

A Glossary of Strategies & Activities

3-2-1 - Students jot down 3 ideas, concepts, or issues presented.

Students jot down 2 examples or uses of idea or concept.

Students write down 1 unresolved question or a possible confusion.

A-B-C Summarize - A form of review in which each student in a 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. *VARIATION*: Conduct as a

Brainstorming - Students work as a whole group with the teacher, or in small groups. Begin

Category Sorts – In this game, students are asked to sort cards according to set categories (closed sort) or to categorize them, then name the category (open sort). For example, students

Clustering/Webbing/Mapping -

Concept Mapping - Explain/ model a concept map. After lecture, explanation, or reading, have students fill in concept map (partner or individually). Report out.

Concept Sketches – (different from concept *maps*) are sketches or diagrams that are concisely annotated with short statements that describe the processes, concepts, and interrelationships shown in the sketch. Having students generate their own concept sketches is a powerful way for students to process concepts and convey them to others. Concept sketches can be used as preparation for class, as an in-class activity, in the field or lab, or as an assessment tool. (<http://serc.carleton.edu/NAGTWorkshops/coursedesign/tutorial/strategies.html>)

Contextualizing Vocabulary – choose several vocabulary words that are essential to understanding the lessons' most important concepts and present the definitions in context, not just using dictionaries that might offer multiple meanings. Process

- Introduce and define terms simply and concretely.
- Demonstrate how terms are used in context.
- Explain use of synonyms, or cognates to convey meaning.

Co-op Co-op - Students work in teams to complete a project. The steps are: student-centered

Cornell Notes – Reach for the “STARS” – First introduce to students how to take Cornell Notes as they read my modeling the STARS strategy and then practice with the entire class. Students can then work in groups or with partners to gain more experience in notetaking.

- **S = Set up the format/paper.** Name, class, date in upper right-hand corner. Add a title. Draw line one third of the way in.
- **T = Take Notes.** Paraphrase lecture/text in right hand column. Use abbreviations.
- **A = After Class.** Reread, edit, revise. Highlight key points. Fill in left column with questions, icons/symbols, and memory keys
- **R = Review Notes Regularly.** After class, weekly, before test. Cover right column and rewrite. Paraphrase. Rewrite.

Corners - Cooperative activity used to introduce a topic. The teacher poses a question or topic along with four choices. On a 3x5 card, students write their choice and the reasons for it. Students go to the corner of the room representing their choice. In their corner, students pair up and share their reasons for selecting that corner. The topic is discussed. *For example*, the corners could be labeled cone, cube, pyramid, and sphere with information about each figure provided. Students go to the corner, learn about the figure, and return to teach other team members.

Dictogloss -- A way to assess oral comprehension as well as review key content concepts.

1. Choose a paragraph from your content area that has important information for your students
2. Use pictures to enhance comprehension for lower proficiency levels. Prior to the listening activity, try brainstorming vocabulary to describe the picture
3. Read the chosen text once. Ask students to listen without writing. After the first listening, give them about 2 minutes to write down the main idea of the paragraph. After students have written their rendition of the main idea, have them share their contributions with a partner. Then elicit contributions to be shared with everyone.
4. Next, have read the passage again. Have students take notes of important information, details, and example during (and after) the second listening.
5. Give students time to reconstruct the paragraph quietly alone.
6. When students finish, have them share their reconstructions with a partner or small group of 4 to 6.
7. Have each pair/group decide on a best version and have them write their best effort on a transparency for the whole class.
8. Take all the transparencies and show them to the class. Read each aloud and see if there are errors that the class can identify and correct.
9. List the rule, the error, the correction, and a grammar/writing reference page numbers for practice and further development of the particular item.

GIST – Summarization procedure assists students in

Image and Quote with Cooperative Poster - Groups of four are formed. Students read a selection. Each chooses a quote and an image that have impact for them. Round Robin share. Groups come to consensus on favorite image and quote. Each student takes one colored pen. With all members participating, and each using their chosen color, they draw the group image and write the groups quote on a piece of butcher or easel paper. Each member signs the poster with his or her pen. Posters are shared with the class.

