Instructional Strategies

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Error Analysis

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Force Field Analysis
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H

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I

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J

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K

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L

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M

Memory
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Model
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Move Over Emeril
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N

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O

One Word Summary
Organizing & Summarizing Interactive
Other People's View

P

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PAVE
Physical Barometer
Picture or Diagram
PIE
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Pyramid
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Q

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R

RAFT
Read, Write, Think
(Interactive Tools)
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Red, Yellow, Green Cup
Relay Summary
The Ring of It
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S

SCAMPER
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See 2 Do 2
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Student Response Strategies
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T

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THIEVES
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Three's a Crowd

Three-Two-One
Three-Way-Tie
Ticket Out the Door
Tiered Lessons
Timeline
Timers
Trading Cards
Tribond Game
Two Stars and a Wish

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V

Value Line
Verbal/Written Prompts
Virtual Hall of Fame
Visual Imagery
Visual Synectics
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Vocabulary Choice
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Vocabulary Self-Selection

W

Want Ad
Wanted Poster
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Web Quests
What's Already in Your Head?
Wheel Foldable
Which Word Doesn't Belong?
Whose Comment is It Anyway?
Word Associates
Word Chain
Word Maps
Word Pyramid
Word Splash
Wrong Before Right

X

X Marks the Spot

Y

Year in a Jar
Yes, No, Maybe So

Z

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Acronym Memory Method - Example: ROY G. BIV = Red, Orange, Yellow, Green, Blue, Indigo, Violet

Acrostic - Students spell the topic to be studied down the side of the page. Students then generate a word or phrase for each letter to tell something they think they know about the topic. Example below:

E nglish explored America
X tra adventurous
P repare carefully
L ewis and Clark
O pen the way for settlement
R iches are motivation
E ncounter new things
R isk their lives

Admit/Exit Slip - Admit/Exit slips are a way for teachers to have students write and provide information about what they think about the class, or the topic under discussion, or a specific teaching strategy/material being used. An admit slip is to be done prior to the start of the class, admitting each student to class, or may be done in the first few minutes at the beginning of class. In contrast, the exit slip (also called a Ticket Out the Door) is completed during the last few minutes of the class, enabling students to provide the teacher with feedback about their teaching, comprehension of materials, etc. Students are allowed to exit the classroom when they submit such an exit slip to the teacher.

Advance Organizer - helps to organize new material by outlining, arranging, and sequencing the main idea of the new material based on what the learner already knows. Advance Organizers use familiar terms and concepts to link what the students already know to the new information that will be presented in the lesson, which aids in the process of transforming knowledge and creatively applying it in new situations. Examples include content maps, graphic organizers, and concept maps.

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Affinity - A brainstorming approach that encourages less verbal members of a group to participate. First, all members of the group write responses to the problem or question on separate cards, then the cards are silently grouped by each member while the others observe. After a discussion, the agreed upon arrangement is recorded as an outline or diagram.

Agree/Disagree - Students are given statements or ideas that they have to decide to agree or disagree with. After the lesson is taught, students must re-evaluate their first answers. Agree/Disagree Example

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Alphabetical Summary - Distribute magnetic, plastic, or wooden letters to each pair or group. The students must generate a sentence that tells an important detail about the topic being studied that begins with the letter assigned.

Analogy - You use an analogy when you say that something is like something else (in some respects but not in others). For example: a jumbo jet is like an albatross in that they both fly, they both have wings, they can both travel for a long way without landing, and both can sense where they are going; but they are unlike in that they have different means of propulsion, are made of different materials, etc.

Anchor Activities - Students who complete their assigned work must not feel as though there is "nothing to do" at any time during the day. Anchor activities are tasks that students know to do when they complete their assigned work. Anchor activities can include journal writing, learning and interest centers, class projects, accelerated reader, ongoing computer work, or other activities that students can pick up without teacher direction. List of Sample Anchor Activities | Anchor Planning Template

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Anticipation Guide - Students read statements about a topic or a concept before the concept is taught. Students either agree or disagree with the statements and after reading or learning about the topic students rewrite their responses. Statements can also be true or false. Anticipation Guide Example

Example:
Read each statement below. If you agree put a check next to it. If you disagree put an X next to it.
_____Kudzu is planted for roadside beautification
_____Kudzu grows better in its native China and Japan than in the U.S.
_____Kudzu can grow as much as a foot a day.

Application Card - At the end of instruction, students write a real world application for the knowledge on a small card and submit the card to the teacher.

Around the World - Students are asked to stand up at the back of the room. The teacher asks a question. The students write their answer on paper. If the answer is correct, the student can take a step forward. Questions can be worth a certain number of steps based on its level of difficulty.

Attribute Roll – A vocabulary strategy where each pair or small group gets a selection of vocabulary cards and a die. The first group member rolls the die and draws a vocabulary card. The number on the die tells the student how many attributes he/she must use to describe the vocabulary word. The other group member(s) follows the same procedure. The game continues until time is called.

Baggage Claim - Members in a new group are asked to write five interesting facts about themselves on a note card (baggage card). For several minutes, people walk around the room, introducing themselves and sharing the facts on their cards. When time is up, the teacher or moderator collects all the cards and either returns them to their owners, or reads the facts and asks people to identify the owner of the card (baggage). Baggage Claim Template

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Ball Toss - Students are placed in small groups (five to seven). Each group is given a ball or a bean bag. A question is provided by the teacher or someone in the group and the student holding the ball or bean bag must respond to the question. Once the question has been answered, the student gently tosses the ball or bean bag to another student.

Bean Bag Toss – The teacher should divide the class into teams based on class size, space, and the number of bean bags available. Place vocabulary words or questions on the floor. Teams take turns tossing a bean bag onto a vocabulary word or question and defining or answering the question. If the team cannot define or answer the question, the opposing team can steal the points if they can correctly define or answer the question. The teams repeat the process until all of the cards have been selected or the teacher calls time.

Bloom's Taxonomy for Stories - Click for a list of Bloom's Taxonomy Strategies for Stories

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Bloom's Taxonomy of Measurable Verbs - Click for Bloom's Measureable Verbs document

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Bloom's Ball - A Bloom Ball is a great activity for allowing students to practice their cooperative skills and exhibit their creativity. A Bloom Ball is created by gluing together 12 circles that contain information important to the concept they are studying. The ball can also be used for differentiation by developing tasks at different levels for each side of the ball. Bloom's Ball Samples | Bloom's Ball Template | Bloom's Ball Two Patterns on Page | Bloom's Ball Three Patterns on Page

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Boggle - Review activity where students (1) take two minutes to review their notes (2) take two minutes to retrieve their information by writing everything they can remember (big ideas, details, words, processes, etc.) on a clean sheet of paper (3) in small groups of two or three, take two minutes to "rack up points" by giving yourself a point for each idea that you have that the other person does not have and vice versa (4) the teacher can have students exchange groups for any number of times (5) add up points to determine a winner.

Book Ends - Pairs of students discuss and make predictions before an activity, then meet after the activity to review and compare reactions.

Bottoms Up - Provide students with a question as well as the scoring rubric. First, tell students to write a response to the question that would score them a zero on the rubric. Many will choose to write nothing. Next, they should answer the same question with a response that would score them a one on the rubric. Continue bumping up until you reach the top score of the rubric.

Brainstorm & Categorize - Students brainstorm ideas they already know about a topic on post-it notes or slips of paper. After brainstorming the words are placed in categories listed on the board or on chart paper.

Bumper Sticker - Students design and explain a funny or insightful bumper sticker on a topic, concepts, or idea.

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Card Round Robin - Also known as "I Have, Who Has…" Determine key vocabulary and make vocabulary cards as shown in the diagram below. It is best It is best if there is one card per student or team of students. Hand one card to each student or team. Read the question on card #1. The student who has the answer to this question (which is is located on the upper portion of the index card) stands and reads the answer. The student then reads the next question, which is located on the bottom portion of his or her index card. Play continues until all cards have been read.

What is a Carnivore? Card #1	An animal that eats only meat Who has an example of a producer? Card #2	Plants Who has the definition of a herbivore? Card #3

Card Shuffle Summarizing - Teachers print out cards with various summarizing tasks. Put the cards in a bag and shuffle. Have students pull a card from the bag and then write and/or draw their summarizing task on their own paper. Card Shuffle Summarizing Cards

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Carousel Brainstorming – The teacher generates questions that require more than one response. Each question is written on a large piece of paper, leaving plenty of room for student responses. Paper can either be posted around the room or placed at different tables. The students are then put into small groups. Each group is given a magic marker (of different color). The groups then move around the room responding to the questions.

Cartoon/Comic Strip – Students can create a cartoon or comic strip to illustrate or summarize concepts. Printable Comic Strip Templates | Filmstrip Template | Toondoo | Pixton |

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Case Studies - Case studies are real life problems that have arisen that students must solve.

Character Card Bookmark - This bookmark was created by Jim Burke (www.englishcompanion.com). The bookmark is designed specifically to be used with narratives, especially those that contain many names and places. One side contains spaces in which students should write the character's (or place's) name and, below that, a brief description. The back side includes "Core Skills" and the questions or prompts students can use to develop those skills. Character Card Bookmark Template

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Character Goals Chart - Students analyze the goals of a character from a novel or historical reference and outline them in a chart.

