

<b>JHAT 2007 Bag of Tricks</b>	Description	Main Use	Preparation level	Technology
<b>1-2-3-Special</b>	1-2-3 Special: Each student in the classroom reads a different piece of text (You can have as few as nine different pieces of text, with some students reading the same thing). On the 1-2-3 Special graphic organizer, they write the three most important ideas from their reading, reducing the idea to 4-5 key words for easy transmission. Then students form into groups of three, with each person having read a different piece of text. They record the other two students' 3 most important ideas. From the nine ideas the group narrows the list down to a top three. Finally, the groups mix and form new groups of three, where none of the discussed texts are the same. These students record each other's top three ideas. If you'd like, you can add one more narrowing down to three from this set of nine. The final groups select a spokesman to present their "most important" idea as a basis of class discussion. You can also ask for students to share anything else important/interesting that they saw. Once a generic worksheet is created, this becomes a quick strategy to implement.	Access text/info	Quick once created	
<b>3-level Guide</b>	3-Level Guide: This is a reading guide for a specific piece of text constructed by the teacher. The three levels refer to literal (on the line), interpretive (between the lines), and applied (beyond the lines). The guide is meant to help the student move toward deeper levels of comprehension. The teacher creates statements to fit each of these categories that the student agrees/disagrees with after reading the text selection. See <u>Content Area Reading</u> by Vacca and Vacca for a full description of how to create a 3-level guide.	Access text/info	Average	
<b>4mat</b>	4mat: From <u>The Differentiated Classroom</u> : "This complex but useful approach to teaching focuses on teacher response to student learning profile. Based on several personality and learning inventories, 4mat hypothesizes that students have one of four learning preferences. Teachers who use 4mat plan instruction for each of the four preferences during the course of several days on a given topic." More information can be found at <a href="http://www.aboutlearning.com/">http://www.aboutlearning.com/</a>	Differentiate	Extensive	
<b>Access Schema</b>	Access Schema: This is a reading strategy. "Schema is the technical term used by cognitive scientists to describe how people organize and store information in their heads. Schema activation is the mechanism by which people access what they know and match it to the information in a text." ( <u>Content Area Reading</u> ) Schema is also called prior or background knowledge.	Access text/info	Average	

<b>Admit / Exit Slips</b>	Admit/Exit Slips: Admit slips are brief comments written by students on index cards or half-sheets of paper collected as an "admission ticket" at the beginning of class. The purpose of the admit slip is to have students react to what they are studying or to what is happening in class. One way to use them is to ask questions about the class environment with questions such as, "What's confusing you about ___? What problems did you have with your assignment? What would you like to get off your chest? What do you like (dislike) about ___?" The admit slips are collected by the teacher and read aloud (with no indication of the authorship of individual comments) as a way of building class discussion. This type of admit slip builds a trusting relationship and a sense of community in the classroom. Admit slips can also be used as a form of homework. Students are given a short reading (a couple of paragraphs) with a couple of questions to answer before class. The questions are open-ended and responsive, rather than factual in nature. This works to build background knowledge and interest in the next day's content. An exit slip is a variation of the admit slip, turned in by students as they leave class. They are particularly useful as a way to check understanding of that day's events, and thus to plan for the next day of class (see "quick assessments" below).	Assess	Quick	
<b>Advance Organizers</b>	Advance Organizers: These are similar to 3-level guides in that they guide the students through a piece of text. They are created by the teacher as a scaffold for a reading assignment. They are not just a set of questions to test comprehension; instead, they actually guide the student through the process of how to read the piece of text.	Access text/info	Average	
<b>Alpha Boxes</b>	Alpha Boxes: This is a graphic organizer made of 26 boxes, with a letter of the alphabet in each box. It can be used to access schema (write something you know about the topic we will be studying that starts with each letter); as a note-taking guide (write down an important idea or vocab word for each letter); or as a review sheet (write something you think will be on the test that starts with each letter).	Multiple uses	Quick once created	
<b>Anchor Activity</b>	Anchor Activity: This is an activity that students move to when they have completed their assignment. It helps to alleviate some of the problems that occur as some students quickly finish, while others are slogging their way through. Examples might be: Journal writing, reading, a predetermined independent project, vocab, etc.	Differentiate	Average	

<b>Anticipation guide</b>	Anticipation Guides: "An anticipation guide is a series of statements to which students must respond individually before reading the text. Their value lies in the discussion that takes place after the exercise." ( <u>Content Area Reading</u> ) The sentences should be short "agree/disagree" opinion statements (or statements of attitudes or events in the text for students to predict); the best ones are those that are a little controversial and will get students debating. After the discussion, students then read the text and revisit the statements on the anticipation guide. Some teachers include a column for students to record whether the author would agree or disagree with each statement, particularly if the text is a primary source. The anticipation guide is particularly useful because it has components for before, during, and after reading.	Introduce	Average	
<b>Appointment Clock</b>	Appointment Clock: This is a wonderful management tool. Begin with a graphic of a clock, with a signature line next to each hour around the outside. Each student writes his or her name at the top of one sheet. The students then make "appointments" with other students by signing their names on each other's clocks. They must sign next to the same time on each other's clocks, and they can only make one appointment with a person. They continue to move around the room until all twelve signature lines are full (It can also be adjusted to accomodate fewer than 12--for instance, appointments at 3,6,9, and 12 o'clock). This clock can then be used when exchanging papers for correcting or peer editing, or any other time you need students to pair up (For example, "Trade with your four o'clock buddy"). It's more versatile and creative than "Pass your paper back one person."	Management	Quick once created	
<b>Asking Questions</b>	Asking Questions: This is a general reading strategy. As children get older, they are often trained to stop asking questions. They get used to answering questions asked by teachers. What <u>Content Area Reading</u> calls "cognitive questions" become automatic in good readers, and these questions allow the reader to interact with the text. There are several specific strategies, such as ReQuest and KWL, that help to retrain students to ask questions as they read.	Access text/info	Average	

<b>Bingo</b>	Bingo: Bingo, like the alpha boxes strategy, can be used either to activate schema or as a review. Give students a blank bingo board. You can then put concepts, vocabulary words, people, etc. on an overhead or the board for students to choose from. If you want to play all the way to "blackout", it's important to have more concepts than the students have squares. You can then give clues, and students cover their bingo squares. For example, you could give a description of a person without the name, and students must find the name on their board and cover it. You can mix things up by having more ways to win than regular bingo: big X, red cross, postage stamp, layer cake, etc.	Multiple uses	Average	
<b>Bioglyph</b>	Bioglyph: Where students create a drawing of themselves (usually just from the neck up), based on a guide you give to them. For example, they have an oval head if they are male, circular if female; a straight hair for each brother, and a curly hair for each sister; ears and earrings to represent their pet(s); eye shape to represent where born; eye color to represent favorite hobby; etc. It takes some initial work to put the guide together, but then it can be used year after year, particularly as a get-to-know-you activity.	Introduce	Quick once created	
<b>Biopoem</b>	Biopoem: A biopoem is a form poem usually used to show deep understanding of a person. This person can be a historical figure or a character in a novel. It can also be adapted to be used for a place, thing, concept, or event you are studying. The pattern suggested by Gere ("Roots in the Sawdust") is: Line 1. First name Line 2. Four traits that describe character Line 3. Relative ("brother," "sister," "daughter," etc.) of ____ Line 4. Lover of ____ (list three things or people) Line 5. Who feels ____ (three items) Line 6. Who needs ____ (three items) Line 7. Who fears ____ (three items) Line 8. Who gives ____ (three items) Line 9. Who would like to see ____ (three items) Line 10. Resident of ____ Line 11. Last name	Extend text/info	Quick	