Information Gap – These activities, which include jigsaws, problem-solving, and simulations, are set up so that each student (in a class or more generally in a group) has one or two pieces of information needed to solve the puzzle, but not all the necessary information. Students must work together, sharing information while practicing their language, negotiation strategies, and critical thinking skills.

Inside-Outside Circle - Students are arranged into two equal circles, one inside the other. Students from the smaller inside circle face those in the outer larger circle and vice versa. Students ask each other questions about a review topic. These may be either teacher or student generated. Students from one of the circles rotate to either the left or right. The teacher determines how many steps and in which direction. Another question is asked and answered. Interactions can be varied. The following are some ideas:

- Teacher posts a thoughtful question on the board, and pupils freely discuss. (1) one circle presents thoughts, other asks more questions; or (2) one circle talks, other takes notes.
- Students share journal entries related to the topic of study. Alternatively, (1) one circle presents entry, other circle asks questions; or (2) one presents, other circle takes notes.
- Each student has a clipboard. On the clipboard are several pages of different problems (equal to the number of participants). Students in each circle have a different method to solve the same problem. Students cannot show their clipboard to one another. They must discuss the problem, sharing the two methods on their respective pages. Then they must identify one or two additional methods (e.g., Math: different pathways for solving the problems; Geography: different pathways to get somewhere on a map; ELA: predictions about the next event or sequence of events in a short story, novel, or play; Science: positive, negative, and null hypothesis).

Interactive Reading Guide - Working in groups, students write down everything they know about a reading selection topic. Then, they write three questions they want to have answered by the selection. Each student reads a short first section silently; then students retell the information with a partner. Next, the first ___ pages (teacher's choice) are read aloud in the group, each person taking a turn to read. Then, the group predicts four things that will be discussed in the next section. The groups finish reading the chapter silently. Each person writes four thinking questions for a partner to answer. (Why do you think? Why do/did ___? How does ___ relate to your life or experiences? Compare ___ to ___. What if ___? Predict ___) Papers are exchanged and answers are given to each other's questions. Finally, with a partner, a chart or diagram is drawn to illustrate the main points of the chapter.

In-Text Questions -r

Instructions:

1. In teams of four, each student numbers off from 1 to 4.
2. Ask the students to complete a task, engage in an activity, or answer questions. Students put their heads together to discuss the answer for a set amount of time. They must make sure everyone on the team knows the answer.
3. The teacher randomly calls a number from 1 to 4 (use spinner, draw a number card, roll a die).
4. On each team, the student whose number was called writes the answer on a white board. **They may not receive any help from their team at this point.** They place the response board face down when ready.
5. When all teams are ready, have the designated student stand and hold up their response board to show their answer. Check each team's answer for accuracy.

Variation: Call on individual teams. The student with the selected number must stand and orally respond for the team using a public speaking voice.

Numbered Wheels – Tag board strips (5" X 1"). Each strip is numbered 0-5 or 0-10. This allows students to answer multiple-choice questions quickly by holding up appropriate number. 0 is a "Don't Know" response. These are great for review before a written test.

One Minute Paper - Teacher decides what the focus of the paper should be. Ask students "What was the most important thing you learned? What important question remains unanswered? Set aside 5-10 minutes of next class to discuss the results.
May be used in the middle of a class also.

Open Mind Diagram - Each person in a group of four uses a different colored marker to participate in the poster creation. Students draw a shape of a head and, inside the head, write words, quotes from the story, symbols and pictures. Words can be made into pictures of parts of the face.

Pairs Check - Cooperative pairs work on drill and practice activities. Students have worksheets. One student answers the first question while a second student acts as the coach. After the coach is satisfied that the answer is correct, and then roles are reversed. Then this pair can check with the other pair on the team. If all agree, then the process continues. If they do not agree, students try one more time to figure out the answer, or ask for help from the teacher.

