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| **1** | **ABC summaries** | Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied. |
| **2** | **Analogy prompt** | Present students with an analogy prompt: A designated concept, principle, or process is like \_\_\_\_\_\_\_\_\_\_\_\_ because ­­\_\_\_\_\_\_\_\_\_\_\_\_. |
| **3** | **Choral response** | In response to a cue, all students respond verbally at the same time. The response can be  either to answer a question or to repeat something the teacher has said. |
| **4** | **Circle, Triangle, Square** | Something that is still going around in your head (circle). Something pointed that stood out in your mind (triangle). Something that "squared" or agreed with your thinking (square). |
| **5** | **Clickers** | Electronic surveying devices that give instant feedback and data. |
| **6** | **Cubing** | Display six questions from the lesson. Have students in groups of four. Each group has one die. Each student rolls the die and answers the question with the corresponding number. If a number is rolled more than once the student may elaborate on the previous response or roll again. Responses may also be written. |
| **7** | **Debriefing** | A form of reflection immediately following an activity. |
| **8** | **Decisions, decisions**  **(or Four Corners)** | Given a prompt, class goes to the side that corresponds to their opinion on the topic, side share out reasoning, and students are allowed to change sides after discussion |
| **9** | **Directed paraphrasing** | Students summarize in well-chosen (own) words a key idea presented during the current or past class period. |
| **10** | **Entrance/exit cards** | Each student will be given a ticket to complete before leaving the room answering: What is the most important thing I learned today? What questions do I still have? These tickets can be given to the teacher when exiting the room or upon entering the next day. The teacher uses this information to guide the instruction. |
| **11** | **Fill in your thoughts** | Written check for understanding strategy where students fill the blank. A simile is a comparison using words such as \_\_\_\_\_\_\_\_\_\_\_\_ or ­­\_\_\_\_\_\_\_\_\_\_\_\_. |
| **12** | **Flag it** | Students use this strategy to help them remember information that is important to them. They will "flag" their ideas on a sticky note or flag die cut. |
| **13** | **Four corners** | Students choose a corner based on their level of expertise of a given subject.  Based on your knowledge of ­­­­\_\_\_\_\_\_\_\_\_\_\_\_, which corner would you choose?  Corner 1: The Dirt Road (There's so much dust, I can't see where I'm going! Help!!)  Corner 2: The Paved Road (It's fairly smooth, but there are many potholes along the way.)  Corner 3: The Highway (I feel fairly confident but have an occasional need to slowdown.)  Corner 4: The Interstate (I'm traveling along and could easily give directions to someone else.)  Once students are in their chosen corners, allow students to discuss their progress with others. Questions may be prompted by teacher. Corner One will pair with Corner Three; Corner Two will pair with Corner Four for peer tutoring. |
| **14** | **Give one, Get one** | Cooperative activity where the students write response to a prompt, meet up with another student and share ideas so that each leaves with something to add to their list. |
| **15** | **Gallery walk** | After teams have generated ideas on a topic using a piece of chart paper, they appoint a "docent" to stay with their work. Teams rotate around, examining other team's ideas and ask questions of the docent. Teams then meet together to discuss and add to their information so the docent also can learn from other teams. |
| **16** | **Graffiti** | Groups receive a large piece of paper and felt pens of different colors. Students generate ideas in the form of graffiti. Groups can move to other papers and discuss/add to the ideas. |
| **17** | **Handprint** | Draw your handprint. In each finger, write one thing you learned today. |
| **18** | **Hand signals** | Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: I understand and can explain it (e.g., thumbs up). I do not yet understand (e.g., thumbs down). I'm not completely sure about (e.g., wave hand). |
| **19** | **I have the question, who has the answer?** | The teacher makes two sets of cards. One set contains questions related to the unit of study. The second set contains the answers to the questions. Distribute the answer cards to the students and either you or a student will read the question cards to the class. All students check their answer cards to see if they have the correct answer. A variation is to make cards into a chain activity: The student chosen to begin the chain will read the given card aloud and then wait for the next participant to read the only card that would correctly follow the progression. Play continues until all of the cards are read and the initial student is ready to read his/her card for the second time. |
| **20** | **Idea spinner** | The 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." |