<b>Blow the Roof Off!</b>	Blow the Roof Off!: This is a game used to teach or review sequencing. The original game is a series of cards that ask the students to do certain actions at certain times (for example, when someone claps twice, write your name on the board). The students race against the clock to see how quickly they can complete the entire sequence of cards. This original game can be adapted to any content; for example, to teach the sequence of the sinking of the Titanic or the order of events in the novel <i>The Outsiders</i> . It can be played at the beginning of a unit and/or as a review at the end.	Multiple uses	Extensive	
<b>Book (Chapter) in an Hour</b>	Book in an Hour: In this activity a novel or other large piece of text is broken into chunks. Each student or group of students reads one chunk and reports on that chunk to the rest of the class. There are various ways to report; writing, drawing on an overhead, making a poster or picture book page, etc. You can also use the jigsaw strategy to have the students share with each other in smaller groups. Using this strategy, you can literally read an entire novel in a class period!	Access text/info	Average	
<b>Book Pass</b>	Book Pass: This is an effective way to build background knowledge and spark interest amongst the students. Each student gets a book to start, and then is given between 2 and 5 minutes to quickly sample it. It is helpful for students to have a chart with 3 columns for the title, author, and comments/questions so that they can quickly record their thoughts. The teacher then says "pass," at which point they pass their book to the next student, and repeat the process. Obviously, the passing order must be determined before beginning the activity. After the passing phase, the teacher can debrief, asking what new, interesting, or important information the students have learned. The more varied the texts are (novels, poetry, art, textbook, primary sources, etc.), the better.	Introduce	Average	
<b>Brainstorming</b>	Brainstorming: "Brainstorming is a procedure that quickly allows students to generate what they know about a key concept. In brainstorming, the students can access their prior knowledge in relation to the target concept. Brainstorming involves two basic steps that can be adapted easily to content objectives: 1. The teacher identifies a key concept that reflects one of the main topics to be studied in the text, and 2. Students work in small groups to generate a list of words related to the concept in a given number of seconds." ( <u><a href="#">Content Area Reading</a></u> ) Brainstorming can also be done individually or as a whole class on the board or overhead, especially with a graphic organizer such as a word web.	Introduce	Quick	
<b>Brochures</b>	Brochures: Students can create a brochure as an assessment, to show knowledge of a place, an organization, a political party, a person, etc. Microsoft Publisher has a brochure template that is easy to use.	Assess	Average (extensive if you create one first)	tech

<b>Brown-Bag-it</b>	Brown-Bag-it: Students are given a list of ideas or categories for which they find representative objects which they collect into a brown lunch bag. For instance, it could be used for a get-to-know-you activity where the objects represent hobbies, favorite foods, favorite music, talents, family members, etc. Or it could be used to represent main characters or themes from a novel, or to represent a group of history personalities, etc. Students then do a show-and-tell in class with their bag.	Extend text/info	Average	
<b>Centers</b>	Centers: From <u>The Differentiated Classroom</u> : "A learning center is a classroom area that contains a collection of activities or materials designed to teach, reinforce, or extend a particular skill or concept. An interest center is designed to motivate students' exploration of topics in which they have a particular interest." The book has a good list of what a center should include.	Differentiate	Extensive	
<b>Character Map</b>	Character Map: This can refer to a character in a novel or play, as well as a historical personality. The character map is a blank worksheet that has a stick figure in the middle of the page that the students draw on to represent the character. It also has three headings with blank lines (for the students to write on) around the character. The headings are chosen by the teacher, but can be such as: how the character looks, how the character thinks or acts, most important things to know about him/her, what the character says or does, what the character really means to say/do, what the character would want us to know about him/her, etc.	Extend text/info	Average	
<b>Choice Boards</b>	Choice Boards: This activity is great for differentiation. According to <u>The Differentiated Classroom</u> , "With choice boards, changing assignments are placed in permanent pockets. By asking a student to make a work selection from a particular row, the teacher targets work toward student need and at the same time allows student choice. Choice boards are well-suited to dealing with readiness and interest differences among students."	Differentiate	Extensive	
<b>Chunking</b>	Chunking: According to <u>The Differentiated Classroom</u> , "The brain seeks meaningful patterns and resists meaninglessness. Though the brain retains isolated or disparate bits of information, it is much more efficient at retaining information that is 'chunked.' Chunked information is organized around categories that increase the information's meaningfulness. The brain constantly seeks to connect parts to wholes, and individuals learn by connecting something new to something they already understand." This is more of a general principle rather than a specific strategy.	Access text/info	Average	
<b>Classification</b>	Classification: Students are given groups of 4 or 5 words or ideas and asked to do one of two things with them. (1) They can be asked to circle the word/idea that best includes all of the other words/ideas. (2) Or, they can be asked to cross out the word/idea that does not belong, and perhaps to provide a label for the group's main idea.	Extend text/info	Average	

<p><b>Column Notes / Double Entry Journal</b></p>	<p>Column Notes: These are also referred to as two or three column notes. They are a form of note-taking where the student uses one column to record facts or exact words from the teacher or text. In the other column(s), the student can respond, ask a question, connect, label, write a brief summary, draw a picture to illustrate, etc. A good third column (for more advanced students or to challenge any student) is to ask the students to respond as in column two, but from a different point of view--for instance, as a historical figure, an expert in the field, a character, a newspaper editor, a political cartoonist, etc. While you can pre-produce a graphic organizer for this, it is often helpful for students to get the tactile experience of actually folding the paper.</p>	<p>Access text/info</p>	<p>Quick</p>	
<p><b>Compacting</b></p>	<p>Compacting: From <u>The Differentiated Classroom</u>: “Compacting encourages teachers to assess students before beginning a unit of study or development of a skill. Students who do well on the preassessment (getting as much as three-quarters correct) should not have to continue work on what they already know. With three-stage compacting, teachers document 1. what the student already knows (and evidence for that conclusion), 2. what the preassessment indicates the student does not know about the topic or skill (and plans for how the student will learn those things), and 3. a plan for meaningful and challenging use of time the student will ‘buy’ because she already knows much of the topic or skill. Compacting begins with a focus on student readiness and ends with an emphasis on student interest.”</p>	<p>Differentiate</p>	<p>Extensive</p>	
<p><b>Concept Circles</b></p>	<p>Concept Circles: From <u>Content Area Reading</u>: “Concept circles provide still another format and opportunity for studying words critically – for students to relate words conceptually to one another. A concept circle may simply involve putting words or phrases in the sections of a circle and directing students to describe or name the concept relationship among the sections... In addition, you might direct students to shade in the section of a concept circle containing a word or phrase that does not relate to the words or phrases in the other sections of the circle and then identify the concept relationships that exist among the related sections... Finally, you can modify a concept circle by leaving one or two sections of the circle empty. Direct students to fill in the empty section with a word or two that relates in some way to the terms in the other sections of the concept circles. Students must then justify their word choice by identifying the overarching concept depicted by the circle.”</p>	<p>Extend text/info</p>	<p>Average</p>	