Choice Menus - The teacher outlines a variety of instructional options targeted toward important learning goals. The teacher directs the menu process, but the student is given control over his/her choice of options, order of completion, etc. Types of Choice Menus include: Main Dishes, Side Dishes, and Desserts; Imperatives, Negotiables, and Options; Tic-Tac-Toe. Menu Samples | Sizzling Social Studies Choice Menu | Menu Strategy Based on Learning Preferences | Investigate a Book the SMART Way | Tic-Tac-Toe Sample | Tic-Tac-Toe Template | Vocabulary Choice Example

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Classifying – Students sort concepts, objects, or facts into groups based on similar characteristics.

Classroom Museum - Students create a museum exhibition based on a theme of their choosing using items they've brought to the classroom. Classroom Museum Resources

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The Clear Truth – Use sheet protectors with a white or colored paper on the inside to create a simple student response system where students write their answers on the sheet protector with overhead markers. Additional idea – use socks to wipe off the sheet protectors for reuse.

Closure Procedure - An activity created by the teacher to give students practice with language usage. The teacher selects a passage of text, marks out some of the words, then rewrites the text with blank lines where the marked out words were. The result is a "fill in the blank" that should be enjoyable for the student while at the same time giving the teacher information about the student's language skills.

Collage - Students gather images (clippings from magazines, photographs, or their own drawings) and organize them to illustrate a concept or point of view.

Commercial Break - To review information, break students into small groups. Each group must develop an impromptu television commercial to review the information.

Compare and Contrast Strategy - Students form two lines, facing one another. Each student holds out their hands and compares them to their partners. Each pair discusses all of the similarities and differences. They can also use this activity with their eyes. Once they are finished, students return to their seats and write an essay comparing and contrasting two concepts.

Concentration - Pairs of cards are created (name of concept on one, description on other for instance). Students take turns. On each turn student chooses 2 cards from face- down arrangement. Students keep pairs which they correctly identify as matching.

Instructional Strategies

Concept Attainment - Inductive model of instruction where students are presented with examples and non-examples of a concept. Students generate hypotheses and attempt to describe (and sometimes name) the concept. Concept Attainment Example

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Concept Card - Card created by students that provides more detail and application of key concepts. Concept Card Sample

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Concept Folders - Key concepts for course are each assigned a folder. Examples or illustrations of the concepts are kept in the folder for students to explore.

Consider All Factors - Edward de Bono's guided approach to decision-making that encourages individuals or groups to increase the number of factors or variables they consider before making a decision. Consider All Factors Template

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Constructing Support - Constructing support involves developing a clearly stated position. The process involves three components: accurately identifies a position that requires evidence rather than stating facts which are obvious; provides ample, logical evidence for the position; demonstrates provocative thought.

Cooperative Learning/Roles - Cooperative learning involves putting students in groups to accomplish a designated task. By working in cooperative groups, students learn social skills, use higher order thinking skills, and practice new concepts and processes. Cooperative learning is most effective when it is well organized and has an accountability component for individuals and the group. One method used for organization and accountability in cooperative learning is establishing roles for each member of the group. Cooperative Learning Groups Roles Sample

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Cootie Catcher - Use the same game we did as kids to review concepts in any subject. Cootie Catcher Instructions Template | Cootie Catcher Template These templates were created by Marcia J. Krech and can be found, along with many other resources, at http://www.mjksciteachingideas.com/index.html

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COPS - Capitalization/Organization/Punctuation/Spelling (COPS) Acronym is useful to help students remember which aspects of their writing they should check when editing.

Core Groups - At the beginning of the year, students are assigned to groups. The group members are assigned jobs such as leader, recorder, teacher getter, time keeper, life coach, organizer, etc. Groups can then give themselves a name, a silent signal, a symbol. The teacher has groups do fun community building activities (click here for community building activities). The groups stay together for a marking period, a semester, a year. The core groups responsibilities are: if anyone from the core group is absent, they get the make-up work and assignment from their core group members; the teacher can always call the core group together at the beginning or end of class to plan, reflect, review, etc.

Corners - Students are asked to select (by standing next to their choice) from four options which are posted in the corners of the room. Students then defend choices and listen to others' choices.

CROWN - A closure technique that encourages students to reflect on the completed lesson. CROWN = Communicate what you learned. Reaction to what you have learned. Offer one sentence that sums up what the whole lesson was about. Where are some different places you could use this? Note how well we did today.
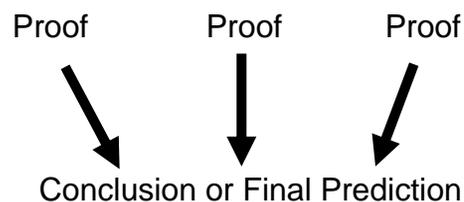

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Cube Creator - Summarizing information is an important postreading and prewriting activity that helps students synthesize what they have learned. The interactive cube creator offers four options: Bio Cube, Mystery Cube, Story Cube, and the Create-Your-Own Cube. Interactive Cube Creator from www.readwritethink.org

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Cubing - Cubing is a simple instructional strategy that can be used when choices or combinations of concepts must be made. Words, ideas, or tasks are written on each side of a cube or set of cubes. Similar to Dice Roll Sharing except tasks or questions may vary. Cubes may be blocks of wood purchased at a local arts and crafts store or can be made of paper by a teacher or student. Tossing the cube(s) creates combinations of prompts for students to use. To incorporate higher order thinking, each side of the cube could contain a question from each of Bloom's taxonomy. To incorporate differentiation, create cubes on the same subject but with different colors that have tasks at varying levels. Furthermore, teachers can extend learning by having students create their own cubes of varying tasks to demonstrate their understanding of a concept. Cubing Descriptive Illustration | Intermediate Sample of Cubing | Secondary Sample of Cubing | Descriptive Template for Cubing | Cubing Blank Template

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Dear Teacher – Students write a brief letter to the teacher describing what they already know about a topic.

Deduction – Deductive reasoning is when students identify specific examples to support a general statement, rule, or principle. Deductive reasoning involves making conclusions, cause/effect, and prediction as well. If the information in the premise is true and the reasoning is valid, the conclusions must be true.

Example: If you know that _____ has happened, then what do you know will have to occur? A science teacher asks students to use deductive reasoning about whales being a type of mammal.

Proof   Proof   Proof

Conclusion or Final Prediction

Instructional Strategies

Depths of Knowledge (DOK)- Depth of Knowledge is the degree of depth or complexity of knowledge standards and assessments require. Depths of Knowledge Descriptive Diagram

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Devil's Advocate - A dialectical approach in which the teacher proposes or defends an extreme or unpopular viewpoint. Used to initiate or stimulate a discussion or debate, For example, in a class on environmental issues the teacher might suggest that the nearby wetlands be drained because of the many mosquitoes that breed there.

Diamante Poems - In this online tool, students can learn about and write diamante poems, which are diamond-shaped poems that use nouns, adjectives, and gerunds to describe either one central topic or two opposing topics (for example, night/day or winter/spring). Examples of both kinds of diamante poems can be viewed online or printed out. Diamante Poem Creator from www.readwritethink.org

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Dice Roll Sharing – After reading for a specific amount of time or a certain length of text, have students roll a die. Each number on the die represents what you want them to write or share.

#1 – Predict what you may read next
#2 – Summarize what you have read
#3 – Write a question you want answered
#4 – Make a connection to a real event or something else you have read
#5 – Draw a picture that reminds you of the passage
#6 – Your choice of 1-5

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Differentiation - A variety of instructional strategies are used in the classroom to provide differentiation. The goal of differentiation is to meet the needs of all students. Most, if not all, of the strategies listed on this page can be used for differentiation. However, differentiation is more than just varying teaching strategies. Differentiation also involves getting to know your students as learners and individuals. Tiered Lesson Examples | Tiered Lesson Plan Template | Tiered Lesson Plan Template with Questions

Digital Storytelling - Digital storytelling at its most basic core is the practice of using computer-based tools to tell stories. Digital Storytelling Resources

Distributed Practice – During an acquisition lesson, allow time for students to practice with teacher monitoring. Example: 10 minutes of teach, demonstrate, or model a skill; then 5 minutes of student practice with teacher monitoring. Distribute this practice throughout the lesson.

Distributed Summarizing – During an acquisition lesson, have students periodically summarize what they have learned.

Doctor Is In - Students sign up for an "appointment" with the teacher when he/she is engaged with other students.

Do I Really Know It? - A flowchart to confirm clear understanding of a concept. Do I Really Know It Example

DO IT - Define problem, Open self to new ideas, Identify best solution, Transform idea to action.

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Double column Note Taking – This strategy is very similar to the T chart. Students write concepts and notes in one column; in the second column, students put notes in their own words.