| **21** | **Index card**  **summaries/questions** | Periodically distribute index cards and ask students to write on both sides, with these instructions: Side 1: Based on our study of (unit topic), list a big idea that you understand - word it as a summary statement. Side 2: Identify something about (unit topic) that you do not yet fully understand - word it as a statement or question. |
| **22** | **Inside-outside circle** | Students form an inner and outer circle facing a partner. The teacher asks a question and the students are given time to respond to their partner. Next, the inner circle rotates one person to the left. The teacher asks another question and the cycle repeats itself. |
| **23** | **Journal reflections/entry** | Students write their reflections on a lesson, such as what they learned, what caused them difficulty, strategies they found helpful, or other lesson-related topics. Students can reflect on and process lessons. By reading student journals, teachers can identify class and individual misconceptions and successes. |
| **24** | **KWL and KWL+** | Students respond as whole group, small group, or individually to a topic as to "What they already **K**now, what they **W**ant to learn, what they have **L**earned". PLUS(+) asks students to organize their new learning using a concept map or graphic organizer that reflects the key information. Then, each student writes a summary paragraph about what they have learned. |
| **25** | **Likert Scale** | Provide three to five statements that aren't clearly true or false, but are somewhat debatable. The purpose is to help students reflect on a text and engage in discussion with their peers afterwards. These scales focus on generalizations about characters, themes, conflicts, or symbolism. There are no clear-cut answers in the book. They help students to analyze, synthesize and evaluate information.  One question on a Likert Scale might look like this:  1.The character (name) should not have done (action). |
| **26** | **Misconception check** | Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz. |
| **27** | **Muddiest Point/**  **Clearest Point** | This is a variation on the one-minute paper, though you may wish to give students a slightly longer time period to answer the question. Here you ask (at the end of a class period, or at a natural break in the presentation), "What was the ‘muddiest point’ in today's lecture?" or, perhaps, you might be more specific, asking, for example: "What (if anything) do you find unclear about the concept of personal identity, inertia, natural selection, etc.?". |
| **28** | **Newspaper headline** | Create a newspaper headline that may have been written for the topic we are studying. Capture the main idea of the event. |
| **29** | **Numbered heads together** | Students sit in groups of four and each group member is given a number. The teacher poses a problem and all four students discuss. The teacher calls a number and that student is responsible for sharing for the group. |
| **30** | **Observation** | Walk around the classroom and observe students as they work to check for learning. Strategies include: anecdotal records; and conferences. |
| **31** | **One-minute essay** | A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two. |
| **32** | **One question, one comment** | Students are assigned a chapter or passage to read and create one question and one comment generated from the reading. In class, students will meet in either small or whole class groups  for discussion. Each student shares at least one comment or question. As the discussion moves  student by student around the room, the next student can answer a previous question posed by another student, respond to a comment, or share their own comments and questions. As the activity builds around the room, the conversation becomes in-depth with opportunity for all students to learn new perspectives on the text. |
| **33** | **One question quiz** | One specific focused question with a specific goal that can be answered within a minute or two. Teachers can quickly scan the written responses to assess student understanding. |
| **34** | **One sentence summary** | Students are asked to write a summary sentence that answers the "who, what, where, when, why, how" questions about the topic. |
| **35** | **One word summary** | Select (or invent) one word which best summarizes a topic. |
| **36** | **Onion ring** | Students form an inner and outer circle facing a partner. The teacher asks a question and the students are given time to respond to their partner. Next, the inner circle rotates one person to the left. The teacher asks another question and the cycle repeats itself. |
| **37** | **Oral questioning** | How is --- similar to/different from ---?  What are the characteristics/parts of ---?  In what other ways might we show/illustrate ---?  What is the big idea, key concept, moral in ---?  How does ---relate to ---?  What ideas/details can you add to ---?  Give an example of ---?  What is wrong with ---?  What might you infer from ---?  What conclusions might be drawn from ---?  What question are we trying to answer? What problem are we trying to solve?  What are you assuming about ---?  What might happen if ---?  What criteria would you use to judge ---?  What evidence supports ---?  How might we prove/confirm ---?  How might this be viewed from the perspective of ---?  What alternatives should be considered?  What approach/strategy could you use to ---? |