<b>Concept Web</b>	<p>Concept Web: A concept web is a visual representation of information, usually used when brainstorming although they can also be left up in the classroom and added to over time as students continue to think and connect. Students put a main idea (usually chosen by the teacher) in the center of their paper, circle it, and then draw lines to other words or phrases as they think of them. It might be worthwhile to have students write the words/phrases on the side of the paper first, so that when they begin to draw they can do so with some sort of organization. If you use it as a form of assessment, generally have students add in "connecting words" between the circles so that you can follow their thinking. The Inspiration computer program mentioned below is great for concept webbing.</p>	Multiple uses	Quick	
<b>Connections</b>	<p>Connections (Text-to-Self, Text-to-World, Text-to-Text): Connections is a reading comprehension strategy. A text-to-self connection occurs when a passage reminds the reader of something that he or she has experienced personally, or that happened to someone they know well. A text-to-world connection occurs when a passage reminds the reader of something currently/recently happening in the world, in society, or in the news. A text-to-text connection occurs when a passage reminds the reader of another piece of text, which could be a story, novel, poem, movie, website, magazine, television show, etc. These connections enable the reader's brain to connect the information with knowledge that is already embedded. After reading, usually have the students narrow it down to two or three connections that then they can share within small groups and/or with the class.</p>	Access text/info	Quick	
<b>Contextualization</b>	<p>Contextualization: A questioning skill for use in working with various texts. For instance, do some of the words used have different meanings now, could what they say physically/geometrically/geographically have happened, what is the social context, are there analogies, etc. It helps students not to impose modern values/thoughts upon other people, cultures, and times.</p>	Access text/info	Quick	
<b>Contracts</b>	<p>Contracts: From <u>The Differentiated Classroom</u>: "A learning contract is a negotiated agreement between teacher and student that gives students some freedom in acquiring skills and understandings that a teacher deems important at a given time. Many learning contracts also provide opportunities for student choice regarding some of what is to be learned, working conditions, and how information will be applied or expressed." The book lists qualities of a good contract and shows examples.</p>	Differentiate	Extensive	

<b>Cooperative Learning</b>	Cooperative Learning: Marzano lists five defining elements of cooperative learning in Classroom Instruction That Works: "positive interdependence (a sense of sink or swim together), face-to-face promotive interaction (helping each other learn, applauding successes and efforts), individual and group accountability (each of us has to contribute to the group achieving its goals), interpersonal and small group skills (communication, trust, leadership, decision making, and conflict resolution), and group processing (reflecting on how well the team is functioning and how to function even better)." This book devotes an entire chapter to cooperative learning and lists several other resources. One important idea to foster appropriate division of labor is for the teacher to provide roles for the group members, such as: leader, writer, reader, checker, encourager, etc.	Multiple uses	Average	
<b>Corroboration</b>	Corroboration: This is a way of helping students to assess the validity or reliability of a primary document. In addition to the document(s) in question, the teacher provides several other documents on the same topic or event, and has the students compare/contrast the documents, notice omissions in any of the documents, notice if any of them contain unique information, etc.	Access text/info	Average	
<b>Cubes</b>	Cubes: You make a six-sided die with one of the following written on each side: describe it, compare it, associate it, analyze it, apply it, argue for or against it. Then as you ask questions or interact with information in some way you can roll the die and have students respond according to the die roll. Other possibilities for the six sides: connect it, illustrate it, change it, solve it, rearrange it, question it, cartoon it, satirize it, evaluate it. Or for a Kinesthetic cube: arrange into 3D collage, make body sculpture, create a dance, do a mime, present an interior monologue with dramatic movement, create sound effects to accompany the reading, etc. You could also have a Role cube, where students respond as: artists, car saleperson, lawyer, politician, psychiatrist, professional athlete, rapper, etc. Once the cubes have been created, it is very quick to use.	Extend text/info	Quick once created	
<b>Determining Importance</b>	Determining Importance: A reading comprehension strategy where students learn to sift main ideas from less important details. This strategy is especially useful when reading a textbook, or other expository text.	Access text/info	Average	
<b>Dialogue</b>	Dialogue: This term can simply refer to class or group discussion, however it is also a specific strategy as described by <u>Content Area Reading</u> : "Students are asked to create an exchange between two or more persons, historical figures, or characters being studied... It permits writers to think about conflicts and possible solutions. As an unfinished writing activity, a dialogue also provides an opportunity for students to react to ideas and to extend their thinking about the material being studied." This is a great writing-to-learn activity.	Extend text/info	Average	

<b>Discussion</b>	Discussion: Discussion refers to any conversation, either teacher-student, student-student, group of students, or teacher-class.	Multiple uses	Quick	
<b>Empathy</b>	Empathy: The literal definition of empathy is “the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner.” While developing empathy is important in its own right, it has also been shown to help students retain content much better when they have this connection to it. There are a variety of ways to build empathy, but generally it requires students to learn about and connect with a single individual.	Extend text/info	Average	
<b>Entry Points</b>	Entry Points: From <u>The Differentiated Classroom</u> : “Gardner has described Entry Points as a strategy for addressing varied intelligence profiles. He proposes student exploration of a given topic through as many as five avenues or Entry Points: · Narrational Entry Point: Presenting a story or narrative about the topic or concept in question. · Logical-Quantitative Entry Point: Using numbers or deductive/scientific approaches to the topic or question. · Foundational Entry Point: Examining the philosophy and vocabulary that undergird the topic or concept. · Aesthetic Entry Point: Focusing on the sensory features of the topic or concept. · Experiential Entry Point: Using a hands-on approach where the student deals directly with materials that represent the topic or concept. These materials also make links to the student’s personal experience.”	Differentiate	Average	
<b>Excel</b>	Excel: It is a spreadsheet program, part of the Microsoft office package. It can be used by either teachers or students to create everything from seating charts to presentations. It’s a great way to organize, sort, and graph information.	Extend text/info	Average	tech
<b>Fill in the Blank (Cloze)</b>	Fill in the Blank (Cloze): From <u>Content Area Reading</u> : “A cloze test determines how well students can read a particular text or reading selection as a result of their interaction with the material... The cloze procedure is a method by which you systematically delete words from a text passage and then evaluate students’ ability to accurately supply the words that were deleted.”	Assess	Average	

<b>Fortune Line</b>	<p>Fortune Line: This is a way for students to "graph" the changing fortunes of a person, group, or nation through history, novels, plays, music, etc. It looks something like the graphs showing the value of the stock market as it falls/rises. For instance, Cinderella's line would drop when her father dies, but rise when her fairy god-mother stops by. The x-axis is the change over time, and the y-axis can be used to represent anything of the teacher's or student's choosing, such as happiness, wealth, military might, etc. In addition to drawing the lines and determining the steepness of the slope, have students label either the x-axis or the line itself as the events progress. You can either decide to have all students graph the same events, or you can let students decide which events to use.</p>	Extend text/info	Quick	
<b>Gallery Walk</b>	<p>Gallery Walk: A gallery walk is a quick and useful strategy when you have a product you'd like students to share with their classmates, but you are limited on time. The students can either place the product(s) on their desks or hang them on the walls. Then the students walk around the room and look at each other's products. There are three ways to do this. (1) You can allow all of the students to move around the room at once, asking them to move the same direction and not crowd each other. (2) Or you can have half of the students stay with their products (to explain and answer questions) and the other half walk around the room, then switch roles. If students worked in partners, you could send one partner around while the other stays with the product. (3) Or students can act the part of "artist" or "expert" for another student's product, and then proceed as in version 2.</p>	Extend text/info	Quick	
<b>Game Shows</b>	<p>Game Shows: Game shows are a wonderful way to review before a test, but they can be used at any time. You can set up a game like Hollywood Squares, Jeopardy, or Who Wants to be a Millionaire within the classroom, or you can use an online template to make a game board.</p>	Multiple uses	Average	tech
<b>Graphic Organizers</b>	<p>Graphic Organizers: A graphic organizer is any visual representation of information. From <u>Content Area Reading</u>: It is "a chart that uses content vocabulary to help students anticipate concepts and their relationships to one another in the reading material. These concepts are displayed in an arrangement of key technical terms relevant to the important concepts to be learned... a graphic organizer always shows concepts in relation to other concepts." See <u>Content Area Reading</u> for more detail, examples, and a description of how to create your own graphic organizers.</p>	Multiple uses	Average	