DR-TA - The Directed Reading - Thinking Activity (Stauffer, 1969) is an explicit teaching method that focuses student attention on the purpose for reading. It can be used in any content area and with fiction or nonfiction text. The DR-TA encourages readers to become actively engaged with the text through a three-step process: sample the text, make a prediction, then read the text to confirm the prediction. Additional Information on DR-TA

Error Analysis - Students find and describe errors in their own thinking or performance and the performance of others. (latest trend on standardized tests) Example: In a math class, a teacher presents students with a triangle with degrees and asks them to identify the errors. After studying how Marie Curie handled uranium, students are asked to identify the errors in her procedure.

Facebook Template - Students can use this to create their own faux Facebook PowerPoint to learn about famous people. Facebook PowerPoint Template Use the Facebook Notetaking Sheet to gather information before making the faux Facebook. The template was found at www.readwritethink.org | Profile Publisher [similar concept but development of a profile page]

Fact/Fiction Game – Before assigning a reading section, play a few rounds of the fact/fiction game. This strategy not only activates prior knowledge but also requires students to read texts in their entirety. Students play the game by moving to the right side of the room if they think the teacher-read statement is fact and to the left if they believe it is fiction. As they read they must come up with their own fact/fiction questions that can be used later in the unit. This is identical to an anticipation guide except that students are physically moving instead of just writing it on paper. Another type of activity requires students to design a game which tests a person's ability to distinguish between fact and opinion of a topic.

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Family Reunion - This strategy can be used with vocabulary or concepts that can be grouped in different categories. The teacher must determine ahead of time the various groups that can be established. The teacher puts each vocabulary term or concept on an individual card or paper. The students are then told they are going to a Family Reunion and they must find all of their family members. Once a group is established, each member must be able to demonstrate verbally or in writing why each member belongs to the family. Teachers can increase the level of thinking in this activity by then requiring students to identify which family members are the most closely related (immediate family) and which members are only extended family members (second cousin, great uncle, etc.). Additionally, teachers may require students to create a Family Tree or Portrait of their family.

FAQ (Frequently Asked Questions) - Students create a "Frequently Asked Questions" sheet on a topic and then exchange with another student.

Film Notes – Document for students to record important facts and write a description of what the student learned from the video. Film Notes

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Find Someone Who Can Tell You – Students walk around the room interviewing classmates about what they know about a topic. Signatures are collected for each item as someone is located who can respond to the topic. This strategy is also called Treasure Hunt.

Find the Fib - Team activity where groups of students write two true statements and one false statement, then challenge other teams (or the teacher) to "Find the Fib."

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Find the Rule - Students are given sets of examples that demonstrate a single rule (like "i before e except after c.") and are asked to find and state the rule.

Find Your Partner - A method for assigning students to groups and at the same time reviewing previous concepts. Equations, sentences, or questions and answers are written on a single piece of paper then the parts of the sets are cut apart. The parts are distributed to students who compare papers with other students until they find their match.

First Important Priorities - Process of picking out the most important ideas. First Important Priorities Example

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Five-Three-One (5-3-1) – Students list 5 of anything, 3 of anything, and 1 of anything. For example: List five things you learned about the lesson, three things that you do not know from the lesson, and one question that you have.

Five Word Story - Using a list of vocabulary words or vocabulary/event cards, students select five words at random and use the five words in a short story.

Five Words-Three Words – On their own, students list five words that come to mind when they think of a topic. Students get into pairs, discuss their words, and then select three words to explain to the class.

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Flexibility Style Brainstorming – This strategy of brainstorming enhances typical brainstorming by creating categories of ideas. Each idea added must be accompanied with a category, thus creating a longer list of categories that describe the topic. After creating the idea/category list, participants diagram a web of the information. Example

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Flipbooks - There are several types of Flipbooks. One type is a flipbook where different layers are used to identify, describe, or illustrate concepts. Other names for this type of flipbook are a foldable or a lapbook as described in other sections of this page. Click Flipbook Resources to visit a site with every type of format imaginable. Create a free printable online layered flipbook at ReadWriteThink. A third type of flipbook is used to make simple drawings animated. Students can use printer paper, index cards, post-its, etc. Animated Flipbook Instructions | Interactive Stapleless Book

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Focused Reading – Students read a passage that introduces the lesson concepts to be studied.

Foldable Basics - Sheet providing directions for creating foldable graphic organizers out of paper. Click here to view sheet. Foldables are also described as lapbooks. Click Lapbooks to visit a site with many formats. Create a free printable online layered flipbook at ReadWriteThink. Cowboy Hat Foldable | Envelope Foldable | Interactive Stapleless Book

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Folded Books - A great way to encourage student writing and note-taking in any content area is through the use of hands-on activities such as folded books. Because the books are student made, they take ownership of the project and invest more time and effort into the work. Folded Books Examples and Directions

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Force Field Analysis - A decision-making tool in which all forces for and against a plan are considered and evaluated. Force Field Analysis Example

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For Me to Know and You to Find Out – A vocabulary strategy where one student in each small group is selected as Know-It-All and the other students are the questioners. The game starts with questioners asking Know-It-All questions as they attempt to guess the mystery vocabulary word that Know-It-All knows. Know-It-All must answer with "Yes", "No", or "That's for me to know and you to find out!". The group is allowed a maximum of 10 questions per vocabulary word. The teacher should rotate the "Know-It-All" periodically. The teacher may want to have a "cheat" sheet available for the "Know-It-All".

Four Box Synectics – Teachers provide students with four analogies for a main concept or vocabulary term. Each box contains one analogy along with an explanation. The students use this information to then create an analogy on their own of the same concept or a similar concept.

Frame Game - Using a picture frame template, the teacher and/or students write descriptions, examples, or concepts into the outside edges of a picture frame and then students match up or write in the correct answer. The opposite can also be developed where concepts or vocabulary are provided and students add the statements around the outside of the frame. Frame Game Sample | Frame Game Template [Google Chrome will prompt you to save the file before viewing]

Framed Paragraph – Framed paragraphs are pre-writing tools which guide the development of well-formed paragraphs. They are skeleton formats containing information about the main idea and transition words that guide the organization and the development of supportive details. The structure of the framed paragraph includes: a topic sentence that is a general statement or opinion; three to five examples to develop the topic or opinion; transitions when needed; a summary sentence at the end. See sample below.

Example: One of the _____ aspects of the woodchuck's
                                         (adjective)

_____ is… . For example, … In addition, …
                          (main idea)

[Concluding summary sentence].

Instructional Strategies

Fussing with Definitions - A formal, cooperative method for rewriting definitions. Fussing with Definitions Example

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Games for Review (Electronic) - Once content is provided to students, a variety of strategies must be used to review the information. There are many paper and pencil type reviews that can be used, but there are also many electronic templates that can be customized. Web 2.0 and BYOD Review: Kahoot | Review Game Zone | Quizlet | Purpose Games | Study Stack. Here are a few electronic game review templates [In Google Chrome, you will be prompted to save the template before viewing]: Align the Stars (whole class; ppt) | Align the Stars Instructions | Big Board (whole class; ppt) | Big Board Instructions | Big Wheel (whole class; ppt) | Big Wheel Instructions | BINGO 4 Sheets per Page 3x3 4x4 5x5 (individual and class; Excel with shuffle option) | BINGO Instructions | Car Race (whole class; ppt) | Car Race Instructions | Guess Louie (whole class; ppt) | Guess Louie Instructions | Horse Race (whole class; ppt) | Jeopardy 1 (whole class; ppt) | Jeopardy 2 (whole class; ppt) | Quiz Template (whole class or individual; ppt) | Space Decoder (individual ppt) | Space Decoder Instructions | Sunken Treasure (whole class; ppt) | Sunken Treasure Instructions | What's Behind the Box (8 boxes; whole class; ppt) | What's Behind the Box (16 boxes; whole class; ppt) | What's Behind the Box Instructions

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Game Boards - Game boards can be used in a variety of ways. Teachers can create questions, students can create questions, or teachers can use vocabulary/event cards generated for other purposes for games. The following links provide generic game boards that can be used in multiple ways with multiple contents. Game Board Template (1 page) | Game Board Template (2 pages) | Game Board Template B (2 pages) | Game Board Template Hex (1 page) | Game Board Template Spokes (1 page) | Football Game Board | Football Game Board Instructions | Footballs for Game Board

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GIST - The GIST strategy (Cunningham, 1982) helps students read expository text and get the main idea. Students must then convey the gist of what they read in 20 words. The strategy is can be used with narrative text if students are asked to summarize after each chapter. GIST Template

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Give One, Get One – Students generate a list of examples, answers, facts, etc. to the teacher's questions. Students then go to other students and give one of their answers and get an answer in return.

Instructional Strategies

Gallery Walk – Teams rotate around the classroom, composing answers to questions as well as reflecting upon the answers given by other groups. Gallery Walk is similar to Carousel Brainstorming except that each group responds to the answers given by the other groups.

Go Fish - This strategy primarily works with vocabulary review. The teacher creates Go Fish cards that consist of a vocabulary word on one card, the definition of the word on a different card, and then a picture/diagram of the term on another card. Students are put in groups of 3 or 4 to play the game. Deal four cards to each player, then place the remaining cards face-down in the center of the playing area. Students must take turns asking other group members for cards that will complete a set (word, definition, picture). Once a set is complete, the student puts that set to the side. The student that uses all of his/her cards first wins. The teacher should decide ahead of time how he/she wants the students to request cards (either by asking for specific cards or by using higher level thinking by having to ask for cards in more descriptive ways).

