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| **Last Man Standing** | A list of possible topics from previous lesson will be on the board and students will be randomly selected (popsicle sticks) to choose a topic to discuss. As each topic is exhausted, another student will choose another topic from the remaining list. |
| **Fishbowl** | Two students have a conversation about topic while the class observes and evaluates the statements, questions, and answers of the conversation. |
| **Debates** | A provocative statement will be provided, and students will choose sides or be assigned to a side. The conversation will involve each side stating and defending their position as well as addressing the other side.  |
| **Two Cents** | Each student receives two pennies. It “costs” one penny to make a contribution to the discussion. Each student MUST use both pennies, and once a student is out of pennies, he or she may only listen and observe. |
| **Popcorn**  | A student will begin the discussion with a brief explanation of something they found interesting or confusing from the previous night’s reading. Another student will be randomly selected, and that student will respond to the previous student, then present his or her own item of interest from the reading. |
| **Answer One/Ask One** | Each student will identify a clarifying question they have and offer it to the class. Another student will be asked to answer the question. Then the second student will offer his or her own clarifying question. |
| **Chunking** | Organizing info into groups or categories so remembering the categories helps remember the specifics. |
| **Cause and Effect** | Identify and analyze connections between different events, ideas, and actions |
| **Author’s Chair** | Students share writing by reading aloud to class or small group. May require direct instruction re: constructive criticism. |
| **Frayer Model** | Graphic organizer for vocab. Word or concept in the center, and each corner student puts one of the following: definition, facts related, examples, non-examples. |
| **Double Entry Journal** | On left side of page, student copies sentence from text, on right hand side, student records their thoughts on or response to the quote. (also called Dialectical Journal) |
| **RAFT writing** | Students write while considering their Role, Audience, Format, and Topic. |
| **KWL** | Beginning of unit/standard/topic, students answer- what do I know? What do I want (or need) to know? And after, what did I learn? |
| **Cloze** | Reading passages with KEY TERMS left out. Also good for teacher notes for students who need Tier 2 interventions. |
| **Clustering/Branching/Mapping** |  Grouping ideas in non-linear format (can be used for brainstorming) |
| **Concept Map** | Organize material in a visual manner, linking content or concepts that are connected |
| **Classifying** | Grouping items or ideas according to share qualities or characteristics. Can easily be combined with concept mapping or clustering |
| **Comparison Matrix** | Chart listing categories of attributes (age, height, eye color) and comparing the features of two or more items (Bob is 8 years old, Fred is 9 years old) |
| **Compare/Contrast** | Tell how two things are similar and different. Venn Diagram, Double Bubble map are useful |
| **Cubing** | Choose a topic. Find a cube template online, and each side answers one of the following re: the topic- Describe it, compare it, associate it, analyze it, apply it, argue for AND against it. |
| **Title Talk** | Discuss title of reading prior to reading, make predictions re: content. |
| **Flexible grouping** | Students grouped according to readiness, interest, learning style profile. |
| **Stations** | Different activities all based on similar content/skill, student rotate, completing different tasks |
| **Tiered assignments** | Based on zone of proximal development. Students assigned level based on student need (NOT the same as grouping by ability- more dynamic)- Tiered work is like choice boards where the teacher picks for the student |
| **Choral response** | Teacher asks question, whole class answers |
| **Four Corners** | Each corner is labeled with a statement or piece of info. Students go to corner they support, can defend answer to prompt discussion |
| **Jigsaw** | Students are grouped. Each group explores different topics and then is responsible for teaching the other three groups by rotating one person from each group (each group has students numbered- all #1s teach each other, all #2s teach each other, etc.) |
| **Inside Outside circle** | Half of the students make a circle. Around them, the other half makes another circle. Each inside student asks a question and their outside counterpart answers. They reverse roles, then the outer circle rotates one place. And so on… |
| **Think-Pair-Share** | Students take 1 minute to think about info or response to a prompt, discuss with a partner for 2 min, then each pair shares (duh) their thoughts with the class |
| **I have- Who has?** | Each kid gets a card. On top, is an answer, and on bottom, is a question. Question is asked, and student with the answer shares it, then asks their question. |
| **Peer teaching** | Assign each student or pair of students a topic. Their job is to become experts and teach the topic to the class or to other groups |
| **Anchor work**- | Tasks or activities that students can do if they are done with everything. Can be bonus points or required work. (Generally independent activities- USA Testprep, read a book, etc) |
| **Orbital work** | Good for creative thinkers and highly motivated students. While class does activities with scaffolding and guidance, orbital workers learn the same content or a more in-depth version of the content in an independent study format. |
| **Student Contracts** | Student agrees to do something, and signs. Parents sign and teachers sign. Can be behavioral or for students doing orbital work. Teaches accountability and great documentation for RTI or parent conferences. |
| Minute Paper | Write a paragraph in response to the two questions:What was the most important thing you learned today?What important questions remain unanswered? |
| Muddiest Point | What is the topic you are the most confused about? |
| 3.2.1 | Three things I learned today, Two things I found interesting, One thing I’m confused about |
| 3Ws | What did I learn today? So What? Now What? |
| Essential Question | Write a complete sentence to answer today’s essential question. |
| One Sentence Summary | Students answer the question “Who does what to whom, when, where, how and why?” and address all parts of the question in one sentence. |
| Quiz | Instead of grading quizzes for credit, grade quizzes, hand them back, discuss the answer for each. Also serves as review.  |
| 5 + 1 | Students identify 5 key ideas from lesson, work in small groups to choose 1 “MVP” from the day |
| ABC Summarize | Each student is assigned a letter of the alphabet and must choose a word related to the day’s lesson or write a sentence that begins with the letter that summarizes the lesson. |
| **Clothesline** | Stretch a string across the room, one end is “Know a lot” and the other is “Know nothing.” Students place themselves accordingly. |
| **Thumbs** | Thumbs up, thumbs down, or sideways. Easy quick “overall” check |
| **Reflection** | Once a week, students review notes/activities/hw and reflect upon what standard/topic/content they have mastered and how they know, and what standard/topic/content they need to further review and how they know. |
| **Self-Assessment** | Students answer questions after a quiz, exam, project, or presentation where they explain what they did very well on, what they could have done better, and how they will prepare differently next time. |
| **Four Corners** | Same process as instructional version, but statements are reflective |