| **38** | **Portfolio check** | Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student' s achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities. |
| **39** | **Postcard** | Have students write a postcard as a historical figure to another historical figure discussing and describing a historical event. |
| **40** | **Question box/board** | Establish a location (e.g., question box, bulletin board, or e-mail address) where students may leave or post questions about concepts, principals, or processes that they do not understand. This technique may benefit students who are uncomfortable saying aloud that they do not understand. |
| **41** | **Quick Write** | A timed writing in response to an open-ended question or prompt posed by the teacher (before, during, or after instruction). |
| **42** | **Quiz** | Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer. Some quiz examples are: multiple choice; true/false; short answer; paper and pencil; matching; extended response |

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| **43** | **Reader’s theatre** | From an assigned text have students create a script and perform it. |
| **44** | **ReQuest/**  **Reciprocal Questioning** | ReQuest, or reciprocal questioning, gives the teacher and students opportunities to ask each  other their own questions following the reading of a selection. The ReQuest strategy can be used with most novels or expository material. It is important that the strategy be modeled by the teacher using each genre. A portion of the text is read silently by both the teacher and  the students. The students may leave their books open, but the teacher's text is closed. Students then are encouraged to ask the teacher and other students questions about what has been read. The teacher makes every attempt to help students get answers to their questions. The roles then become reversed. The students close their books, and the teacher asks the students information about the material. This procedure continues until the students have enough information to predict logically what is contained in the remainder of the selection. |
| **45** | **Response Cards** | Index cards, signs, whiteboards, magnetic boards, or other items are simultaneously held up by all students in class to indicate their response to a question or problem presented by the teacher. Using response devices, the teacher can easily note the responses of individual students while teaching the whole group. Additionally, response cards allow for participation by the whole class and not just a few students who raise their hands. |
| **46** | **RSQC2** | In two minutes, students *recall* and list in rank order the most important ideas from a previous day's class; in two more minutes, they *summarize* those points in a single sentence, then write one major *question* the want answered, 47then identify a thread or theme to *connect* this material to the course's major goal. |
| **47** | **Rubric** | A scoring guide using subjective assessments that is generally composed of dimensions for judging student performance. |
| **48** | **Say something** | Students take turns leading discussions in a cooperative group on sections of a reading or video. |
| **49** | **Self-assessment** | A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning. |
| **50** | **Slap it** | Students are divided into two teams to identify correct answers to questions given by the teacher. Students use a fly swatter to slap the correct response posted on the wall. |
| **51** | **Socratic seminar** | Students ask questions of one another about an essential question, topic, or selected text. The questions initiate a conversation that continues with a series of responses and additional questions. |
| **52** | **Student conference** | One on one conversation with students to check their level of understanding. |
| **53** | **Student data notebooks** | A tool for students to track their learning: Where am I going? Where am I now? How will I get there? |
| **54** | **Summary frames** | Description: A \_\_\_\_\_\_\_\_\_\_\_\_ is a kind of \_\_\_\_\_\_\_\_\_\_\_\_ that .…  Compare/Contrast: \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ are similar in that they both…., but \_\_\_\_\_\_\_\_\_\_\_\_, while \_\_\_\_\_\_\_\_\_\_\_\_ .…  Problem/Solution: \_\_\_\_\_\_\_\_\_\_\_\_ wanted .…, but .…, so …. |
| **55** | **Take and pass** | Cooperative group activity used to share or collect information from each member of the group; students write a response, then pass to the right, add their response to next paper, continue until they get their paper back, then group debriefs. |