Grab Bag - Near the conclusion of a lesson, have a student draw an object from a bag. The student must explain or illustrate how the object is related to what they have learned.

Graffiti - Teacher posts comments, questions, or topics on poster paper around the room. In small groups, students brainstorm and list as many answers or responses on each poster paper. Each group uses a different color marker or post-it. Rotation time and procedures are the same for all groups; however, these may vary from one Graffiti activity to another. Graffiti Sample

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Grand Finale Comment - As students leave the class, students write down a "grand finale comment" to give feedback about their learning. For Individuals, the grand finale comment might be something like: Today I learned...Tomorrow I need...; Today I felt...because...; I would color today [name color] because...; I felt like a [name animal] because...; I hope we...next. For Groups, the grand finale comment might be something like: Our group was great today because...; Tomorrow we are going to...; A theme song for our work today would be...because...

Instructional Strategies

Graph (Create) – Create a Graph

Graphic Organizers – Teachers and students use diagrams and webs to represent concepts. Graphic Organizer Examples

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Hashtag Board – At the end of a lesson or class, pose a question to the class. Have each student answer the question as a formative assessment check on a post-it note or on a slip of paper. The answer should be short like a hashtag. As each student leaves the class, they should post their answer on a Hashtag Board or in a labeled container. Hashtag Board Example | Hashtag Summarizer Sample

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Hink Pink - Hink Pinks can be used to reinforce word learning in an entertaining manner. The teacher says, "Hink Pink" to signal students that the words he/she is looking for have one syllable each and that they rhyme. For example, for a Hink Pink, a teacher might give out the definition, "an overweight feline." The students would answer with" fat cat." To increase the difficulty of this activity, ask for a Hinky Pinky (2 syllable words) or a Hinkity Pinkity (3 syllable words). Have students come up with their own definitions with which to play the game. This stretches their vocabulary and increases their interest in words. Hink Pink Examples

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Historical Figure Puppet - Use this activity as a class or individual project when students have to know important facts and contributions of historical figures. Sample Historical Figure Puppet Instructions and Rubric | Sample Historical Figure Puppet Projects

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Idea Spinner - Teacher creates a spinner marked into four quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."

Instructional Strategies

The Important Thing – Students identify the most important information from a concept or lesson in a structured format. See example below.

Example:

The most important thing about _____ is _____.
Detail sentence about the topic:
Detail sentence about the topic:
Detail sentence about the topic:
But, the most important thing about _____ is _____.

Induction – Inductive Reasoning is when students are inferring unknown generalizations from information or observations. Inductive reasoning involves making inferences, predictions, conclusions, hypotheses, assumptions, etc. Example: What do you see? What are the details? What does this information tell you? What is a likely conclusion? Students in an art class use inductive reasoning to draw generalizations about three types of art.

Inside Outside Circle – Cooperative learning structure which lends itself to reviewing factual material and recall or comprehension questions – Each student has at least one prepared question and answer about the content that has been presented. Questions are written on index cards with answers on the reverse side. Students form inner and outer circles, facing each other in pairs. Pairs take turns asking their questions of one another and helping each other, if necessary, in answering the questions. Once completed, one of the circles is told to move three people to the right, and the new pairs exchange questions. You can continue by having students move in opposite directions from both the inner circle and the outer circle.

Inspirational or Funny Videos – Inspirational videos can be used in a variety of ways throughout the year to get both students and other teachers motivated to reach higher levels and goals. Visit the Inspirational or Funny Videos page

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Instructional Strategies

Instagram – This social media phenomenon can be used in a variety of ways as a summarizer that connects to the everyday experiences of students. Instagram Template | Instagram Summarizer Sample | Profile Publisher [similar concept but development of a profile page]

In the Hot Seat - Prior to the beginning of class, the teacher prepares questions related to the topic of study and writes them on individual sticky notes. Four to five questions are usually enough. The sticky notes are placed underneath student desks/chairs so they are hidden from view. At the start of class, the teacher informs students that several of them are sitting on "Hot Seats" and will be asked to answer questions related to the topic.

Investigate a Book the Bloom SMART Way - Some educators refer to Gardner's Multiple Intelligences as SMART, meaning there are multiple ways in which students can be "smart". Sample SMART Assignments where students investigate a book based on Bloom's taxonomy and Gardner's Multiple Intelligences/SMARTS.

Inventories (Student) – Inventories are a way to gather data about students that can be used for differentiation, relationship building, and increased student engagement. General Interest Survey | Learning Preferences Questionnaire | Learning Styles Inventory | Multiple Intelligences Survey | Multiple Intelligence Inventory | Learning-Styles Online Survey | Index of Learning Styles Inventory | Personal Learning Styles Inventory | Keirsey Temperament Sorter Personality Instrument | SMART | Getting to Know Students Activity Suggestions | Team Building Activities

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Instructional Strategies

It's In the Bag - The teacher creates vocabulary cards for the unit or lesson. The cards can either contain just the vocabulary word or the vocabulary word and a definition (on the same card). This is a good point where differentiation can occur. Once several sets of cards have been created, the teacher divides the classroom into groups of three or four. Each group gets a bag (that is not transparent) with a set of vocabulary cards. Students take turns pulling two cards at a time out of the bag. The student must either use both words in the same sentence or tell how the two words are connected. The remaining members of the group decide whether the sentence or connection identified is correct/appropriate. If the group agrees the answer is correct, the student keeps his/her two cards and another student takes a turn. If the group agrees the answer is incorrect, the student puts both cards back in the bag and another student takes a turn. The winner of the game is the student that has the most cards when all cards have been removed from the bag.

Jigsaw – The students in a history class, for example, are divided into small groups of five or six students each. Suppose their task is to learn about WWII. In one jigsaw group, Sara is responsible for researching Hitler's rise to power in pre-war Germany. Another member of the group, Steven, is assigned to cover concentration camps; Pedro is assigned Britain's role in the war; Melody is to research the contribution of the Soviet Union; Tyrone will handle Japan's entry into the war; Clara will read about the development of the atom bomb. Eventually each student will come back to her or his jigsaw groups and will try to present a well-organized report to the group. To increase the chances that each report will be accurate, the students doing the research do not immediately take it back to their jigsaw group. Instead, they meet first with students who have the identical assignment (one from each jigsaw group). For example, students assigned to the atom bomb topic meet as a team of specialists, gathering information, becoming experts on their topic, and rehearsing their presentations. We call this the "expert" group. Once each presenter is up to speed, the jigsaw groups reconvene in their initial heterogenous groups. The atom bomb expert in each group teaches the other group members about the development of the atom bomb. Each student in each group educates the whole group about her or his specialty. Sample Jigsaw

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Jumbled Summary - Teacher presents randomly ordered key words and phrases from a lesson to students. Students put the terms and phrases in a logical order to show understanding.

Instructional Strategies

Kaboom - A review game where questions are placed into a container (that you cannot see through) along with Kaboom cards. A good ratio is about 25 questions to 5 Kaboom cards. In small groups of 2 to 3, each student will take a turn pulling out a card. If the student can answer the question correctly, he/she keeps the card. Students continue to take turns collecting cards for right answers. If a student pulls a Kaboom card, the student must put all of their cards back into the bag. The game ends when all cards have been removed from the bag. The winner of the game is the student with the most cards. A variety of containers can be used for the Kaboom game (Pringles Can, Tennis Ball container, Coffee container, etc.) A simple version can be created using brown paper sacks. Kaboom Game Labels which can be used to label containers. Kaboom Cards to put in the containers.

Keys to Comprehension - There are many factors that contribute to the understanding of written material. All of these form the basis for the development of comprehension skills. Susan Zimmermann and Chryse Hutchins, in their book for parents, 7 Keys to Comprehension, suggest several things that good readers do to make meaning from what they read. Other "keys" have been added based on current research in the field of reading comprehension. No one key is more important than the others; they all work together in the creation of a skilled reader. Resources for the Development of Comprehension Skills

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K.I.M. -Chart for vocabulary where "K" stands for Keywords, "I" stands for intro of the word (definition), and "M" stands for Memory Device. Students use this chart to log vocabulary words and methods for understanding the meaning of each word.

Knowledge Grammy Award - Near the completion of a unit, students nominate and vote on which knowledge was most useful to them.

KWL – Three section table in which students list what they Know about a concept, what they Want to know about a concept, and then after the lesson, what they Learned about the concept.

Instructional Strategies

Language Collection Sheet - A chart where students log action words, forbidden words, words that make noise, etc. as they are reading Language Collection Sheet Template

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Lapbook - A lapbook is another name for a foldable. Click Lapbook Samples to visit a webpage with every type of format imaginable for a lapbook or foldable.

Learning Centers – The teacher provides several learning centers that each involve a different task that focuses on a big idea or concept.

Learning Contracts - A form of individualized, active learning, in which a course of study to satisfy an academic requirement is developed. The student typically works independently until assistance is needed from the teacher, at which point it is the responsibility of the student to ask for help.