<b>Group Investigation</b>	Group Investigation: From <u>The Differentiated Classroom</u> : "Focusing on student interest, this strategy carefully guides students through investigation of a topic related to something else being studied in class. The teacher guides students through selection of topics and breaks the class into groups by learner interest. Then she helps them with planning the investigation, carrying out the investigation, presenting findings, and evaluating outcomes both individually and as a group. This strategy also provides the opportunity to address student readiness through varying complexity of research materials."	Differentiate	Extensive	
<b>Grouping</b>	Grouping: Creating random groups of students can sometimes be a management problem. One way to do this might be to create some cards that have six different colors, six different shapes, and six different numbers on them. Once created, they are a quick way to create a group, and are particularly useful in a jigsaw or other activity where more than one grouping is used.	Management	Quick once created	
<b>Guided Imagery</b>	Guided Imagery: This is a pre-reading strategy where you prepare students for reading a piece of text by taking them through a brief visualization exercise. Students are usually asked to close their eyes and imagine as you describe a scenario that relates to what you will be reading.	Access text/info	Quick	
<b>Haiku</b>	Haiku: A haiku is a three-line poem of 5 syllables, 7 syllables, and 5 syllables. It makes a wonderful writing-to-learn activity. Students can use the non-threatening format of the poem to connect emotionally with a novel, a period of history, a historical figure, etc.	Extend text/info	Quick	
<b>Here and Now</b>	Here and Now: This is a quick write activity used to activate background knowledge and connect students to the content. Students are given a prompt (a visual, a movie clip, a short piece of text) that will trigger questions and that students can quickly respond to.	Introduce	Average	
<b>Heritage Picture / Collage</b>	Heritage Picture/Collage: This activity is a good introduction to an immigration or multicultural unit. Each student draws pictures and symbols to represent where they come from. The pictures can relate to distant heritage (like Irish ancestors), more immediate family, circle of friends, religion, hobbies, etc. Together they give a picture of the whole person. The district's REACH training also does this activity, using a suitcase as the background for each participant's drawing.	Introduce	Quick	
<b>Highlighting</b>	Highlighting: Highlighting is a form of note-taking where students are required to determine what is most important. If you limit the amount students can highlight in a piece of text, they are forced to look for the main ideas or most important facts.	Access text/info	Quick	

<b>History</b>	<p><u>History</u>: As historians we are never 100% sure--it is a constructivist process--we continually build meaning as new evidence/understanding appears, rather than just statically transfer "facts." This strategy helps students to understand this process, as well as often forming a more personal connection with the information. Instead of presenting an entire story or group of related primary documents, give a piece each day of class during the unit. For example, you can trace one piece at a time a WW2 soldier's experience from early in the war, through his capture, time in a prisoner of war camp, and then death. Another example is from the Holocaust Museum, where you find out a little bit about a concentration camp survivor/victim one piece at a time as you move through the exhibits. This often creates a very personalized "timeline" of the unit.</p>	Introduce	Extensive	
<b>Humor</b>	<p><u>Humor</u>: From <u>The Differentiated Classroom</u>: In a classroom with respect and kindness, "in these places, you hear laughter. Humor and creativity are close kin. Humor stems from making unexpected and pleasurable connections, from freedom to be spontaneous, from the sense that errors can be surprisingly instructive. The humor is never sarcastic or cutting. It is the sort of laughter that stems from the capacity to laugh with one another."</p>	Management	Quick	
<b>Independent Study</b>	<p><u>Independent Study</u>: From <u>The Differentiated Classroom</u>: "Most students need help to learn how to become independent learners... Independent study is a tailor-made opportunity to help students develop talent and interest areas, as long as teachers understand that the independent study needs to meet students at their current readiness for independence and move them toward greater independence a little at a time. Independent study allows emphasis on student readiness, interest, and learning profile."</p>	Differentiate	Extensive	
<b>Inferring</b>	<p><u>Inferring</u>: This is a reading strategy where students read "between the lines." An inference is an educated guess, based on evidence from the text, to discover information that is not stated directly. For example, if the ground is wet and it is cloudy, I might infer that it has been raining. Students must be taught to read between the lines, especially since many texts and assessments require inference to fully understand the information.</p>	Access text/info	Average	
<b>Inspiration</b>	<p><u>Inspiration ©</u>: This is a computer program that helps students make webs, outlines, and other graphic organizers. It is useful as a pre-writing tool, and is also great for teaching students how to turn their ideas into an outline.</p>	Extend text/info	Average (extensive if you create one first)	tech

<b>Jigsaw</b>	Jigsaw: A jigsaw can be used any time you have more than one piece of text you'd like to teach, but you are limited by time. Put students in groups, and have each group read a different piece of text. You can have them talk about the most important ideas in their piece of text. Then students create new groups with one member from each old group. The students have become experts on the piece of text they read, and they take turns sharing their knowledge with those who did not read the same piece of text.	Access text/info	Average	
<b>Kinesthetic / Hands on</b>	Kinesthetic/Hands-On: These are active learning strategies where students use either fine motor skills (fingers and hands – like manipulatives or art) or gross motor skills (whole body – like sports or moving around the room).	Differentiate	Average	
<b>KWL / KWLH</b>	KWLH: The original KWL is a three-column graphic organizer with the columns labeled K (what you know about a topic), W (what you want to know or wonder), and L (what you learned). It can be used all the way through a unit or reading of a text. The addition of the H allows students to tell "how" they learned what they did. This forces students to think a bit more deeply and critically.	Access text/info	Quick once created	
<b>Learning Logs</b>	Learning Logs: Learning logs are a form of in-class journal. They are meant to be quick, low-risk writing-to-learn activities that are graded on completion rather than content. According to <a href="#">Content Area Reading</a> , "Students keep an ongoing record of learning as it happens in a notebook or looseleaf binder. They write in their own language, not necessarily for others to read but to themselves, about what they are learning."	Extend text/info	Quick	
<b>Lecture</b>	Lecture: While lecture is often overused, it can be very effective when used sparingly. Lecture can be combined with notetaking or other activities. Especially with younger students, keep the amount of continuous time you spend lecturing short.	Access text/info	Average	
<b>Letters</b>	Letters: This is another writing-to-learn activity. Letters can be to anyone, and can be either sent or unsent. Sent letters can be to a classmate, the teacher, another person in the building, a famous person, a company, someone in the community, etc. Unsent letters can be to a historical figure, a character in a novel, themselves in the future, etc. Unsent letters can also be from someone other than themselves. For example, students could write a letter to Hamlet from Ophelia.	Extend text/info	Quick	
<b>List Poem</b>	List Poem: This is a way for students to use (and embed) information from the text, teacher, etc. Either individually or in groups, students make a list of key words, phrases, or ideas--and then turn it into a poem, which they "perform" for the class.	Extend text/info	Quick	