| **56** | **Talk a-mile-a-minute** | Partner up giver and receiver. Kind of like "Password" or "Pyramid." Both know the category, but the receiver has his back to the board/screen. A set of terms will appear based on the category. Giver gives clues, while receiver tries to guess the terms. First group done stands up. |
| **57** | **Three-minute pause** | The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.   * I changed my attitude about…. * I became more aware of.... * I was surprised about…. * I felt…. * I related to…. * I empathized with.... |
| **58** | **Think-pair-share/**  **Turn to your partner** | Students take a few minutes to think about the question or prompt. Next, they pair with a designated partner to compare thoughts before sharing with the whole class. |
| **59** | **Think-write-pair-share** | Students think individually, write their thinking, pair and discuss with partner, then share with  the class. |
| **60** | **Triangular Prism (red, yellow, green)** | Students give feedback to teacher by displaying the color that corresponds to their level of understanding. |
| **61** | **Tic-tac-toe/**  **Think-tac-toe** | A collection of activities from which students can choose to demonstrate their understanding. It is presented in the form of a nine square grid similar to a tic-tac-toe board and students may be expected to complete from one to "three in a row". The activities vary in content, process, and product and can be tailored to address DOK levels. |
| **62** | **Ticket out the door** | Students write in response to a specific prompt for a short period of time. Teachers collect their responses as a “ticket out the door” to check for students’ understanding. This exercise quickly generates multiple ideas that could be turned into longer pieces of writing later. |
| **63** | **Visual representation (web or concept map)** | Ask students to create a visual representation (e.g., web, concept map, flow chart, or time line) to show the elements or components of a topic or process. This technique effectively reveals whether students understand the relationships among the elements. |
| **64** | **Whip around** | The teacher poses a question or a task. Students then individually respond on a scrap piece of paper listing at least three thoughts/responses/statements. When they have done so, students stand up. The teacher then randomly calls on a student to share one of his or her ideas from the paper. Students check off any items that are said by another student and sit down when all of their ideas have been shared with the group, whether or not they were the one to share them. The teacher continues to call on students until they are all seated. As the teacher listens to the ideas or information shared by the students, he/she can determine if there is a general level of understanding or if there are gaps in students' thinking." |
| **65** | **Word sort** | Given a set of vocabulary terms, students sort into given categories or create their own categories for sorting. |
| **66** | **Writing frames** | *Problem-solution paragraph:*  ­­­\_\_\_\_\_\_\_\_\_\_\_\_ presents a dilemma that is \_\_\_\_\_\_\_\_\_\_\_\_. This has occurred because \_\_\_\_\_\_\_\_\_\_\_\_. A resolution is/was possible. To solve it, it will be/has been necessary to \_\_\_\_\_\_\_\_\_\_\_\_. The solution includes \_\_\_\_\_\_\_\_\_\_\_\_.  *Compare and contrast paragraph:*  ­­­There are several differences between \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_. They \_\_\_\_\_\_\_\_\_\_\_\_. In contrast to \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_ has \_\_\_\_\_\_\_\_\_\_\_\_. Unlike \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_ does not \_\_\_\_\_\_\_\_\_\_\_\_. On the other hand, \_\_\_\_\_\_\_\_\_\_\_\_.  *Description paragraph*  Have you ever \_\_\_\_\_\_\_\_\_\_\_\_? \_\_\_\_\_\_\_\_\_\_\_\_ has/have very interesting characteristics. It/they has/have\_\_\_\_\_\_\_\_\_\_\_\_ which enhances \_\_\_\_\_\_\_\_\_\_\_\_. It/they also \_\_\_\_\_\_\_\_\_\_\_\_. For these reasons, \_\_\_\_\_\_\_\_\_\_\_\_.  Cause and effect paragraph  \_\_\_\_\_\_\_\_\_\_\_\_ is influenced by \_\_\_\_\_\_\_\_\_\_\_\_. Since \_\_\_\_\_\_\_\_\_\_\_\_ happened, then \_\_\_\_\_\_\_\_\_\_\_\_. Therefore, \_\_\_\_\_\_\_\_\_\_\_\_. This provides explanation for \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_. The impact is \_\_\_\_\_\_\_\_\_\_\_\_.  Sequence paragraph  The events/process of \_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_. The first, \_\_\_\_\_\_\_\_\_\_\_\_. Then, \_\_\_\_\_\_\_\_\_\_\_\_. Next, \_\_\_\_\_\_\_\_\_\_\_\_. Finally, \_\_\_\_\_\_\_\_\_\_\_\_. |

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| **67** | **3-2-1** | 3 things you found out  2 interesting things  1question you still have |
| 3 differences between ….  2 effects of …. on ….  1 question you still have about the topic |
| 3 important facts  2 interesting ideas  1insight about yourself as a learner |
| 3 key words  2 new ideas  1thought to think about |
| Write 3 questions about the text (unfamiliar words, confusing passages or ideas). Write 2 predictions based on the text (what will happen next based on the reading). Make 1 connection based on the text (connect to something you know or have experienced). |