Learning Logs/Journals – Learning logs are student written summaries that convey the students' understandings, confusions, and performances. They also help students become more aware of their strengths and weaknesses. Learning Log Sample 1 | Learning Log Sample 2 | Teachers.Net 180 Journal Topics

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Lecturette & 2 Minute Pause – By using three two-minute pauses during a lecture (about every 13 to 18 minutes), the students are given the chance to clarify, assimilate, and retain the information presented during the prior mini-lecture.

Instructional Strategies

"Left-Overs...AGAIN!" - Use "left-over" containers (either donated from a restaurant or purchased) to create culminating projects when finishing a book or a unit. Each student must draw or cut out pictures of things that remain "left" in their minds even after the unit is over. Students might construct something in the "dessert" section of the box that was their favorite part. In the "meat" section might be where they describe the plot of the book or the main information from a topic. In the area where you might put a "side dish" could be where students draw and describe characters from the book or supplemental information from the unit. This idea was discovered at www.ilovethatteachingidea.com

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Lesson Reflection – This strategy is similar to many of the other strategies. Students simply write a reflection about the lesson. The teacher can either allow students to reflect on their own or give the students some guidelines or questions to answer in their reflection. Lesson Reflection example which is similar to a Framed Paragraph.

Letters to Next Year's Class - At the end of the school year, have students write letters for your future students. These letters can include tips, activities to look forward to, or a description of some of the new concepts they can look forward to learning in the coming year. At the beginning of the next school year, put these letters on the desks of your new students.

Leveled Reading - Varying text levels allows for differentiation within the classroom to meet the needs of individual learners. Student Lexile Levels can be used to group students into different reading groups. Information on Lexile | Newsela [website to locate current news articles with lexile ranges identified for each article] | Lexile Analyzer [allows you to determine the lexile level of a text, find a book within different lexile ranges, and even provides lexile assistance with primary source documents]

Line Up - Student teams are given concepts that can be put in order. Each team member holds one concept and the members line up to represent the correct order.

Instructional Strategies

List-Group-Label - List-Group-Label (Taba, 1967) is a vocabulary strategy where students are asked to generate a list of words, group them according to their similarities then label the group.

Literary Element Sort – Using a web diagram, students sort literary elements common to genres of literature (drama, short story, novel, non-fiction, poetry, etc.).

Literature Circles – Students are divided into groups to discuss various assigned literary elements and use of figurative language. The small groups then become one huge circle for sharing ideas and discussion. Literature Circle Guide | Resources for Literature Circles

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Memory – Some cards have individual vocabulary words on them and others have their definitions. Cards are placed face down. Students turn cards over and match words to definitions. To maximize effectiveness, provide students with a sheet listing all vocabulary words and their definitions. By providing a cheat sheet, players are constantly reading vocabulary words and their definitions to ensure matches are correct. This repetition increases retention.

Mental Imagery – Students mentally visualize a concept, idea, or action presented by the teacher. Example: Close your eyes and imagine being of a safari in Africa, describe what you see, hear, feel, touch, etc.

Mindstreaming - Mindstreaming is a strategy similar to Think-Pair-Share in which students "stream" images or ideas about a topic to bring out background knowledge. In pairs, each student is given 20 seconds to discuss a topic while the other partner listens. Then the roles are reversed. Mindstreaming Information

Instructional Strategies

Missing Assignment Explanation – Document completed by a student when he/she does not complete an assignment explaining why he/she did not complete the assignment and how to correct the situation. Missing Assignment Explanation

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Mix, Freeze, Group – Strategy that can be used to introduce or review vocabulary or content. Steps for Mix, Freeze, Group:

1. Choose the vocabulary or content that you want to introduce or review. You do   not have to have a vocabulary word for each student in the class, but you need at least 10-12 words to make the activity work well.
2. Write or type each of the vocabulary terms or content onto a card or sheet of paper.
3. Divide the cards into groups. The number of groups that you form can depend on the number of students in your class and the type of class that you have. At least 10-12 helps to limit the number of students in the group.
4. In order to ensure that students do not have the same words in their initial group, identify each group of cards with numbers or letters. This will also help you sort the cards back into groups at the end of the activity.
5. Place the groups of cards into bags.
6. Once you have finished your preparations, you are ready to do the activity with a class.
7. Divide or allow students to get into the number of groups that you need.
8. Give each group a bog of cards.
9. Each student takes a card and has to describe or define their word to the group. Students can either do this verbally or write it on the card.
10. Once students have had time to come up with an answer (you need to walk around and check this before you move to the next step), allow them to check their answer either using a book or a handout that you provide.
11. After all students have shared their answers with their group, explain the directions for the rest of the activity. Make sure to include instructions for getting the student's attention, where to put their personal materials during the activity, how to return to their desk
12. Students get up and "Mix" around the class. After a couple of seconds, tell the students to Freeze. Call out a number to the class. The students must then form a group of that many students. For example, if you call out 3, then the students must get into groups of three. Be aware of the number of students that you have in the class so that you can avoid a student without a group.
13. Once the students Freeze and then regroup, they share their word and definition with their new group members.
14. The teacher can mix, freeze, group as many times as needed.
15. If students have been successful at mix, freeze, group for a couple of rounds, allow the students to change cards with another student and continue to do mix, freeze, group.

Instructional Strategies

Mnemonics – Devices to help a student remember more complicated information. Most mnemonics work by letting you remember a word, phrase or poem, which in turn stands for more complicated information to remember. For example: by remembering 'ROY G. BIV' you can reproduce the order and colors of the rainbow. Common Mnemonics

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Model – Teachers use a model to illustrate key concepts or students create a model to represent the key concepts.

Most Difficult First - Students complete the most difficult items first as a means of demonstrating mastery or understanding and then select alternative (anchor) activities afterward.

Move Over Emeril - Students list the main ingredients (ideas) of the lesson.

Muddiest Point - A question used to stimulate metacognitive thinking. Students are asked to name or describe the concept they understand the least (their muddiest point).

MVP (Most Valuable Point) - After a lesson, students write down or share the Most Valuable Point. This strategy is similar to the Knowledge Grammy Award, Grand Finale Comment, or The Most Important Thing.

Instructional Strategies

My Favorite No - In this strategy, the teacher poses a question or a problem for students to solve. Students write down their answers and the teacher takes up the papers. The teacher quickly sorts the papers into Yes and No stacks. The Yes stack contains papers with correct answers. The No stack contains papers with incorrect answers. The teacher then selects the "favorite no" paper. The "favorite no" paper should contain some information or steps that are correct as well as some that are incorrect. The teacher then rewrites the incorrect answer or steps on the board or overhead for all students to see (without identifying the student). To start, the teacher asks the students to identify some things that are correct. As a class, they discuss the steps or information until they identify the incorrect steps or information. As a class, they correct the "favorite no". Watch a math video demonstration of this strategy.

Name Tag Glyph – "Get to Know You" strategy where students or participates make a "name tag" on a sheet of paper or on card stock that provides information about the student based on directions provided by the teacher. Name Tag Glyph Example 1 | Name Tag Glyph Example 2

Numbered Heads – The teacher assigns students' numbers. The teacher uses the numbers to question students as individuals or as groups.

Nutshelling - Ask students to make a list of the central ideas presented in the day's lesson or mini-lecture. The purpose of the assignment is to guide students in seeing the "big picture" by saying "In a nutshell" what were the important points?

Nutty Professor – Provide students with a question and the scoring rubric. Play the role of the Nutty Professor and attempt to answer the question on the board, making mistakes along the way. Kids need to correct the Nutty Professor and help answer the question to get full points. Put on your acting cap because the goofier you act, the better the student responses.

Instructional Strategies

One Word Summary - Select (or invent) one word which best summarizes a topic. Write 2-3 sentences justifying the selection of the summary word.

Organizing & Summarizing Interactive - This interactive tool allows students to create Venn Diagrams that contain three overlapping circles. Students identify and record concepts that can be placed in one of the three circles or in the overlapping areas, allowing them to organize their information logically. Students may view and edit their draft diagrams, then print the finished diagrams for reference. In some cases, the Venn diagram tool has been customized to complement a specific lesson or activity. Organizing & Summarizing Interactive by www.readwritethink.org

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Other People's Views - Edward de Bono's strategy for examining the perspectives of others Other People's Views Template

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Pair Problem Solving - A problem-solving technique in which one member of the pair is the "thinker" who thinks aloud as they try to solve the problem and the other member is the "listener" who analyzes and provides feedback on the "thinker's" approach.

Paragraph Shrinking - Partners read in pairs. For the first paragraph, one reads and the other summarizes by stating the main idea of that paragraph. The partners then switch roles for the second paragraph.

