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Choral Response

Explanation: Choral response is a very simple technique in which the teacher asks questions to the class and the students answer in unison.

Reflection: This is a good way of assessing the class's overall understanding without singling students out.

Clothesline

Explanation: Teacher stretches a string out across the room. One side of the string signifies “know a lot” while the other side is labeled “know nothing” and the students place themselves where they feel necessary for a topic.

Reflection: Like a continuum for students to assess their own knowledge, providing the visual with a string may help students to realize which of their peers may be able to help them.

Four Corners

Explanation: Teacher can choose basically anything to label the four corners of the classroom. For example, the teacher may ask an opinionated question and can label each corner with a different answer. The students go to the corner they agree with.

Reflection: This strategy could be very effective as an anticipatory set for a discussion or debate. This would provide the teacher with the ability to pair similar or different opinions together.

Exit Cards

Explanation: You can do anything with these really. The teacher can ask a question before they leave and have them write the answer, have the students reflect on what they learned today. One teachers had students write one thing they learned and one question.

Reflection: This strategy is more beneficial for the teacher rather than the students in that it allows them to analyze where their students were struggling and what the high points of the lesson were.

One Minute Essay

Explanation: After the teach relays new information to the students, give them one minute to write a short essay about what they have learned. They are much more likely to remember the material if you do this from time to time and have them write it down.

Reflection: This strategy may be used throughout the lesson to track student progress. It is a quick and easy way for teachers to see where students are regarding the information presented to them. It may also even be used at the end of a lesson and collected to see if the concept needs reinforced the next class period. It provides students with the opportunity to summarize and review information they have just been presented and aids in rehearsal of information.

Jigsaw

Explanation: Divide the students up into four groups and provide each group with some material to study. Allow the students to become experts on that topic. Then, by choosing one student from each group, develop four different groups and allow the “experts” to share what they studied with the rest of the group. This is fast, effective way to cover new information; it decreases student workload and encourages collaboration.

Reflection: This strategy can be beneficial for students because it allows them to develop as listeners, teachers, and improves their presentation skills.

Three Minute Pause

Explanation: After the teacher presents a lot of new material, she asks the students to think for three minutes about what they have learned. They can jot down notes or sketches to show what they have learned.

Reflection: This strategy allows students to process the information that has been presented to them.

Idea Spinner

Explanation: Teacher creates a spinner with predict, explain, evaluate, and summarize. They review something and ask a question asking the students to do whichever they land on when they spin the idea spinner.

Reflection: This strategy allows students to develop and improve different skills, but also allows them to reflect on what they have learned.

Think-Pair-Share

Explanation: Strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to think individually about a topic or answer a question; and share ideas with classmates.

Reflection: This strategy is quick, easy, and requires no preparations for the teacher. Students can shape this activity themselves by identifying the different categories of information in the text. Teachers may form a group discussion in the class by asking what information received each of these symbols. Students may compare their identifications with the rest of the class. This strategy makes students reflect on what they just read and identify what needs to be clarified in class.

Colored Cups

Explanation: Give students in groups 3 different colored cups. Green means they are doing well. Yellow means they need help. Red means they are stuck and need a lot of help.

Reflection: This strategy is a great way for the teacher to monitor group progress and allows the students to determine if they need more assistance.

Homework Checkers

Explanation: See if students have their homework done. If not, let them go somewhere aside to finish it. If they are finished, let them go over their answers. Once they agree on all answers, they staple their work together and turn it into the teacher. This way the teacher only must grade one set of work.

Reflection: This strategy allows students to work together to come to one common answer.

Pass the Ball

Explanation: The teacher asks a question and then throws a ball to a student who has the answer to the question. If the student answers the question correctly, he/she gets to shoot a basket. If the student answers incorrectly, they pass the ball to a teammate for assistance.

Reflection: This strategy allows students to get rewarded for knowing the correct answer, but does not punish them for not, rather allowing other students to lend a helping hand.

RSQC2

Explanation: In two minutes, students recall and list in rank order the most important ideas from the previous day's class. In two more minutes, they summarize those points in a single sentence. Then they write one major question they want answered. They then identify a thread or theme to connect this material to the course's major goal.