Pantomime-A-Tale - This technique can be used with fiction or nonfiction reading selections. Divide an article into sections. Each group prepares their assigned section as a pantomime. There should be one group member who reads the section, with appropriate pauses, and three members who act it out without using words. Rehearsal is important, so allow time for it.

Parking Lot

- Teacher poses a question (possibly for review or to take practice to application) that requires students to generate a list
- Assign each group a different topic to brainstorm for (e.g., tissue, bones, organs, etc...)
- Students work in groups to brain storm as many words/phrases they can think of for their topic. They list these on post-its.
- Teacher puts posters of each topic around the room. Students then place their post-its on their poster.
- Then whole class gallery-walks to read each poster. Possibly extend by asking students to add additional information to each poster.

Pass the Picture -Each person in a group has a visual of a person. A blank sheet of paper is clipped to the back. The teacher asks a question (e.g., "What is his/her name?"). Students write the answer in a complete sentence on the blank paper. Students then pass the visual and the paper to the student on the right. The teacher continues asking questions and students continue writing the answer, then passing the visual to the right for 6-8 questions. At the end, each student will have a descriptive paragraph for each visual. Each student takes a visual and shares it with the group while reading **the final** paragraph description.

Performance-Based Assessments – Can be one of three types:

- Products: Writing samples/essays, projects, art or photo exhibits, or portfolios
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Ranking and Consensus Building - Students individually rank items in a list from least important to most important. Each group or pair comes to a consensus on the order.

Read Around Groups -After completing a writing assignment, students are divided into groups of equal size. A group leader collects the group's papers then, in a clockwise direction, passes them to the next group. Each member of the group receives one paper then reads it. Readers star a line they especially like. One minute is allowed for reading and marking each paper. At signal the students pass the paper to the person on the right. After reading the papers of one group, the group chooses one paper to read aloud to the class. If time allows, groups may continue to pass papers until everyone has read all the papers.

Reader Response Chart - Students draw a T-chart on their paper. On the left side they write 3 interesting quotes from the story and on the right side students respond to the quote with personal reactions, memories, questions, compare/contrast, or something to learn more about.

Reading Circles/ Book Clubs Once students choose a book from a selection of 4 to 5 titles, they form a group with those reading the same book. Students read and solve the teacher-designed activities that relate to their book. The group shares with the class what they have learned from

Reciprocal Teaching - Two students work together to read a passage. Each may have a text or they may share a text. Student A reads one paragraph aloud, then asks Student B one or two good questions. (See QAR below.) B answers or explains why (s)he cannot. A and B discuss questions and answers. The process is repeated in reverse.

Reel – The whole group divides into two groups. Group 1 stands in a line facing out. Group 2 stands in a line facing in. Group 1 shares their task with partner from Group 2. Partner comments. Group 2 then shares information with same partner from Group 1. Comment. Group 2 takes one step to the left so each person is facing a new partner from Group 1. (The last person in Group 2's line moves to the other end.) Repeat the procedure.

Reflections - Students reflect, in writing, on what was learned, what was confusing, and connections of this lesson to other lessons/other content areas/real world. Students may also reflect on their progress as a student, what to do differently next time, or what was liked about the topic.

Relic Bag – Students bring relics from their lives to share.

Response Boards - Small white boards, or even cardstock in sheet protectors, can be used for group responses. Use dry-erase markers or dark crayons that can be erased easily for next answer.

Role-Play - Students can personify a concept or object of study (e.g., precipitation, liberty, inference) or a person being studied.

- Pairs of learners sit facing one another.
- Learner A personifies a concept from a content area.
- Learner B interviews Mr./Ms. concept and fills in a blank form (e.g., blank boxes for name, identifying traits, subject of study, work experience).

This activity encourages students to apply what they know about a topic in personalized and imaginative ways. The interview format encourages interaction and cooperation in the pursuit of a common goal: communicating and recording information about the topic.

Round Robin - Cooperative learning structure in which team members share ideas verbally on a topic. Group members share in order, without interruption, comment, discussion, or questions from other members so that everyone has an opportunity to share.