Partnering on the Clock – a partner strategy where students identify a partner for each hour on the clock. When instructed by the teacher, the students will pair up with the person identified on their clock. For example, if the teacher says get with your 2 O'Clock partner, then the students will look on their clock and get with the person listed on their clock for 2:00 to discuss the question/topic. Partnering on the Clock Template

Instructional Strategies

Password – Hand teams a set of index cards that have one vocabulary word written on each card. Player #1 looks at the first word and begins saying words associated with this vocabulary word. The goal is for the other player(s) to guess the word. For example, the vocabulary word is "transpiration." Player #1 may say, "plants, breathing, carbon dioxide, oxygen…" until someone yells out transpiration. A new person takes over the role of Player #1. Play continues until all cards have been used. Sample Directions for a Science Password Game |

Pattern Puzzle - The way pattern puzzles work is this: ideas are mixed up, and students need to sort them out. Or they are arranged one way and we ask them to arrange them another way. This is a thinking activity that combines physical manipulation of pieces with mental manipulation of concepts. It can be an activity undertaken by students individually, in pairs or small groups, or even as a whole-class activity. Imagine small slips of paper on which key ideas on the given topic have been written. They are mixed up and put in an envelope; students are to empty the envelope and sort those ideas into a way that makes sense.

PAVE - PAVE stands for the four parts of the procedure - prediction, association, verification, and evaluation. Students should predict the meaning of the word based on the context clues, associate the word with a mental image, verify the word's meaning by consulting a dictionary, then evaluate the prediction they made. PAVE Template

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Physical Barometer - The teacher designates specific areas in the classroom to represent various positions such as agree, disagree, neutral, etc. The teacher poses a question or makes a statement to the class. Students are asked to get up and move to the part of the room that reflects their position or answer.

Picture or Diagram – Students draw a picture or a diagram to represent a concept

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Instructional Strategies

PIE - (Point, Illustrations, Explanation) A writing strategy to remind students about the key parts of a paragraph. As a cue, you can ask them if their paragraph has all the pieces of the P-I-E (Point-Illustrations-Explanation).

Place Mat - A Place Mat involves a group of students working around a similar topic. A large piece of butcher paper or other sheet of paper is laid in the center of a group of students. In the center of the paper is drawn a square where the topic is written. The paper is further divided into 3, 4, or 5 subdivisions based on how many students are to use the Place Mat. Students are then asked to write as much as they know about the center topic. Place Mat Template

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Plus/Minus/Intriguing – Students complete a table that includes Plus, Minus, and Intriguing. In the Plus row describe/list what you think are the positive things about the lesson/reading. In the Minus row describe/list what you think are some of the negative things about the lesson/reading. In the Intriguing row describe/list some of the things you think are neat or different, or things that you don't fully understand.

Post-It Annotations - This alternative to marking up a text with notes is ideal for students using textbooks. Have them stick a portion of a Post-It pad to the inside of the book's cover. They then have the Post-Its readily available when they come across material worth commenting on or returning to when they write a subsequent paper.

Products (by students) - Whether done individually or in groups, the variety of products that can be created by students is endless. Click here to view a "growing" list of products that can be developed by students. Please email arringtoncb@troup.org with additional products.

Progression Poster - Students design a poster that displays the steps in a progressive action. Example - how a bill becomes a law.

Instructional Strategies

Pyramid – 10,000 Pyramid game is almost identical to the password game, except students are working in teams to do several passwords that lead up to a larger topic that the students have to guess.

Pyramid Diorama - A pyramid diorama is a three-dimensional paper craft that you can use for a school project. Resources for Pyramid Diorama

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QAR (Question/Answer Relationship) - strategy to help students understand different levels of questioning and the relationships between questions and answers. QAR provides four levels of questions- Right There! (answer is found in the text) Think and Search! (answer is in the text but the words are probably not in the same sentence) The Author and You! (author provides ideas and makes students think) On Your Own! (students must apply their own knowledge). Introduce the concept and then use when appropriate.

QR Code - QR stands for "Quick Response". QR Codes are essentially two dimensional bar codes which can contain more information than a traditional bar code. QR Codes contain machine-readable code consisting of an array of black and white squares used for storing information which can be read by devices such as smartphones, iPads, iPhones, iPods, webcams, etc. (devices with cameras). QR Codes can contain links to: Plain text; Website URLs; You Tube videos; Social media (Facebook, Twitter, LinkedIn); Contact Details; Google Maps Location; Email address and message; a few others. QR Codes have a wide range of uses in the classroom and education in general. Presentation on the Uses of QR Codes | Sample QR Code Activity

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Quad Cluster - Students are given a list of four words and they must determine the word that does not belong and then write an explanation of why the word does not belong. This strategy is similar to Which Word Doesn't Belong and Threes a Crowd. Quad Cluster Example

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Instructional Strategies

Questioning Templates – Questioning Templates provide teachers with fill-in-the-blank question prompts to use to reach all levels of questioning. Higher Order Thinking Skills Question Template | Questioning to Promote Higher Order Thinking

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RAFT - (Role/Audience/Format/Topic) Activity in which students demonstrate understanding by writing for a specific audience. RAFT Example

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Read, Write, Think (Interactive Tools) – Variety of student Interactive tools to create a variety of products. CD/DVD Cover Creator | Circle Plot Diagram | Compare and Contrast Map | Comparison and Contrast Guide | Crossword Puzzle | Doodle Splash | Essay Map | Graphic Map | K-W-L Creator | Literary Graffiti | Make-a-Word Card Game | Persuasion Map | Plot Diagram | Printing Press | Story Map | Timeline | Webbing Tool

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Reading Roadmap - Map to guide students in their reading. Shows when to skim, when to read carefully, and questions to consider. Reading Roadmap Example

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Read 'Em & Rank 'Em - Students divide a sheet of paper into three columns, Essential, Important, and Nice to Know. Students then take words from the Word Wall or vocabulary provided by the teacher to place each word into a column. Students must be able to justify their decision to the teacher.

Recipe Cards – Students create a recipe card to identify the important "ingredients" and "steps" of a concept. Articles of Confederation Recipe | Soil Recipe

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Instructional Strategies

Reciprocal Learning – Students are paired off into peer partnerships. One student in the pair acts as the player and the other acts as the coach. The player works to answer a set of questions prepared by the teacher. The coach checks the work of the player, providing praise when the player is correct and helpful hints when the player is incorrect. When the player is finished, the two partners reverse roles. Reciprocal Learning Equations Example | Reciprocal Learning Examples

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Red, Yellow, Green Cup – Provide each student with a red, yellow, and green cup. As you teach material, have students place either a green, yellow, or red cup on their desk. Green means I understand, yellow means I kind of understand, and red means stop I don't understand.

Relay Summary - Used when teams of students summarize an assigned reading. Students are divided into teams of four or five. The first student in each team starts with a blank piece of paper and writes one summary sentence, then passes it to the next teammate. The student adds a sentence, passes it on, etc. until the whole team has added or until the number of required sentences is on the paper.

The Ring of It – Use card stock and O rings to create a simple student response system with numbered and lettered cards for students to use when responding to a question. A green, yellow, and red card can be added for students to use when they need are doing good (green), need assistance at some point (yellow), or cannot move forward without help (red).

Role Play – Students role play a concept or a situation to show understanding of a concept or to explore a concept (skits, commercials, songs).

Instructional Strategies

Rubrics - Heidi Goodrich, a rubrics expert, defines a rubric as "a scoring tool that lists the criteria for a piece of work or 'what counts.'" So a rubric for a multimedia project will list the things the student must have included to receive a certain score or rating. Rubrics help the student figure out how their project will be evaluated. Generally rubrics specify the level of performance expected for several levels of quality. Rubrics can help students and teachers define "quality". Rubrics can also help students judge and revise their own work before handing in their assignments. For sample rubrics and rubric generator, visit teAchnology, rubistar, or Kathy Schrock's Guide for Educators.

SCAMPER - Creativity technique by that uses the SCAMPER acronym to help students remember to try many variations on an idea. SCAMPER = Substitute, Combine, Adapt, (Modify, Magnify, Minify), Put to other use, Eliminate, (Reverse, Rearrange).

Scavenger Hunt – The strategy engages students by allowing them to collaborate with a partner and move freely around the classroom. Use the attached template. The steps to scavenger hunt are:

1. Letter (Make letters spell a short sentence.) Scavenger Hunt Sheets on the outside in the bottom left hand corner.
2. Write a question in the question box in the inside at the bottom of the page.
3. Turn to the next page and write the answer to the last question in the answer box on the outside of the page.
4. Write a new question inside this page. Flip to the next page and write this answer in the answer box. Continue in this fashion until you come to the last sheet.
5. Write the answer to the last question in the answer box of the first page.
6. Make an answer key by writing the letters of each page in the order in which you wrote the questions.
7. Hang the sheets in random order around the room (on walls, filing cabinets, bulletin boards, etc.)
8. Students are put into pairs. Each pair begins the Scavenger Hunt at a different location. They read the question and attempt to answer it. They then look for the answer on another sheet somewhere in the room. When they find the answer they answer the new question.
9. Students keep a record of the letters they have traveled to in order.
10. The teacher can check the student letters and quickly know if the students have answered the questions correctly.
11. When the pair return to the original question, they are finished.

Instructional Strategies

SCOPE - Spelling, Capitalization, Order of words, Punctuation, Express complete thoughts (SCOPE)
A proofreading strategy

See 2 Do 2 - See me (the teacher) do two problems, questions, or tasks, then you (student) try two by yourself or with a partner.

