**Appetizers**

*(a variety of ways to activate and assess prior knowledge, peak interest, and set a purpose for learning)*

[**Anticipation/Reaction Guide**](file:///G%3A%5CFiles%5CProtected%20Files%5CAdministration%5CTeacher%20Information%5CCurriculum%20Resources%5CLiteracy%20Coach%27s%20Corner%5CStrategy%20Sheets%5CAnticipation-%20%20Reaction%20Guide.doc): *students agree or disagree with topic-related statements
and review after learning to evaluate predictions*

**Four Corners**: *students respond to topic-related statements by moving to designated/labeled
 area of room Ex: Expert-Amateur-Novice-Clueless; Strongly Agree-Agree-Disagree-Strongly Disagree*

**Interesting Images**: *students view images, cartoons, videos, etc. to make inferences and ask questions; can extend with written responses*

[**List-Group-Label**](file:///G%3A%5CFiles%5CProtected%20Files%5CAdministration%5CTeacher%20Information%5CCurriculum%20Resources%5CLiteracy%20Coach%27s%20Corner%5CStrategy%20Sheets%5CDump%20%26%20Clump.doc): *students brainstorm any words/phrases related to topic, sort them, label the groups, and discuss with class*

**Mindstreaming**: *partners alternate talking nonstop for 1 minute about a given topic and then share highlights with the class*

[**Quick Write**](file:///G%3A%5CFiles%5CProtected%20Files%5CAdministration%5CTeacher%20Information%5CCurriculum%20Resources%5CLiteracy%20Coach%27s%20Corner%5CStrategy%20Sheets%5CFast%20Write.doc): *students write nonstop about a specific topic for several minutes before sharing with one or more classmates; extend by rotating papers and adding to others’ writing*

[**Think-Ink-Pair-Share**](file:///G%3A%5CFiles%5CProtected%20Files%5CAdministration%5CTeacher%20Information%5CCurriculum%20Resources%5CLiteracy%20Coach%27s%20Corner%5CStrategy%20Sheets%5CThink%20Ink%20Pair%20Share.docx): *students think about and then respond in writing to a thought-provoking question, share with a partner, then share key ideas with whole class*

[**Walk Around Survey**](file:///G%3A%5CFiles%5CProtected%20Files%5CAdministration%5CTeacher%20Information%5CCurriculum%20Resources%5CLiteracy%20Coach%27s%20Corner%5CStrategy%20Sheets%5CWalk%20Around%20Survey.docx): *students walk around and survey 3 other classmate with given question and respond to others as well; extend with sorting or reflecting on the responses received*

**Word Splash**: *students create predictive sentences/stories given a set of known and unknown words from the subject that are “splashed” around a circle map with the topic in the center*

![C:\Documents and Settings\kcs user\Local Settings\Temporary Internet Files\Content.IE5\5T1P8MGL\j0424782[1].wmf]()![C:\Documents and Settings\kcs user\Local Settings\Temporary Internet Files\Content.IE5\YGU463AM\hh01913_[1].wmf]()![C:\Documents and Settings\kcs user\Local Settings\Temporary Internet Files\Content.IE5\5T1P8MGL\j0424782[1].wmf]()![C:\Documents and Settings\kcs user\Local Settings\Temporary Internet Files\Content.IE5\M2OV2KJF\j0112586[1].wmf]()

**How Many in Your Party?**

*(possibilities for cooperative learning)*

**Circle the Sage**: *several students with prior or special knowledge spread around the room while classmates split up and listen to the student explain; students return to teams and share notes*

[**Jigsaw**](file:///G%3A%5CFiles%5CProtected%20Files%5CAdministration%5CTeacher%20Information%5CCurriculum%20Resources%5CLiteracy%20Coach%27s%20Corner%5CStrategy%20Sheets%5CJigsaw-Chemical%20Benefits.doc): *material is divided among members of a base group; students with same material form expert groups to learn/master; original base groups return to teach each other*