Reflection: This strategy allows students to summarize and make connections between the main ideas of a lesson.

3-2-1

Explanation:

- Ask students to write:
 - 3 idea, points, or factors about the information presented that they found important
 - 2 questions that they continue to have or that the information begs to be answered
 - 1 emotion that they are feeling about the learned
- A collection of the information can give the teacher a quick overview of where the students are in relationship to their learning. The questions can be used as part of the set for the next day. Putting the questions on an overhead and presenting them to the class to clarify some points that remain confusing helps to focus the learning for the next day and is another opportunity for the students to work with the information to rehearse the learning.

Reflection: This strategy may be used as an effective closure or used to connect lessons together. This strategy may be used throughout the lesson to track student progress. It is a quick and easy way for teachers to see where students are about the information presented to them. It may also be used at the end of a lesson and collected to see if the concept needs reinforced the next class period. It provides students with the opportunity to summarize and review information they have just been presented and aids in rehearsal of information.

Walking Through Pages

Explanation: This is to familiarize the students with the textbook. Tell the students that they get three minutes to put sticky notes on their most favorite parts of the textbook. When the time is up, discuss with each child what was their favorite and why. As you discuss, put a sticky note where the student suggests, marking their names. Now you have an easy interest inventory to refer to all year long.

Reflection: This strategy would be most beneficial to do at either the beginning of the year for the whole textbook or before a unit for specific places to allow the students to preview and give the teacher options of what to talk about.

R.A.F.T.

Explanation: R=Role, A=Audience, F=Format, and T=Topic; this a great way to spark the imagination. This motivates students because it appeals to their learning style and interest. It can be presented in many ways and used as a unit hook, a lesson within a unit, an assessment at the end of a unit, a jigsaw, a test review.

Reflection: This strategy allows the teacher to either set limits of what the students can do with the RAFT or allows the students to be as creative as they would like. There are many options as to what a RAFT could be used for.

Four-Two-One

Explanation:

- This strategy is used to
 - Have students summarize the key ideas from a lecture, text, or other learning experience
 - Check students' understanding of material they've read or learned about
 - Assess students' ability to identify main ideas and support them with details/examples
- Set-up
 - FOUR key ideas
 - TWO most important ideas
 - ONE most important idea

Reflection: identifying and summarizing the key ideas/details from a text is an important skill for students to develop. This tool uses a collaborative summarizing process to help students hone this critical skill. It also gives us insight into how well students have understood what they've read and learned by having them synthesize and summarize the key points in writing.

Did you hear what I heard?

Explanation: This strategy gets the students to reread articles at least three different times by asking the students questions about what happened in the article after they already read the article once.

Reflection: This strategy is used to help students understand what they are reading so they comprehend the article or story better. For example, if you give them these question in the visual that would make them read the article multiple times for find the answers. That helps the students to understand the article because of reading it many times.

Visual:

- Instructions
 1. Read the article
 2. Take notes about what you believe are the most important points
 3. Share your notes with a partner
 4. Clarify any misunderstandings, vocabulary, missed points
 5. Summarize your understanding of the article

Stand Up, Sit Down

Explanation:

1. You ask all of your students to find one or more facts about the lesson and tell them to sit up when they are ready.
2. When all of your students are standing up you go around the room and they tell you a fact about the lesson that they learned, then they get to sit down after they share.
3. If somebody says all of your facts that you learned, you get to sit down.

Reflection: This strategy helps the students think on the spot what they remember and understand about the lesson. If the students all have the same answer, then you might have to reteach the lesson for them to all hit the main points and understand them. It also gets everybody up and paying attention if they lost focus.

The New American Notebook

Explanation: This strategy is a note taking strategy that is very similar to Cornell Notes. This notes page has three columns. The columns consists of key words, notes, and a response section. The key words are already put into the spaces on the key words, and then you fill in the notes and write your response on it.

Reflection: This strategy helps students understand the key points to a lesson. This a good way to keep notes because it helps with understanding all of the important information that your teacher wants you to understand. If you do not give the students the main points of what you want them to learn, then they will wonder what you want them to take out of the class that day. This worksheet makes it easier for the students to focus on that information that you want them to.

Visual:

Key Words	Notes	Response