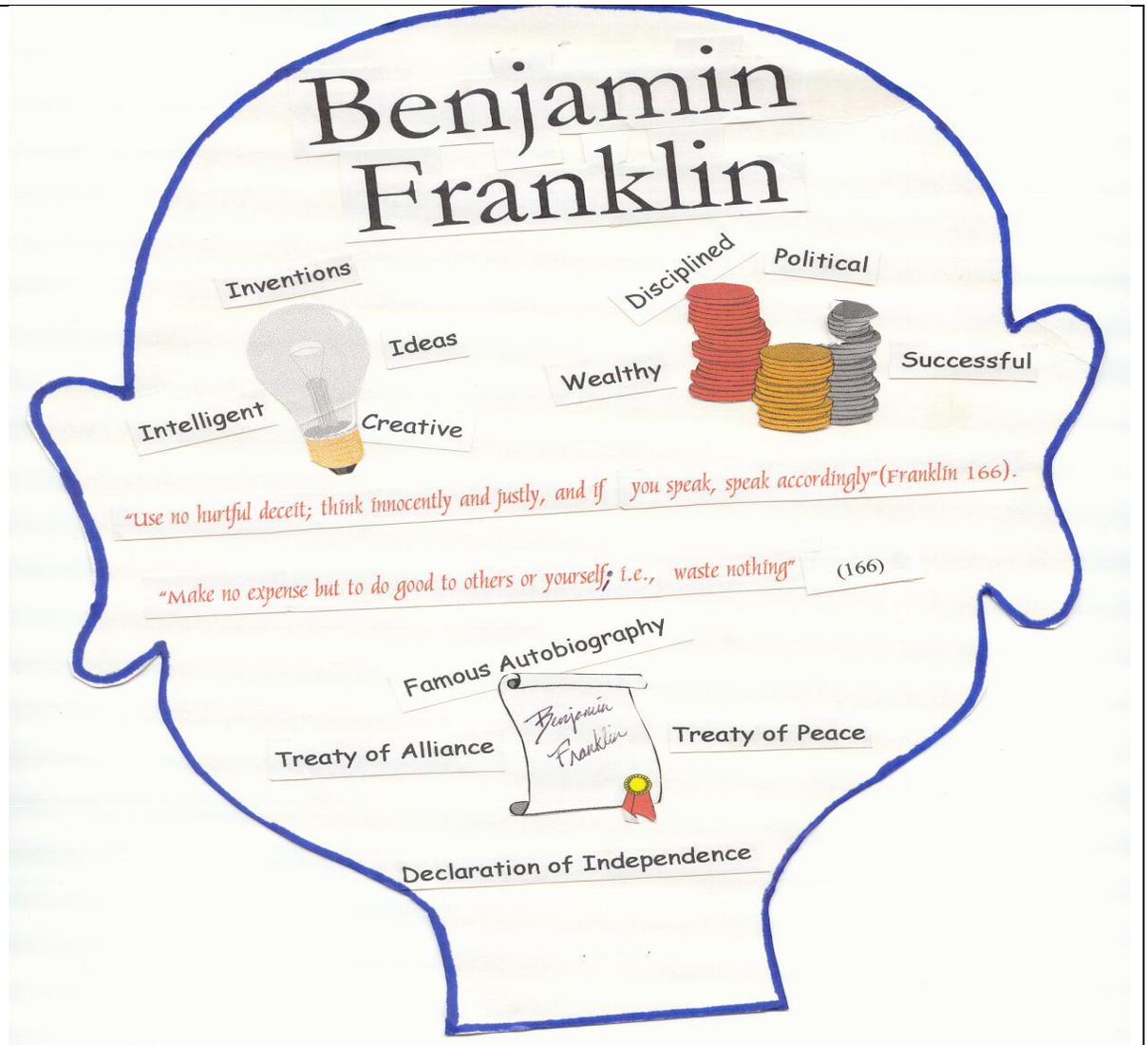
Gallery Walk	<p><i>Gallery Walk</i> provides students with the opportunity to actively engage with topics currently being studied. Students synthesize important concepts by rotating around the classroom in teams to respond to open-ended questions or thought-provoking statements posted on charts. Students work in a team to add comments or responses to the original question or statement posted on each piece of chart paper. The teams of students develop an oral presentation, or ‘report out,’ to the class that synthesizes the main points and ideas from their <i>Gallery Walk</i> discussions. The <i>Gallery Walk</i> encourages cooperation, listening skills, team building, higher order thinking, oral presentation skills, and collaborative construction of knowledge.</p> <p>Procedure</p> <ol style="list-style-type: none">1. In the <i>Gallery Walk</i> the teacher may post several different posters, or create stations with a question and other resources, to prompt a response or reaction from the student teams.2. Each student team rotates to each station. The team spends three to five minutes responding to the posted question, statement, concept, issue, or problem. The team works together to develop a team response.3. Student teams interact or respond to the original posting, as well as to the responses of other student teams.4. At the end of the <i>Gallery Walk</i>, student teams should be provided time to synthesize the information from each of the stations before reporting on findings or responses to the original postings. <p>The <i>Gallery Walk</i> may be organized as a <i>before</i> reading, <i>during</i> reading, or <i>after</i> reading activity depending on the purpose of the lesson.</p> <p>Examples:</p> <p><u>English</u>: The teacher uses a <i>Gallery Walk</i> as a <i>before</i> reading activity to stimulate students to respond to thought-provoking quotes from the novel they are about to read. The teacher carefully selects the quotes to generate interest and discussion among the student groups.</p> <p><u>Math</u>: The teacher posts several problems or real life math application scenarios for students to solve after initial demonstration and modeling by the teacher. As each team visits each station, the students discuss possible solutions and how to best solve the problem. Students post their solution and move to the next station. At the last station, the students work as a team to discuss the solutions provided by each team, determining if there is general agreement or if further resolutions for solving the problems must be addressed. Each team summarizes and reports out on the strategies used to solve the problems and any differences in approaches taken by the teams at the last station.</p>
Reciprocal Teaching	<p>Students are divided into groups of 4, and each student takes on a role: Summarizer, Questioner, Clarifier, or Predictor. The whole group reads a piece of text, then the summarizer writes a \$2 summary (each word is worth ten cents and they have \$2 to spend). Then, the questioner asks questions, either about something they didn't understand, or about related ideas, and the clarifier tried to answer the questioner's questions. The rest of the group can pitch in if the clarifier asks. Lastly, the predictor predicts what might happen next.</p>