<b>List-Group-Label</b>	List-Group-Label: (1) Either the teacher can provide a list, or students can brainstorm a list, of items, such as "important events of the 1900s." (2) The students then arrange the items into groups of their own devising. (3) and then label or entitle each group. Limit students to 3 or 4 groupings, of which "miscellaneous" cannot be a group, and items cannot be in more than one group. The most important part of this activity is the discussion amongst the students as they try to classify and organize the items, and not whether the students finish sorting all of the items. The students can then share these with the class as a basis for discussion. At times, the teacher can provide the group labels as well, depending on the needs of the students. This can also be done with visual or tactile items as well, though they will need to be provided by the teacher.	Multiple uses	Quick	
<b>Literature Circles</b>	Literature Circles: For this strategy the teacher selects several pieces of text (usually novels) of varying lengths and reading levels but on a similar theme or topic. Five or six texts usually work well. The students should have some choice in which text they read. The students are then grouped according to the text they have chosen. As they read their chosen text, they meet with their group to discuss sections so that they can all become experts on that text. Many teachers choose to have the groups somehow share the texts with the rest of the class at the end.	Differentiate	Average	
<b>Living Timeline</b>	Living Timeline: This activity is a good way to help students visualize timeline facts, such as which events came earlier or later, or how far apart different events occurred. It can also be used as a way to activate schema or dispel misconceptions at the beginning of a unit, or to review at the end. Begin by writing events in large print on separate sheets of paper, and give each student one event. You may choose to show or hide the date of each event, depending on your purpose. The students then physically arrange themselves in order, allowing space to show amount of time passing between events.	Multiple uses	Average	

<b>Matrix</b>	Matrix: A visual form of Jigsaw. Rather than have the various expert groups report orally/share with each other, the experts write their answers on colored paper that they attach to the board under similarly colored column headers that the teacher has placed there. The column headers are different colors, and have labels/prompts written on them asking for the information the teacher wants the students to pull out of the texts. For instance, maybe students are each given a different novel and provide answers for the following columns: protagonist gender, protagonist ethnicity, antagonist gender, and antagonist ethnicity. The purpose for doing a matrix as opposed to a jigsaw is that the teacher can then lead the discussion with the class as a whole (and with a little more control), rather than having student discussion and control as in a traditional jigsaw.	Access text/info	Average	
<b>Mentoring</b>	Mentoring: This term can refer to a veteran teacher helping a novice, or to one student helping another. Mentoring works well in your classroom for differentiation. A student who understands a particular concept well can help teach a student who is struggling.	Differentiate	Average	
<b>Mind Map</b>	Mind Map: Similar to a concept web, but generally done on large pieces of paper with vivid colors. The most important difference is the addition of drawings and symbols instead of just words to provide more ways for students to connect with the information.	Multiple uses	Quick	
<b>Mini-Debate</b>	Mini-Debate: Line students up in two lines (representing two differing opinions) facing each other; each person then gets 30 seconds to make a statement, switching sides to provide a back and forth argument flow. After everyone makes their initial statement, then it goes back in reverse order, with each person getting to make a 30 second rebuttal.	Extend text/info	Quick	
<b>Movie Clips</b>	Movie Clips: Sometimes a short clip from a film can illustrate a point, represent an event or time period, or bring out a theme. Many teachers believe they have to show an entire movie if they use it at all, which is often more time consuming than it needs to be. For example, you could show just the “round peg in a square hole” scene from Apollo 13 to illustrate working together and problem solving; there would be no reason to show the whole movie.	Access text/info	Average	tech
<b>Multicolored . . . Anything</b>	Multicolored... Anything: Kids respond to color! Color coding is a great way to help students learn organization skills.	Multiple uses	Average	
<b>Music</b>	Music: Using music in the classroom is a very brain-friendly strategy. It brings in those students whose preferred learning style is musical/rhythmic. Also, human beings naturally remember things better if the information is put to a beat or rhythm. Music is also a great way to bring a certain time period or event in history to life. You can find many historical songs online along with any other primary sources.	Multiple uses	Average	tech

<b>Note Taking</b>	Note Taking: From <u>Content Area Reading</u> : "A system for taking and making notes triggers recall and overcomes forgetting." There are several ways to take notes. Two or three column notes (see "column notes" above) is quite effective. Vacca and Vacca suggest a system of labels and notes using two columns. In many cases, teachers should plan and develop the note taking guide/system with the continuing learning activities in mind.	Access text/info	Average	
<b>Observation / Inference chart</b>	Observation/Inference chart: A "T" chart with observations on the left side, and inferences on the right side. As a class you can brainstorm the observation part of it--for instance when looking at historical photos--and then let the students work individually making inferences based off of those observations.	Access text/info	Quick	
<b>Opinion Spectrum (align yourself physically)</b>	Opinion Spectrum (Align Yourself Physically): This activity is similar to the human timeline, but students place themselves based on opinion rather than time period. You can have the students arrange themselves in a line according to how they feel about a controversial topic, from strongly disagree to strongly agree. You can they have them defend their position in a class discussion format, or you can split or fold the line in half and have the students face each other to debate the topic in pairs.	Extend text/info	Quick	
<b>Oral Presentation</b>	Oral Presentation: Oral presentation refers to students talking about what they have learned in front of their peers. They can present alone or in groups, and the presentation can be informal (at the end of a one-day activity like a jigsaw) or formal (like presenting a project or report). Remember that students need to be explicitly taught how to present in front of the room – habits to avoid and what to do to be successful.	Multiple uses	Average	
<b>Orbitals</b>	Orbitals: From <u>The Differentiated Classroom</u> : "Orbital studies are independent investigations, generally of 3 to 6 weeks. They 'orbit,' or revolve around, some facet of the curriculum. Students select their own topics for orbitals, and they work with guidance and coaching from the teacher to develop more expertise both on the topic and on the process of becoming an independent investigator." There is an example and more detailed description in the book.	Differentiate	Extensive	
<b>Outlining</b>	Outlining: The classic outline shows a hierarchy of ideas, using the format of Roman numerals and letters. But according to <u>Content Area Reading</u> , many students need a more visual way to take notes, called "graphic representations." They include Venn diagrams, concept webs, comparison/contrast matrices, problem/solution outlines, network trees, and series-of-events chains. See <u>Content Area Reading</u> for more details and examples.	Access text/info	Average	

<b>Overlay</b>	<p>Overlay: Overlay refers to any combination of overheads. Maps are a good use of this strategy – for example, you can place a map of the country on the overhead, then lay another overhead on top of that that shows rivers, population distribution, or any other information you want to show. A combination of overlays could compare and contrast different information or different time periods.</p>	Access text/info	Extensive	
<b>Panel</b>	<p>Panel: A panel can be used as a discussion technique, with students becoming experts on a topic, or it can be used as a drama activity, where students take on a persona to participate. This strategy is especially effective in showing different perspectives of one time period or event. For example, in a study of the Holocaust, the teacher could have some students research and prepare to be any of the following: a concentration camp survivor, a non-Jewish person sympathetic to the Jews, a Polish government official, a Nazi officer or Hitler Youth member, a Russian soldier liberating a camp, a German citizen trying to “stay out of it,” a political prisoner, a rescuer like Wallenburg or Schindler, a Jewish person in hiding, etc. The rest of the class could write interview questions to direct at the panel.</p>	Extend text/info	Extensive	
<b>Person-ali-tie</b>	<p>Person-ali-tie: Give students a piece of paper in the shape of a tie, that they can draw on to symbolize themselves, hobbies, family, background, etc. A good introductory, get-to-know-you activity. Similar to the Heritage Picture/Collage.</p>	Introduce	Quick once created	
<b>Perspective</b>	<p>Perspective: Perspective is a way of “walking around in someone else’s shoes,” which is an important skill in the history classroom. Students should think about why people did what they did in other time periods, places, and cultures. Analyzing the perspective of an author or character requires students to use higher-level thinking skills, specifically analyzing and critiquing. According to Classroom Instruction That Works, students can ask themselves specific questions: “Why would someone consider this to be good (or bad or neutral)? What is the reasoning behind his or her perspective? What is an alternative perspective, and what is the reasoning behind it?”</p>	Access text/info	Quick	