**Numbered Heads Together**: *each student has a number (1-4), group works together to agree on answer, teacher calls on a random number*

**Team-Pair-Solo**: *students do problems first as a team, then with a partner, and finally on own*

[**Rubrics for Cooperative Learning**](http://www.readwritethink.org/lesson_images/lesson95/coop_rubric.pdf)

[*Source*](http://edtech.kennesaw.edu/intech/cooperativelearning.htm#activities)

**Setting the Table with Technology**

*(a sampling of ways you could use technology tools to enhance learning)*

**Collaborative Learning**

* *blogs / chats / forums*
* [*wikis*](http://www.pbwiki.com)
* [*Google Docs*](http://www.commoncraft.com/video-googledocs)

[**Games**](http://www.kannapolis.k12.nc.us/Impact/MSOffice_games.htm)

**Images/Video**:

|  |  |
| --- | --- |
| [*Cartoonist Group*](http://www.cartoonistgroup.com/) | [*YouTube*](http://www.youtube.com) |
| [*Discovery Streaming*](http://streaming.discoveryeducation.com/) | [*American Memory Project*](http://memory.loc.gov/ammem/index.html) |

**Interactives:**

* [*Learner.org*](http://www.learner.org/interactives/)
* [*Scholastic*](http://www2.scholastic.com/browse/learn.jsp)
* [*JC-Schools*](http://jc-schools.net/tutorials/interactive.htm)

*Hint: search Google with your terms and add “filetype:swf” to find interactive*

**Product Creation**

* *Windows MovieMaker*
* *Podcasting*
* [*Glogster*](http://www.glogster.com/)

![C:\Documents and Settings\kcs user\Local Settings\Temporary Internet Files\Content.IE5\YGU463AM\j0438794[1].jpg]()![C:\Documents and Settings\kcs user\Local Settings\Temporary Internet Files\Content.IE5\M2OV2KJF\bd06034_[1].wmf]()![C:\Documents and Settings\kcs user\Local Settings\Temporary Internet Files\Content.IE5\YGU463AM\fd00005_[1].wmf]()![C:\Documents and Settings\kcs user\Local Settings\Temporary Internet Files\Content.IE5\YGU463AM\j0250807[1].wmf]()

**Unforgettable Specials**

*(memory tricks you’ll never forget)*

**Add Strong Visual Images and/or Color**

**Chants, Songs, Music, Raps, Rhymes**

**Create a Silly Story with the Content**

**Use Exaggeration and/or Unusualness**

[**More…**](http://www.accd.edu/sac/history/keller/accditg/ssmt.htm)

**Word du Jour**

*(Engaging and effective vocabulary ideas.)*

**Charades/Pictionary**: *students draw or act out word meanings while others guess*

[**Frayer Model**](http://wvde.state.wv.us/strategybank/FrayerModel.html): f*our-box organizer includes word, information, examples, and non-examples*

**Possible Sentences/**[**Probable Passages**](file:///G%3A%5CFiles%5CProtected%20Files%5CAdministration%5CTeacher%20Information%5CCurriculum%20Resources%5CLiteracy%20Coach%27s%20Corner%5CStrategy%20Sheets%5CProbable%20Passages%20%2B%20Sample.doc): *Given a set of new and known words, students create predictive sentences or stories to include the words*

[**Vocabulary Circle**](http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr8/blms/8-4-3e.pdf): *students link vocabulary words in a circle and explain connections*

[**WIPM (Whip ‘Em)**](file:///G%3A%5CFiles%5CProtected%20Files%5CAdministration%5CTeacher%20Information%5CCurriculum%20Resources%5CLiteracy%20Coach%27s%20Corner%5CStrategy%20Sheets%5CWIPM.docx)**:** *Students write their own Information, Picture, and Memory Clue*

**A Mixed Bag of Reading Ideas**

*(Choose one or more of these methods when reading text.)*

**Choral Reading:** *read together; nice
 with short sections or used for emphasis on material*

**Independently**: *works best when
material is on students independent
reading level*

**Partner Reading**: *allows teacher to assess reading and participation, goes well with text that might require extra support*