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<p>Musical Discussion Tables</p>	<ol style="list-style-type: none"> 1. Students come to class prepared to share their thoughts about X (can be anticipation questions, analysis questions, their own questions, but all need to have answered similar questions). 2. Students start within their seat. Teacher, selected student, or volunteer reads the question. 3. Students then have 2-4 minutes to share--and listen!--to answers. Students jot quick notes about new ideas, thoughts, or comments to their own answers. 4. Time is up! Students have 10 seconds to find a new seat at a different table; they cannot sit with the same people they just sat next to! 5. Repeat from step 2 until completed; move to step 6. 6. As a class or individually, reflect on information learned from other classmates regarding answers.
<p>SCAMPER</p>	<p>Students can be taught to ask how to change an existing product, item or idea by asking how to <u>S</u>ubstitute, <u>C</u>ombine, <u>A</u>dd, (<u>M</u>odify, <u>M</u>agnify, <u>M</u>inify), <u>P</u>ut to other uses, <u>E</u>liminate, and <u>R</u>everse.</p> <p>SCAMPER tools are used on answers that we already have to questions, when we need a detour in our thinking to see something in a new way. It requires the suspension of judgment and a playful attitude. Many of the ideas will not lead anywhere, but they may add up to be more than the sum of their parts.</p> <p>S Who else could have written it? C If Thoreau had a co-author, who would it have been? A What would Thoreau have written in the 21st century? M What could we modify in the work to intensify the theme? P How does this work apply to the lives of suburbanites? E What would be the effect of eliminating this work? R What would be the antithesis of Thoreau's view?</p>
<p>Whip Around</p>	<p>On a sheet of notebook paper or mini dry erase board, students write three things they learned from the previous class. The students then stand up and around the room saying one of the things on their lists. The other students listen and cross off anything on their list that was already said. Once all three things on a student's list are said the student sits down. Students continue the review until everyone is sitting.</p>
<p>Graffiti Discussion</p>	<p>Students sit in a group of four with a blank piece of butcher paper on their table. Each student has a different colored marker. The focus of the discussion is written in the center of the paper. For 3-5 silent minutes, students write on the paper (at the same time) everything they know/think about this discussion topic. I allow them to do this in any form they choose (words, phrases, sentences, symbols, drawings, etc). After three minutes, they rotate the paper a quarter turn and respond to what the person next to them has written for another silent 1-2 minutes. A few more rotations and then students have a verbal discussion about the ideas they've put on the paper.</p>

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Open Mind



Students brainstorm ideas that they attribute to a fictional character or person and fill the Open Mind diagram with pictures, symbols, images, words or phrases. It's a way of getting inside a character's or person's head to see what he/she might be thinking or feeling.