<b>Photo Analysis</b>	<p>Photo Analysis: This strategy involves studying a photo in detail. The teacher can put the photo on the overhead and divide it into quadrants. The class then studies and makes observations about each quadrant, then of the photo as a whole. Based on the observations, the class then makes inferences about the photo, which often leads to extensive discussion. An additional step can be added where students ask questions about the photo, which can sometimes be answered by the teacher, or lead to a research project of some type. This can also be used with other visual objects such as paintings. There is a handout for this activity (as well as other primary sources) available on the National Archives website at <a href="http://www.archives.gov/education/lessons/">http://www.archives.gov/education/lessons/</a>. As students become more adept, they can work on photos alone or in small groups.</p>	Access text/info	Average	tech
<b>PhotoStory / MovieMaker</b>	<p>PhotoStory/MovieMaker: Both are programs that are free to download from Microsoft. They allow students and teachers to combine images with sounds, narration, and music to create a multimedia presentation.</p>	Extend text/info	Average (extensive if you create one first)	tech
<b>Picture Books</b>	<p>Picture Books: According to <a href="#">Content Area Reading</a>, picture books cover a wide range of subject matter and content areas. "There are several types of picture books to consider: wordless books (the illustrations completely carry the story; no text is involved); picture books with minimal text (the illustrations continue to carry the story, but a few words are used to enhance the pictures); picture storybooks (more print is involved; pictures and text are interdependent); and books with illustrations (these books have more words than pictures, but the illustrations remain important to the text)." They are particularly useful to either introduce a unit, or to summarize a unit. Alternatively, teachers can ask students to write/create their own picture books, specifying whatever requirements necessary.</p>	Multiple uses	Average	
<b>Picture Test</b>	<p>Picture Test: This strategy works great in groups. This test is meant to be a showcase for what the students know, rather than catching them on what they don't know. Instead of a traditional assessment at the end of a unit, create a different poster for each group of students. Each poster should have about seven or eight pictures on it that relate to the unit. They can be words cut from magazines, pictures from the Internet, etc. The students spend time talking in their group about how each picture relates to what they learned, and all students take notes. Then each group stands in front of the class. As a teacher, randomly choose a student to talk about each picture. You can make it more challenging by pressing them with questions after each picture, and encouraging the class to ask questions too.</p>	Assess	Average	

<b>Poetry</b>	Poetry: Poetry works well as a piece of text to complement a historical event or study. Or you can use poetry as a writing-to-learn activity. The best poems to tie to history are the biopoem, two-voice poem, and haiku – but get creative!	Extend text/info	Average	
<b>Point of View Reading</b>	Point of View Reading: This strategy is a way of seeing perspective (see above) – students put themselves in the shoes of the author or a character.	Access text/info	Average	
<b>Political Cartoons</b>	Political Cartoons: A political cartoon is a form of primary document. You can have students look at it with the photo analysis form or as a written document. They can discover what was happening politically during the time the cartoon was created. You can also have students create their own cartoon as an assessment.	Multiple uses	Average	
<b>Portfolio</b>	Portfolio: Portfolios are becoming more popular in content areas as a form of assessment. According to Vacca and Vacca, portfolios can serve many purposes: "providing and organizing information about the nature of students' work and achievements; involving students themselves in reflecting on their capabilities and making decisions about their work; using the holistic nature of instruction as a base from which to consider attitudes, strategies, and responses; assisting in the planning of appropriate instruction to follow; showcasing work mutually selected by students and teacher; revealing diverse and special needs of students as well as talents; displaying multiple student-produced artifacts collected over time; integrating assessment into the daily instruction as a natural, vital part of teaching and learning; and expanding both the quantity and the quality of evidence by means of a variety of indicators." Vacca and Vacca includes portfolios in a large section of the book <u>Content Area Reading</u> , with examples for different content areas.	Assess	Average	
<b>PowerPoint</b>	PowerPoint: A great way to incorporate technology into daily classroom life! PowerPoints are slide shows that can be either teacher-created or student-created. They can be used for instruction or assessment.	Multiple uses	Average (extensive if you create one first)	tech
<b>Predicting</b>	Predicting: This is a reading strategy that involves making an educated guess about what will happen in a text. Predictions can be used with both narrative and expository text, and they are useful in helping students concentrate on what they read in order to comprehend it better.	Access text/info	Quick	
<b>Predict-O-Gram</b>	Predict-o-gram: From Reading History . The class reads a portion of the text together, and then the teacher provides a list of words that occur in the next section of text. As a group or individually, students then make predictions about how those words will be used in the text. This strategy can be used as a way to get students interested to read the text to see if their predictions were correct.	Access text/info	Average	

<b>Pretests</b>	Pretests: The main purpose of a pretest is to determine what the students already know about a given topic. It should be fairly informal. According to <u>Content Area Reading</u> , "The teacher should construct a background knowledge inventory according to the content objectives – the major ideas and concepts – to be covered in a unit of study. The inventory or pretest can be a checklist, a short-answer quiz, or a set of open-ended essay questions."	Assess	Average	
<b>Previewing</b>	Previewing: From <u>Content Area Reading</u> : "Previewing helps reduce the reader's uncertainty about the material to be read. You know what is coming... By encountering some of the ideas before reading, you are in a better position to direct your search for information in the reading material that may be relevant." A study of good readers showed that while most were able to do well on a multiple-choice test after reading a text selection, those that previewed or surveyed the selection first were much better at grasping main ideas from the text.	Access text/info	Quick	
<b>Primary Source Analysis</b>	Primary Source Analysis: Primary source analysis refers to students examining text or images from a certain time period. A primary source is anything original – not reworded or changed by a second party. Go to the National Archives web site at <a href="http://www.archives.gov/education/lessons/">http://www.archives.gov/education/lessons/</a> for ideas and worksheet templates.	Extend text/info	Average	
<b>Problem Orientation Discussion</b>	Problem Orientation Discussion: Students are given several statements/causes/categories contributing to a problem or an event. They then assign percentages (of causality) to each category (totaling 100%). Students then present their attribution of percentages to the class for the basis of class discussion. A good graphic organizer to help students with this is a pie chart--where you give them the circle, and they slice it up accordingly.	Extend text/info	Quick	
<b>Problem Solving</b>	Problem Solving: <u>The Differentiated Classroom</u> calls this Problem-Based Learning: "This approach to learning places students in the active role of solving problems in much the same way adult professionals perform their jobs. The teacher presents students with an unclear, complex problem. Then students must seek additional information, define the problem, locate and appropriately use valid resources, make decisions about solutions, pose a solution, communicate that solution to others, and assess the solution's effectiveness. The strategy calls upon varied learning strengths, allows use of a range of resources, and provides a good opportunity for balancing student choice with teacher coaching. It also offers an opportunity to address student readiness, interest, and learning profile."	Differentiate	Average	