**Read Aloud**: *goes nicely with introductions, short texts, thin books*

**Small Group**: *a nice choice when
students can work cooperatively
 to complete an accompanying task*

**How is Everything Over Here?**

*(quick and easy ways to check for understanding)*

**Awareness**: *keep an eye out for confused looks, disengaged body language, etc. and address them*

**Conference**: *talk briefly with students and ask targeted questions to assess level of understanding*

**Nonverbal Response**: *thumbs up, pencil down, raise colored index card, etc. to show status*

**Parking Lot**: *set up a spot (ex: chart paper) for students to post questions to be addressed later* **Written Response**: *students write what they know, or don’t know, on index card or paper slip*

**The Main Course**

*(a sampling of organizers to help students break down the material)*

**Graphic Organizers**: *students should draw their own as much as possible, and the organizer should match the structure/purpose of the material. Examples:*

* [Content Frames](file:///G%3A%5CFiles%5CProtected%20Files%5CAdministration%5CTeacher%20Information%5CCurriculum%20Resources%5CLiteracy%20Coach%27s%20Corner%5CStrategy%20Sheets%5CContent%20Frame.doc) – *for comparing items across multiple categories*
* [Semantic Feature Analysis](http://www.adlit.org/strategies/22731) – *for comparing items using specific features*
* [Target Notes](file:///G%3A%5CFiles%5CProtected%20Files%5CAdministration%5CTeacher%20Information%5CCurriculum%20Resources%5CLiteracy%20Coach%27s%20Corner%5CStrategy%20Sheets%5CTarget%20Notes.doc) – *for topics with two or more subtopics*
* Thinking Maps – *describing, sequencing, comparing/contrasting, cause-effect, etc.*
* Two-Column Notes – *Main Idea(s) on left, Details on right (add a third column for visuals!)*

[**Jigsaw/Missing Pieces**](file:///G%3A%5CFiles%5CProtected%20Files%5CAdministration%5CTeacher%20Information%5CCurriculum%20Resources%5CLiteracy%20Coach%27s%20Corner%5CStrategy%20Sheets%5CJigsaw-Chemical%20Benefits.doc): *student groups read a section of the material, complete a task, a report back to a base group (or the whole class) and record the “missing pieces” when other groups report*

[**Read-Cover-Remember-Retell**](file:///G%3A%5CFiles%5CProtected%20Files%5CAdministration%5CTeacher%20Information%5CCurriculum%20Resources%5CLiteracy%20Coach%27s%20Corner%5CPresentations%5CGrier%20RCRR.wmv): *partners take turns reading sections aloud (rereading if necessary), then both cover it with their hands, and retell what they remember to a partner*

**Sticky Notes**: *students write on one or more sticky notes while reading/viewing/listening to the material, for example: Write 3 questions you have during the video. Can extend with sorting or sharing activities.*

**Deep Dish Selections**

*(Instructional strategies to help students think more deeply about the subject matter)*

[**Give One-Get One**](file:///G%3A%5CFiles%5CProtected%20Files%5CAdministration%5CTeacher%20Information%5CCurriculum%20Resources%5CLiteracy%20Coach%27s%20Corner%5CStrategy%20Sheets%5CGive%20One%20Get%20One.docx): *students mingle to give and get answers to specific questions in the boxes*

[**Problem Process Chart**](file:///G%3A%5CFiles%5CProtected%20Files%5CAdministration%5CTeacher%20Information%5CCurriculum%20Resources%5CLiteracy%20Coach%27s%20Corner%5CStrategy%20Sheets%5CProblem%20Process%20Chart%20Sample.docx): *students write the problem, describe how to solve it, then write directions for solving a similar problem*

[**R.A.F.T.**:](file:///G%3A%5CFiles%5CProtected%20Files%5CAdministration%5CTeacher%20Information%5CCurriculum%20Resources%5CLiteracy%20Coach%27s%20Corner%5CStrategy%20Sheets%5CExamples%20of%20RAFT%20Assignments.docx) *creative writing activity in which students choose on a different Role, write to a specific Audience, in a particular Format, on a Topic*