Shape Reflection - Strategy where students identify three points that still need clarifying in a triangle, four thoughts that square with their thinking in a square, and thoughts that are still rolling around in their head in a circle. Shape Reflection Template

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Simulations – Teachers and/or students simulate an actual process or representation of a concept. Example: To simulate the formation of sedimentary rock, students make a peanut butter and jelly sandwich. Students then describe how this process is similar to the process of a sedimentary rock forming.

Six Thinking Hats - A meta-cognitive strategy that encourages people to look at concepts from different perspectives. Each hat represents a mode of thinking. The white hat = look at data, red = feelings, black = judgment, yellow = positive attitude, green = creativity, blue = overview. Six Thinking Hats Template | Six Thinking Hats & Classroom Management

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SLANT - Teaching strategy to encourage students to participate in discussions. Sit up. Lean forward. Activate your thinking. Note important information. Track the talker.

Instructional Strategies

SMART – Howard Gardner first discussed his theory of Multiple Intelligences in his 1983 publication *Frames of Mind*. He explained and identified a variety of ways that individuals are "smart". While some students are smart with words or self, and some are smart with people or nature, others have mathematical, physical, spatial or musical talents. It is the way that those people best understand, know and learn about the world around them. Some educators refer to Multiple Intelligence as SMART. Some SMART Resources: Basic SMART Posters | Body SMART Posters | Group SMART Posters | Math/Logic SMART Poster | Music SMART Poster | Nature SMART Poster | Picture SMART Poster | Self SMART Poster | Word SMART Poster

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Snowball Activity - Students write a question, a definition, or some type of problem to solve (do not write the answer on the sheet). Students ball up the piece of paper. Students are then given a brief time to throw the pieces of paper across the room (provide procedures, norms, and practice for this activity first). When given STOP instructions by the teacher, students pick up a sheet and write their answer on the sheet. Teachers can then have students throw the "snowballs" again to have students check to see if the answer written is correct. Another version is for the activity to be used as an "ice breaker". Students write three-four characteristics about him or herself on the paper and have other students try to match them with the correct person.

Somebody Wanted to But So - The Somebody-Wanted-But-So strategy (MacOn, Bewell & Vogt, 1991) is used during or after reading to help students understand literary elements such as conflicts and resolutions. It is also a great summarization technique for social studies, since so much of world history is based on the wants and needs of humans. Students complete the strategy on a chart or on a folded piece of paper. They identify who wanted something, what they wanted, what conflict arose, and the resolution. Somebody-Wanted-But-So Strategy Examples

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SQ3R - The SQ3R strategy (which stands for Survey, Question, Read, Recite, Review) was developed by Robinson (1961) to provide a structured approach for students to use when studying content material. SQ3R Additional Information

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Instructional Strategies

Square Dance - Students form two circles (one inside the other) with students facing one another. Students are asked a question or topic to consider and they must discuss the information with the student he/she is facing. The teacher then gives one circle, or both circles, directions to rotate (e.g., inside circle take 2 steps to your right; outside circle, three steps to your left). Students then answer another topic with their new partner. This strategy is similar to Inside Outside Circle.

Stir the Teams - Students are assigned to teams and each student in the team has a number (typically 1 through 4). Teams discuss their group answer to the teacher's question then when the team is done they give a signal. When all teams are done, the teacher calls a number (from 1 to 4) and the students with that number rotate to the next group to share their team's answer with their new team. The procedure then repeats through the series of questions.

Student Response Strategies & Systems – Whether it is for brainstorming, formative assessment, or testing, teachers are continuously collecting responses from students. Innovative strategies and technology now make the process easier. Brainstorming: Padlet | Poll Everywhere Formative Assessment/Testing: The Ring of It | Testmoz | Socrative | Plickers | QuickKey | Google Forms

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Stump the Teacher - Game where students make up questions based on a reading assignment. The teacher gets a point if he or she can answer the question, and the students get a point if the teacher fails to answer the question.

Summaries on a Ring – Students write the essential question and a summary answer on an index card, then hole punch the index cards for students to keep on an "O" ring as the unit progresses.

Summarize (How to) - Click "How to Summarize" to view a student worksheet reviewing how to summarize.

Instructional Strategies

Summary Ball - A Summary Ball is merely a beach ball or other harmless ball that can be tossed about the classroom with relative safety. After the teacher has presented a sufficient amount of information, or after students have read a chapter in their text, this activity can be used as a review. Students stand around the classroom and the teacher tosses the ball to the first student, who must catch the ball and in 5 seconds state any idea, fact or concept from the lessons. He/she then tosses the ball to another student who has not yet spoken. The second student must add something that has not been mentioned. If a student can't add anything from the lesson, he/she still tosses the ball, but must sit down. Play continues until only one student is left standing.

Summary Star - A Summary Star is a simple tool that will allow students to focus on the story elements as they summarize the text. They are asked to rename the story in one word, tell how it made them feel, and describe the setting, problem, and solution. This graphic organizer can also be used to teach grammar. Usually the renaming of the story will feature a noun. The description of how they feel about the story will consist of adjectives and the setting will probably be a prepositional phrase. The problem and solution will be stated in complete sentences. Additionally, the Summary Star can be adapted for other contents. Teachers can print and copy the Summary Star or have students draw their own. Summary Star Template

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SWAT - This game can be played to review vocabulary words or concepts. Students use fly swatters to select the appropriate word or concept. SWAT Directions

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Taboo – Index cards show not only the vocabulary word you want guessed, but also words the student holding the card is not allowed to say in trying to get the other person(s) to guess the word. Presenters who use any form of the "taboo" words on the card receive no points. See the sample Taboo card below.

Precipitation
Words You Cannot Say: Precipitate, rain, sleet, hail, snow, water cycle, sky, fall

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Instructional Strategies

Task Rotation – The teacher provides students with a four box task sheet. Each box has a task that focuses on a different learning style. One box has a task that focuses on basic mastery. A second box has a task that focuses on understanding. A third box has a task that focuses on using interpersonal skills. A fourth box has a task that focuses on being self-expressive. Task rotation can be used as an introductory activity, review activity, or a form of assessment. Teachers can use task rotation to differentiate instruction as well. Task Rotation Example

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Teacher Commentary – Feedback provided by the teacher to a student on any given task that is intended to help the student improve his/her work on the task. Presentation on Teacher Commentary | Template for Teacher Commentary: Standard Commentary Blank | Post-It Commentary Blank | Post-It with Boxes Commentary Blank | Two Stars and a Wish Commentary Blank | Sample Student Work With Commentary: 6th Math Sample Student Work With Commentary | 6th Science Sample Student Work With Commentary | 9-12 Science Sample Work With Commentary | British Literature Sample Student Work With Commentary

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Team Game Tournaments - Cooperative strategy for learning content at different levels of proficiency Team Game Tournaments Teacher's Guide

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Terminoes - The teacher should create vocabulary cards, picture cards, or both for the desired concept. Each card will be placed in a shuffled deck. Students are put in groups of 3-4. One card is placed face-up on the table. The remaining cards are distributed equally among the group members. Each player takes turns laying down one of his/her cards so that it touches one side of any other card on the table (without overlapping). In order to do this though, the student has to explain how the two words are connected. Player cannot connect two cards that contain the same vocabulary term. The group must decide if the player has made a correct connection. If there is disagreement, the teacher should be called as the referee. When a group member has used all of his/her cards, they have won the game.

Instructional Strategies

T-charts – A combination of note-taking and graphic organizer. On one side students take notes or important information provided by the teacher. On the other side of the "T" students write a summary sentence or draw a picture to represent the concept.

T-shirt - Students design an informative t-shirt about a major topic or concept from the class.

Thieves – THIEVES is an acronym that has survived the test of time and supported students in their pursuit of meaningful textbook reading, from upper elementary grades through college classrooms. To effectively and thoroughly preview texts, students are encouraged to become THIEVES, sneaking into chapters and stealing information ahead of time. "THIEVES" identifies the elements of the textbook chapter that should be thoroughly surveyed, perused and pondered in advance of actual reading. This enhances access of prior knowledge, expectation and purpose. Key vocabulary is also introduced as students survey the elements identified by THIEVES.
THIEVES Strategy Details

Think Aloud - Teacher models thinking a process out loud so that students can follow the thinking process.

Think Dots - Think Dots is a great activity for students to construct meaning for themselves and to engage in processing their learning. It is a strategy used to review, demonstrate, and extend thinking. Choice is given to the students but they still complete the required learning tasks – just in the order they roll the die. Think Dots may also be used as a formative assessment tool. Think Dot Directions

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Think, Pair, Share or Think Pair Ink - The teacher poses a question for students to think or write about and then the students share out loud or with a partner.

Instructional Strategies

Three Before Me - Students must check with three other students before coming to the teacher for help.

Three's a Crowd - Students decide which word of three does not belong and explain why. This strategy is similar to Quad Cluster and Which Word Doesn't Belong.

Three-Two-One (3-2-1) – Students write about 3 things, 2 things, 1 thing. Ideas can go from general to specific. See example below.

Example:
3 situations where you need to find perimeter
2 ways to find the perimeter of a rectangle
1 way that you'll remember what perimeter is

Three-Way Tie - Students select three words from the Word Wall or the teacher provides students with three words. The students draw a triangle with a vocabulary word listed by each corner of the triangle. Students write on the lines the connections they see between the words. Students must be able to justify their answer to the teacher.