Extension:

Students can circle one or two ideas they want to bring to class discussion. They could also explain their choice of idea, image, symbol, etc. in a well-developed paragraph.

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<p>Send-A-Problem</p>	<p>Send-A-Problem can be used as a way to get groups to discuss and review material, or potential solutions to problems related to content information.</p> <ol style="list-style-type: none"> 1. Each member of a group generates a problem and writes it down on a card. Each member of the group then asks the question to other members. 2. If the question can be answered and all members of the group agree on the answer, then that answer is written on the back of the card. If there is no consensus on the answer, the question is revised so that an answer can be agreed upon. 3. The group puts a Q on the side of the card with the question on it, and an A on the side of the card with an answer on it. 4. Each group sends its question cards to another group. 5. Each group member takes ones question from the stack of questions and reads one question at a time to the group. After reading the first question, the group discusses it. 6. If the group agrees on the answer, they turn the card over to see if they agree with the first group's answer. 7. If there again is consensus, they proceed to the next question. 8. If they do not agree with the first group's answer, the second group writes their answer on the back of the card as an alternative answer. 9. The second group reviews and answers each question in the stack of cards, repeating the procedure outlined above. 10. The question cards can be sent to a third, fourth, or fifth group, if desired. 11. Stacks of cards are then sent back to the originating group. The sending group can then discuss and clarify any question
<p>Voting Continuum</p>	<p>This activity gives us an opportunity to gauge where students stand on issues. This structure encourages individuals to express divergent opinions and support their thinking. The teacher provides a statement or question to the students. Students then line up according to their degree of agreement to the issue.</p> <p>VARIATION: Once the line has been established, then divide it at its midpoint, having students take a step forward and slide to the other end to face a speaking partner. Students can then explain their position on the issue to their partner. After several minutes of talk time, the teacher can interrupt and have students share the information that was gained. This activity is particularly useful for discussing current items in the news as well as sharing opinions on class readings.</p>
<p>Rotating Review</p>	<p>Topics are written at the top of chart papers, which are posted about the room. There are as many topics as teams (If you have fewer topics, some teams can pair up). They have one minute to write as many facts as they can on the topic. The teacher or class timer calls stop, and the teams are to rotate to the next topic. They have two minutes to discuss what the previous team has written. They can put a question mark by any item with which they disagree or if they have a question. Then they have one minute to write additional information. They then rotate to the next topic. The procedure is continued until each team rotates back to its initial topic. Individuals are given some time to take notes on the information on the charts OR you can review them as a class.</p>

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Jigsaw	<p>Purpose: Each team member becomes responsible for a specific piece of learning and then shares that piece with his/her teammates.</p> <p>Expert Group Jigsaw After the curriculum material has been divided into the same number as the number of student groups, follow these steps:</p> <ol style="list-style-type: none">1. Members of each expert group work together to master the material assigned.2. Each member of the expert group double-checks all other group members to be sure that the material is understood and that common elements of the material will be presented to others in the class.3. New groups—called teaching groups—form, containing one member from each of the different expert groups in Step 1.4. Within the new teaching groups, each member takes a turn instructing the other members on his/her piece of the material.5. An assessment is given. <p>Partner-Expert Group Jigsaw After the curriculum material is divided into four parts and each team member is assigned one part, follow these five steps:</p> <ol style="list-style-type: none">1. Each student is assigned a like-topic partner from another team.2. The partners meet to master the material.3. The partners pair to become an expert group to discuss the material, checking for completeness and agreement.4. The partners meet again to prepare and practice the presentation they will make to their teams.5. The teams meet and the members make their presentations. <p>Within-Team Jigsaw This is the simplest form of Jigsaw with the following three steps:</p> <ol style="list-style-type: none">1. Each student from a team works independently to master a bit of new material.2. Students do a Round Robin within teams to share their knowledge with their teammates.3. There is an assessment of all students.
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