**Sentence Expansion**: *teacher provides very simple sentences on the topic and students select one or more to expand into longer sentences by including material learned*

**Talking Drawings:** *students draw pictures of their mental images of a topic, event, or character before learning, then after learning, students construct a second drawing that reflects newly learned material*

**Trading Cards**: *Students create a trading card for a person, item, idea, or topic of study.*

[**Q.A.R. (Question-Answer-Relationship)**](http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20strategies/QAR.htm): *students analyze and create four basic types of questions to help deepen understanding of text*

![C:\Documents and Settings\kcs user\Local Settings\Temporary Internet Files\Content.IE5\S5ZDQW04\j0250808[1].wmf]()![C:\Documents and Settings\kcs user\Local Settings\Temporary Internet Files\Content.IE5\M2OV2KJF\fd01222_[1].wmf]()![C:\Documents and Settings\kcs user\Local Settings\Temporary Internet Files\Content.IE5\5T1P8MGL\fd00496_[1].wmf]()

**Thirst-Quenchers**

*(quick things to try when the lesson feels a little dry)*

[**Brain Gym**](http://esl.about.com/od/englishlessonplans/a/braingym.htm)**:** *simple exercises to activate the brain*

**Physical Activity:** *get up and stretch for 30 seconds*

**Seat Switching**: *instruct students to get up and find a new seat for a period of time*

**Turn To Your Partner And…**: *ask students to turn to a partner and…(explain how to solve this problem; ask a question about the topic; share a reaction to the video)*

**Walkabout:** *students pick a partner and take a 3-minute walk and take turns explaining to each other what they’ve just learned (laps around the room or outside)*

**Writing on the Side**

*(Extend learning by incorporating writing-to-learn activities.)*

[**Learning Logs**](http://wvde.state.wv.us/strategybank/LearningLogs.html): *a variety of prompts and ideas for short written responses*

**Possible Sentences/**[**Probable Passages**](file:///G%3A%5CFiles%5CProtected%20Files%5CAdministration%5CTeacher%20Information%5CCurriculum%20Resources%5CLiteracy%20Coach%27s%20Corner%5CStrategy%20Sheets%5CProbable%20Passages%20%2B%20Sample.doc): *Given a set of new and known words, students create predictive sentences or stories to include the words*

[**Quick Write**](file:///G%3A%5CFiles%5CProtected%20Files%5CAdministration%5CTeacher%20Information%5CCurriculum%20Resources%5CLiteracy%20Coach%27s%20Corner%5CStrategy%20Sheets%5CFast%20Write.doc): *students write nonstop about a specific topic for several minutes before sharing with one or more classmates; extend by rotating papers and adding to others’ writing*

[**R.A.F.T.**:](file:///G%3A%5CFiles%5CProtected%20Files%5CAdministration%5CTeacher%20Information%5CCurriculum%20Resources%5CLiteracy%20Coach%27s%20Corner%5CStrategy%20Sheets%5CExamples%20of%20RAFT%20Assignments.docx) *partners take turns reading sections aloud (rereading if necessary), then both cover it with their hands, and retell what*

**Sentence Expansion**: *partners take turns reading sections aloud (rereading if necessary), then both cover it with their hands, and retell what*

[**Think-Ink-Pair-Share**](file:///G%3A%5CFiles%5CProtected%20Files%5CAdministration%5CTeacher%20Information%5CCurriculum%20Resources%5CLiteracy%20Coach%27s%20Corner%5CStrategy%20Sheets%5CThink%20Ink%20Pair%20Share.docx): *students think about and then respond in writing to a thought-provoking question, share with a partner, then share key ideas with whole class*

![C:\Documents and Settings\kcs user\Local Settings\Temporary Internet Files\Content.IE5\YGU463AM\j0127682[1].wmf]()![C:\Documents and Settings\kcs user\Local Settings\Temporary Internet Files\Content.IE5\S5ZDQW04\fd01901_[1].wmf]()