<p><b>Progressive pop quiz</b></p>	<p>Progressive pop quiz: (1) The student answers as many of the questions by themselves as completely as they can, as in a traditional quiz. (2) The students join with one or two partners and share/discuss answers in an effort to correct or complete the quiz. (3) As a partnership, students can look in their books/notes to finish the quiz. Keep each phase of the quiz short to encourage students to work quickly.</p>	<p>Assess</p>	<p>Average</p>	
<p><b>QAR (question-answer-relationships)</b></p>	<p>QAR (Question-Answer-Relationships): According to <u>Content Area Reading</u>, "The success that students experience when responding to a certain type of question depends on their ability to recognize the relationship between the question and its answer." When students are given questions to answer as they read a text, have them sort them into the following groups to help them learn to find answers more quickly. Questions are divided into two main categories, "in the book" and "in my head." Within each of these categories are two types of questions. Under "in the book" are "right there" questions, where the answer is in one place and easily found, and "think and search" questions, where the answer is in the text but requires synthesis to put it together. Under the heading of "in my head" are "author and me" questions, where the students must combine their own schema with what the text says, and "on my own" questions, where the text may have gotten the student thinking but the answer is in the student's head. "Once students are familiar with QARs, they can be used in combination with a variety of interactive strategies that encourage readers to explore ideas through text discussions."</p>	<p>Access text/info</p>	<p>Average</p>	
<p><b>Questioning the Author</b></p>	<p>Questioning the Author: This helps students to realize that textbooks are also written from a point of view and have biases. Rather than just asking students to look for a point of view (which they find very difficult to do), ask students to comment upon how well written the textbook is--for instance, does the author write comprehensibly or not, does he/she/they get the point across well? etc. By doing this before asking about authorial point of view, students usually begin to realize that textbooks are not omniscient, but are written by people and they can look at them critically for bias/p.o.v. issues.</p>	<p>Access text/info</p>	<p>Quick</p>	

<b>Quick Assessments</b>	<p>Quick Assessments: These can be either pre-made items that students have on their desks during the class so that the teacher can check understanding at any time, or, they can be used as exit slips to check for that day. Some examples are: A plaque that students can turn to show thumbs-up or thumbs-down; 3 "weather report" pictures--sunny=it's clear to me, low clouds=I get some, but not all, and fog/smog=I'm lost (this can also be done with a windshield--clear, bugs, mud; colored cards or cups--green, yellow, red; or with a cell phone, and the reception bars show understanding); a 3-2-1 card where students answer the following questions--3 things I learned, 2 questions I still have, 1 interesting fact that made me say "ah-ha"; or a whip around where the teacher asks a question, students write a quick response, and then they all rapidly read their answers in a predetermined order--meanwhile the teacher is taking notes in order to clarify, summarize, provide closure, and/or to plan for the next day.</p>	Assess	Quick	
<b>Radio Show</b>	<p>Radio Show: This is a drama strategy from Jeff Wilhelm, which works well as a post-reading activity. The teacher comes up with a controversial statement or topic related to the current study. The teacher then becomes the talk show host, and the students can "call in" with comments. They can raise their hands or say, "Ring!" if they want to make a comment. They may choose to call in as themselves, as a fictional character, as a historical figure, or as a famous person. This allows them to explore viewpoints that aren't their own, especially if they aren't yet sure what they think personally about the topic. The teacher can use a small inflatable microphone.</p>	Extend text/info	Average	
<b>RAFT (role, audience, format, topic)</b>	<p>RAFT (Role, Audience, Format, Topic): This is a writing-to-learn activity. It allows for as much or as little student choice as you'd like. The role refers to who is writing (for example, a Civil War soldier or a raindrop). The audience is to whom the person is writing (for example, Robert E. Lee or future droplets). The format is the form the writing will take (for example, a letter or an advice column). The topic is the reason for writing (for example, a description of conditions on the battlefield or "The Beauty of Cycles"). You can create a chart with several choices in each category, or you can make some of the decisions for the students. For example, you pick the topic and format but let them pick the role and audience. You can then have students share with each other in groups, or with the class as a whole.</p>	Extend text/info	Average	
<b>Read-Aloud Plays</b>	<p>Read-Aloud Plays: This is another name for readers' theater. The students don't need to act out the play; they can read it from their seats and perhaps add emotion and drama to their voices.</p>	Extend text/info	Average (extensive if you create it)	

<b>Reading Codes</b>	Reading Codes: According to <u>Mosaic of Thought and Strategies That Work</u> , students comprehend text better when they “code” it as they read. Coding text means that the students write down the reading strategies they are using while they read. For example, a question mark may mean they are wondering something, and a t-t may mean they have a text-to-text connection.	Access text/info	Average	
<b>Recipe</b>	Recipe: Students write recipes with ingredients, mixing, and baking instructions. This format is particularly useful as a way for students to introduce themselves (1 cup creativity, a pinch of stubbornness,etc.), but can also be used to describe cause and effect, among other relationships.	Introduce	Quick	
<b>Reciprocal Questioning (ReQuest)</b>	Reciprocal Questioning: Reciprocal Questioning is a way to get students to read the text and build background knowledge. You first give the instructions so that students know what to do as they are reading. Then the class silently reads together small chunks of a text. After reading, everyone closes their books to signal that they are ready, and the teacher and students then take turns asking each other questions, which can be answered solely out of the text. The questions must be open-ended and not trivial in nature--its not a "stump the chump" type of activity. It is important for the text to remain closed so that the focus can be on the discussion; however, if a student does not know the answer, they are allowed to temporarily open the book to find the answer. If a question asked by a student goes beyond the scope of the text, the teacher positively reinforces the question, but asks the student to write it down so it can be answered later. After this has been modeled several times with the class as a whole, students can be divided into pairs which then take turns being the question asker/answerer.	Access text/info	Quick	
<b>Reciprocal Teaching</b>	Reciprocal Teaching: From <u>Content Area Reading</u> : “When using reciprocal teaching, you model how to use four comprehension activities (generating questions, summarizing, predicting, and clarifying) while leading a dialogue. Then students take turns assuming the teacher’s role.” Generally the idea is for the teacher to “think out loud” while reading a text, and then to have the students do the same thing. See the book for more detail and examples.	Access text/info	Average	
<b>Response Journal</b>	Response Journal: From <u>Content Area Reading</u> : “Response journals create a permanent record of what readers are feeling and thinking as they interact with literary or informational texts. A response journal allows students to record their thoughts about texts and emotional reactions to them. Teachers may use prompts to trigger students’ feelings and thoughts about a subject or may invite students to respond freely to what they are reading and doing in class. Prompts may include questions, visual stimuli, read-alouds, or situations created to stimulate thinking.”	Extend text/info	Quick	