Ticket Out the Door – Students respond to a prompt which they may turn in, share with the class, or share with another pair.

Tic-Tac-Toe - A type of choice menu where students can select a number of tasks or activities to complete. Some forms include a stipulation that students select tasks that form a line either horizontally or vertically. Tic-Tac-Toe Sample | Tic-Tac-Toe Template

Instructional Strategies

Tiered Lessons - The teacher develops levels of lessons based on the same curriculum so that students may experience learning at their appropriate ability level. Tiered Lesson Examples | Tiered Lesson Plan Template | Tiered Lesson Plan Template with Questions

Timeline - Students develop a timeline for a novel, historical, or scientific event. Interactive Timeline Creator |

Timers - Timers are an effective classroom management tool for teachers as well as for students. There are many types of timers that can be used in the classroom. A traditional example is a kitchen timer. Moreover, PowerPoint slides can be used as an effective timer. The following examples are PowerPoint slides which can be saved and incorporated into your own PowerPoints. The slides have already been formatted for the designated time and only work when "showing" the slide show. Countdown Clock | 1 min Grey | 1 min Yellow | 3 min Grey | 5 min Grey | 5 minute Yellow | 10 min Grey | 10 min Yellow | 15 min Grey | 15 min Yellow From http://people.uncw.edu/ertzbergerj/ppt_timers.html Web 2.0 timers have been developed for everyday use such as www.online-stopwatch.com (a variety of timers in which the user determines the amount of time needed)

Trading Cards – Trading Cards can be used to demonstrate knowledge about a real or fictional person, place, object, event, or abstract concept. Trading Card Creator Interactive | Trading Card Interactive Sample | Profile Publisher [similar concept but geared toward technology's version of a trade card – a profile]

Tribond Game - This classroom activity is similar to the Mattel Taboo game; see other links for the Tribond game. The game requires students to determine the common bond from a list of three items. The words on the list and common bond that students are to determine would be related to a topic that is in the content being taught at the time. Students must be able to think about vocabulary words in ways that were not provided by the definitions, lab experiences, worksheets, or teacher descriptions. Tribond Game Directions

Instructional Strategies

Two Stars and a Wish – Have students read one another's papers and say two "stars" (good things) about the paper, but one "wish" they would have liked to see. Two Stars and a Wish Template

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Value Line - Students position themselves along a labeled line to reveal their opinions on particular topics.

Verbal/Written Prompts – Teacher provides a verbal or written prompt (question) for students to answer on a key concept.

Virtual Hall of Fame - Students design a Virtual Hall of Fame page or poster for a famous contributor to a class topic.

Visual Imagery – Visual imagery concerns seeing in one's mind an object as if it were right there, when in fact it is not.

Visual Synectics – Synectics takes what appears on the surface as unrelated and draws relevant connections. Its main tools are analogies and metaphors. Visual Synectics involves using pictures to make analogies and metaphors.

Vocabulary/Event Card - A card which includes either a vocabulary word/definition, an event/description, or a question/answer. The cards can be developed to use as Flash cards, or the cards can be used to develop cards used in a variety of review games. See the attached example for a Vocabulary/Event Card template [Google Chrome will prompt you to save the file before viewing] and Vocabulary/Event Card Activities for review games.

Instructional Strategies

Vocabulary Choice - A form of choice menu which allows students to select a variety of ways to demonstrate mastery of vocabulary Vocabulary Choice Example

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Vocabulary Graphic Organizers – Use graphic organizers to define and apply essential vocabulary. Examples: Frayer Model 1 | Frayer Model 2 | Vocabulary Cards | Word Smart

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Vocabulary Quilt - Create a grid with 25 squares and put letters of the alphabet in each square (X, Y, Z go in the same square). While studying a unit, students insert key words into the appropriate squares and add a picture if possible. Quilts can then be posted in the room for review or use at a later time.

Vocabulary Self-Selection - The Vocabulary Self-Selection Strategy (Haggard, 1986) is a small group activity for word learning. In this activity, students read a text selection and the teacher and each student is responsible for bringing two words to the attention of the group. Students are encouraged to choose words they have heard or seen in previous reading, but may not be able to define.

Want Ad - Students write want ads. Varieties include "historical," "humorous," and as a famous character.

Wanted Poster – Students create a wanted poster to demonstrate their knowledge of a concept, object, or figure. Blank Wanted Poster | Wanted Poster Sample 1 | Wanted Poster Sample 2
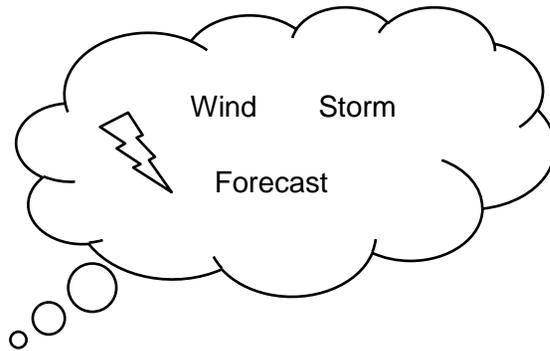

Instructional Strategies

Web 2.0 Tools - Web 2.0 is generally defined as interactive information sharing and collaboration on the Internet that has a user-centered design. Web 2.0 Tools Resource Page

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Web Quests - A WebQuest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web. Webquest Examples

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What's Already in my Head? – Students fill in the though bubble with words and/or pictures to show what they think about when they think about a topic to be studied. See example below for Weather

Wind   Storm

Forecast

Wheel Foldable – Wheel templates can be used for recording important information or used to develop a tool to review important information from the lesson. Wheel Foldable Templates

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Instructional Strategies

Which Word Doesn't Belong – Students use their previous knowledge to determine which word from a list of words does not belong based on a particular topic or certain characteristics. This strategy is similar to Quad Cluster and Three's a Crowd. Which Word Doesn't Belong Sample

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Whose Comment Is It Anyway? – create comment cards for student work, but pass out comments separate from the papers and let students match the comment card with the correct student work.

Word Associates - Similar to the Concept Attainment strategy, where students are shown a series of examples and non-examples. Students are shown a series of cards in which one of the cards does not "fit." Once the students identify the card that does not fit, they attempt to discover the word or phrase associated with the objects or ideas that do belong together.

Word Chain - Game that helps students categorize. Teacher supplies category and a first word, then students supply the next word "in the chain." The chain is formed having the next word start with the ending letter of the previous word. For example: Category = Things found in the kitchen. Words: SinK - KnifE - EggbeateR - RefrigeratoR - and so on.

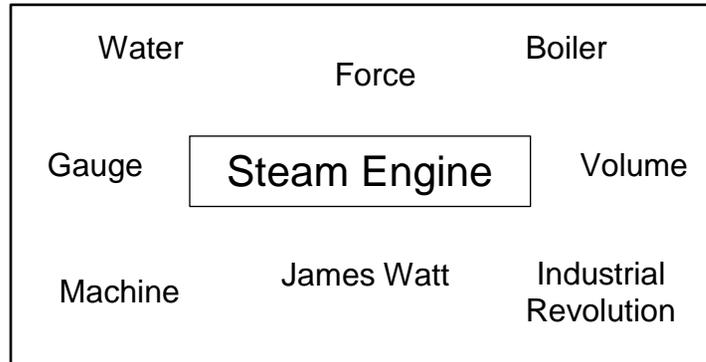**Word Maps** – Students use a graphic organizer to define a word, list some examples, and list what it is like.

Word Pyramid – Students brainstorm words that are related to a concept. The words must fit into the pyramid.

Instructional Strategies

Word Splash – Students predict the relationship among a set of words and the topic to be studied. While reading or learning about the topic students check their statements for accuracy and make revisions as necessary. See example below.

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┌─────────────────────────────────────────────┐
│   Water                    Boiler            │
│                  Force                       │
│                                              │
│   Gauge      ┌──────────────┐    Volume      │
│              │ Steam Engine │                │
│              └──────────────┘                │
│                                              │
│            James Watt     Industrial         │
│   Machine                 Revolution         │
└─────────────────────────────────────────────┘
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Wrong Before Right – When going over a multiple choice question with the class, have students volunteer to identify a wrong answer first. The student must also explain how they know the answer is wrong. Each wrong answer should be discussed and the reason it if wrong before the correct answer is revealed.

X Marks the Spot - Reading strategy in which students flag passages as important (mark with an "X"), interesting (mark with a "!"), or something about which they have a question (mark with a "?").

Year in a Jar – After every test/quiz, cut up the test into question strips and place them in a jar or container. Each day, have a different student pull a question out of the jar to answer. The student should read the question to the class, but attempt to answer the question on their own. The student may ask the class for help if needed.

Instructional Strategies

Yes, No, Maybe So - Appropriate use of the phrases "Yes," "No, "Maybe So"; asking and answering questions related to a given topic. Materials Needed: Picture or word cards related to a topic of choice. Game: Choose a student to begin. Student chooses a word or picture card. Classmates take turns asking questions, to which the student responds, "Yes," "No," or "Maybe So." The student who correctly guesses the word chooses the next card.