**Comment Card**

*(Useful approaches to lesson reflection by teachers and students)*

**Graphing Progress:** *regularly have student assess and graph progress and analyze*

**Journals***: reflect in writing*

**Learning Goal Sheet:** *students individually set goals and reflect on progress*

**Likert Scales:** *students rate themselves on statements about their abilities, interests, learning*

[**Rubrics**](http://rubistar.4teachers.org/index.php)

**Reviewing the Bill**

*(Easy ideas for reviewing content)*

**Commercial Break**: *unexpectedly give students 5 minutes to get in groups and create a 30 second commercial that reviews key ideas*

**PPT/[Qwizdom](http://www.kannapolis.k12.nc.us/Impact/quizdom.htm) Games**: *use a* [*template*](http://people.uncw.edu/ertzbergerj/ppt_games.html) *or*[*pre-made games*](http://jc-schools.net/tutorials/PPT-games/) *to save time*

**The Partner Game**: *one partner describes
 the key words in order to get the other
 partner to say them (like $25,000 Pyramid
 or SuperPassword)*

**Sweet Summarizers**

*(End a lesson or unit with one of these satisfying activities.)*

[**3-2-1 Review**](file:///G%3A%5CFiles%5CProtected%20Files%5CAdministration%5CTeacher%20Information%5CCurriculum%20Resources%5CLiteracy%20Coach%27s%20Corner%5CStrategy%20Sheets%5CFinal_Countdown.doc) **(Final Countdown)**: *student fill in a three tiers – ex: 3 things you learned, 2 questions you still have, 1 way to use this new learning in your life*

[**Exit Slips**](http://www.wku.edu/3kinds/dmaesexamples.html): *students write a response, question, summary, etc. on a slip of paper, index card, or sticky note and turn in before leaving*

[**Four Box Synectics**](file:///G%3A%5CFiles%5CProtected%20Files%5CAdministration%5CTeacher%20Information%5CCurriculum%20Resources%5CLiteracy%20Coach%27s%20Corner%5CStrategy%20Sheets%5CFour%20Box%20Synectics.doc): *students create analogies between the topic and four unrelated items*

**Free Form Mapping**: *students use visual representations to demonstrate their understanding*

**One-Sentence Summaries**: s*tudents generate a single sentence that best represents the major ideas learned from the lesson*

**Shaping Up Review**: *students fill in shapes (ex: heart – one thing you loved; square – four key ideas; triangle – 3 questions you still have; circle – a global statement)*

**Smaller Portions**

*(Strategies for differentiating instruction for students struggling with the material)*

**Adapted Text:** *simplify the text or offer alternatives to support struggling readers*

**Feedback:** *not grading, so as to allow multiple attempts at mastery*

**Games:** *to practice mastery of information/skills*

**Mini-Workshops:** *teacher- or student-led sessions to reteach skills*

**Reading Road Map:** *a prepared guide to navigating the text that offers support and structure*

[**Tiered Assignments**](http://www.centralischool.ca/~bestpractice/tiered/index.html)**:** *students complete an activity of less difficulty (but equal level of thinking and engagement!)*

**Extra Courses**

*(Possibilities to differentiate for students who have already mastered the material)*

[**Anchor Activities**](http://www.centralischool.ca/~bestpractice/anchor/index.html)**:** *ongoing assignments or centers that students can complete independently (choice and interest is important)*

**Mini-Workshops:** *teacher- or student-led sessions to teach new (or reteach old) skills*

**Orbitals:** *student raises questions of individual interest, figure out how to find answers and share findings with peers*

[**Tiered Assignment**](http://www.centralischool.ca/~bestpractice/tiered/index.html)**s:** *students complete an activity of more difficulty (but equal level of thinking and engagement!)*

*Strategies taken from NC Teacher Academy Reading in the Content Areas training unless otherwise noted/linked*