Round Robin Writing - This activity works well with open-ended higher order questions and in general, with questions that have more than one possible answer.

- Pair students.
- Each pair has one sheet of paper and one pencil.
- Pose a question with multiple answers (e.g., Why do people immigrate?)
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VARIATION, form small groups and give each group member a paper and pencil. Each paper has a different but related question or topic on it (e.g., social reasons to immigrate; economic reasons to immigrate; political reasons to immigrate). Students write a short answer about their question or topic and pass the paper to the next student. Continue until all students have written on all papers in their group. All students stay simultaneously engaged. This activity is a way to promote interaction among students through the written modality.

Round Table - The teacher asks a question that has many possible answers. In groups, the students make a list of possible answers by one at a time saying an answer out loud and writing it down on a piece of paper. The paper is then passed to the next student to record another answer. The process continues until the teacher tells the students to stop.

Roving Reporter – While students are doing group work, solving problems, developing opinions, generating group statements, one student from each group moves around gathering scoops, discoveries, ideas, angles, approaches, pathways, and so forth from other groups.

Same-Different - In pairs, students sit across from but different, pictures. Their job is to fill out what is the same and what is different in their pictures, without seeing what the other sees. Each student has a recording sheet. Students alternate recording the similarities and differences they find.

Send-A-Problem – This cooperative learning activity can be used with many content areas.

- Each student on a team makes up a review question and writes it on a 3x5 card (or a problem, such as a math problem, a scientific hypothesis, a historical question, or a literature prediction such as what will happen next in the story?).
- The writer asks the question of the other members of the team. When everyone agrees on an answer it is written on the back of the card.
- The teams then send their card to another team. Teams respond by having one student read the first question.
- Each team member writes down an answer. Team members then compare and discuss their answers. If they agree, they turn the card over to see if they concur with the sending team. If not, they write their answer on the back of the card as an alternative answer. (OR the receiving group answers the problem and the response to give points or a grade, if desired.)
- A second student reads the next question, and so on. The stacks of cards are sent to a third, then a fourth group until all teams have had a chance to answer all questions. When the cards return to the senders, the teacher should provide an opportunity to discuss and clarify.

Signal Cards - Create cards to check for understanding. green means “I got it”, yellow means “I’m not sure, Maybe”, and blue means “I’m lost. I have questions”

A MORE STRUCTURED VARIATION:

1. To prepare, generate 30 questions (or enough so that there is one per student). Write two questions on a card (#1 and #2 on a card, #2 and #3 on the next, #3 and #4 on the next and so on.)
2. Distribute one to each student and permit time for everyone to jot a response to the FIRST question on his or her card. They may work in partners to help each other generate a response.
3. Begin with a volunteer who reads the question and response. Then they ask, “*Who has the question...?*”

Word Sorts – Used for students to categorize words or phrases that have been previously introduced. Words, or phrases, are written on strips or paper. The students organize the strips according to meaning, similarities in structure, derivations, sounds, words, and phrases related to a content concept or other criteria determined by the teacher.

Word Study Books – Student-made personal books that contain frequently used words and concepts. The teacher or class determines the words and definitions to include and how to organize the words (e.g., by structure, by concept).

Word Walls – are effective for displaying content words related to a particular unit or theme. Words may be added as a unit progresses and teachers should remind students to consult the wall. The word wall should be carefully maintained with regular student input to remove words (that the students have learned) to keep the number of words reasonable.

PROCESS

- Key words are displayed alphabetically
- Revisited frequently during lessons
- Students use words throughout unit of study
- Remove some words regularly in order to keep words displayed to a reasonable number.

Words in Context – There are three principles involved in teaching and learning vocabulary in context: practice, understand, and infer (going beyond the text). ESL vocabulary activities, read a-louds and games are all art of this vocabulary learning As a general rule of thumb, vocabulary can be taught inductively (through some process of discovery) or deductively (example: providing a picture - 'this is a _____') Another general rule of thumb is that the discovery