<b>Road Map</b>	Road Map: This is a visual reading guide for students to use as they encounter a new piece of text. It is meant to show students what reading strategies to use at various points in the reading, and it works best when it even uses road map language. For example, you could use a stop sign to ask a question about something they just read, or "MPH" signs to show where they can skim and where they should slow down and read carefully. You can get creative with signs like "Dangerous curves," "Construction ahead," or "Yield." You may also decide to mark the text itself so students can see which parts of the road map correspond to which sections of the text.	Access text/info	Average	
<b>Role-play</b>	Role-Play: A role-play is any dramatic activity where the students take on a persona or a situation other than their own. For example, students could be immigrants from different cultures at Ellis Island. Or they could form a panel discussion of Holocaust survivors and victims. The possibilities are endless and can fit any content area!	Extend text/info	Average (extensive if you create it)	
<b>Round Robin Reading</b>	Round Robin Reading: This is one method of reading aloud in class, where students take turns reading sentences, paragraphs, or sections. Teacher or students may choose when it is the next person's turn.	Access text/info	Quick	
<b>Rubrics</b>	Rubrics: Rubrics are used to more accurately assess subjectively graded assignments. They can be teacher-created or student-created. They generally take the form of a chart. Across the top are the point values and/or words to describe the extent of the accomplishment (like "excellent" or "average"). Down the side are the criteria for the assignment (like "visual aids" or "spelling accuracy"). Then the boxes for the criteria are filled in with variations of accomplishment. The Academy's IC is an example of a rubric.	Assess	Average	
<b>Scaffolding</b>	Scaffolding: From <u>Content Area Reading</u> : "Instructional scaffolding allows teachers to support readers' efforts to make sense of texts while showing them how to use strategies that will, over time, lead to independent learning. Used in construction, scaffolds serve as supports, lifting up workers so that they can achieve something that otherwise would not have been possible. In teaching and learning contexts, scaffolding means helping learners to do what they cannot do at first." So scaffolding can take a number of forms or strategies, but it always involves the teacher actively helping the students learn some new skill or strategy. Generally it goes in this order: Teacher modeling, Big group, small group, pair, independent practice.	Access text/info	Average	
<b>Scribble-to-Symbol</b>	Scribble Activity: Put a scribble on the board or a piece of paper. Using that scribble as a start, the students then add to it to make it into a drawing that symbolizes what they have learned.	Extend text/info	Quick once created	

<b>Sequencing / Timelining</b>	Sequencing/ Timelining: Sequencing involves events or steps that must be in a certain order. They can be chronological, like a timeline, or sequential, like a recipe. Students can practice sequencing by putting events or items (that have been mixed up) into order. You can even make the activity physical by placing events or items on cards, giving each student a card, and having them line up in order around the room. Or begin a timeline on the wall, and add to it throughout the year.	Extend text/info	Average	
<b>Simulations</b>	Simulations: A simulation is any activity where students experience an event or time period as closely as possible to the actual thing. For example, the teacher could bring in a bale of cotton for each student and let the class try separating the cotton. Another example could be the entire class simulating a certain system of government.	Extend text/info	Average (extensive if you create it)	
<b>Sketch to Stretch</b>	Sketch to Stretch: Students read a piece of text, then they visually represent the main ideas using pictures. You can choose whether to allow them to use letters or symbols. Their sketches can be on regular paper, on butcher paper to display, or on overhead transparencies to share with the class. A sketch to stretch is a great way to share out when the students do a jigsaw.	Access text/info	Quick	
<b>Skim and Scan</b>	Skim and Scan: From <u>Reading History</u> : "Skimming and scanning require that readers use their knowledge of ways to get information from text quickly. Students have to learn where in the text they would go to get first impressions and fast facts related to the reading they will do. Then, they have to make some predictions and inferences based on those impressions and facts." <u>Reading History</u> has a template for a graphic organizer, which is divided into 3 columns where students record their thoughts: First Impressions, Fast Facts, and Final Thoughts. Generally, you help students to look at the title, photos, graphs, side bars, bolded words, first and last paragraphs, etc.	Access text/info	Quick once created	
<b>Skit</b>	Skit: A skit is similar to a role-play, except that it is usually less involved, and is usually student-created.	Extend text/info	Average (extensive if you create it)	
<b>Snowball</b>	Snowball: Students start with a paper divided into sections. In one of the sections, they write their response to a quote or idea presented by the teacher. Then all the students crumple up their paper in a ball, and the teacher says "let it snow." The students throw their papers up to the front of the room, and then go and collect another paper from the front. The teacher can then debrief/discuss the responses for whatever length of time desired. Students then respond again to a prompt in another of the sections, and the process is repeated.	Multiple uses	Average	

<b>Sociogram</b>	Sociogram: A sociogram is a visual representation of relationships between people or groups of people. It can be used with characters in a novel, political figures, historical figures, ethnicities, nations, etc., usually as directed by the teacher. The students begin by randomly writing the names across a piece of paper, with a circle around each name. Then they draw lines between pairs of circles to represent different types of relationships, labeling each line (for instance, "best friends, neighbors, antagonists," and so forth). Students are not allowed to use the same relationship more than once.	Extend text/info	Quick	
<b>Sorting</b>	Sorting: This is similar to the List-Group-Label strategy. The students are given a set of items to sort into groups that have been pre-determined by the teacher. A time limit or element of competition between the groups is often helpful. It can be used at the beginning of a unit to create interest or to provide a basis for discussion (as the sorting is debriefed by the teacher); or it can be used at the end of a unit as an assessment by having the students be required to sort them correctly.	Multiple uses	Average	
<b>Sourcing</b>	Sourcing: One of the most important skills used by historians when working with primary documents. In a recent study, most historians (when looking at a document for the first time) looked at the source before even reading the document; whereas, the students in the study read the document first--taking it as an accurate source of information--and mostly ignored the source as unimportant to understanding the document. Sourcing is giving just the source of the document to the students first (Who, when, what type, audience, translation, etc.), and having them make predictions or inferences about what the document might say before they receive the text of the document. Sourcing helps students to become more critical readers.	Access text/info	Average	
<b>SPAWN</b>	SPAWN: This writing-to-learn strategy stands for <b>s</b> pecial powers, <b>p</b> roblemsolving, <b>a</b> lternative viewpoints, <b>w</b> hat if, and <b>n</b> ext. One student can either write about a topic in all 5 areas, or 5 different students can each write one part and then combine their answers together. A good example can be found in Janet Allen's <a href="#">Reading History</a> , and in Brozo and Simpson's <a href="#">Readers, Teachers, Learners</a> .	Extend text/info	Average	

<b>SQ3R</b>	<p>SQ3R: This is a strategy for students to use when approaching a piece of text on their own. According to the book <u>50 Literacy Strategies</u>, "In the SQ3R study strategy, students use five steps – survey, question, read, recite, and review – to read and remember information in content-area reading assignments. Because this strategy is very effective when students apply it correctly, it is important that teachers teach students how to apply the steps and provide opportunities for students to practice using the strategy correctly." Students first <i>survey</i> the text, looking at main content points and planning their reading. Second, they ask themselves <i>questions</i> that they anticipate will be answered in the text. Generally these questions come by converting titles, headings, subheadings, special-type print, pictures, graphs, etc. into question form. Third, they <i>read</i> the text, looking for answers to their questions. Fourth, they <i>recite</i> (aloud) the answers to their questions. Fifth, they <i>review</i> their answers (returning to the text) to verify and expand on their answers, if needed.</p>	Access text/info	Quick	
<b>Stapleless Books</b>	<p>Stapleless Books: This strategy is great for either note-taking or a small project. There is a template on the Read Write Think website: <a href="http://www.readwritethink.org/materials/stapleless/index.html">http://www.readwritethink.org/materials/stapleless/index.html</a>, which can be used by either students or teachers.</p>	Extend text/info	Average	tech
<b>Stickies</b>	<p>Stickies: Just another name for Post-It notes! They are wonderful for marking up a text that the student isn't allowed to write in (especially for keeping track of reading comprehension strategies). They can also be used with posters – students can write questions for the teacher and post them on a "questions" poster, or use them to label a wall map, for example.</p>	Multiple uses	Quick	
<b>Stop-and-Write</b>	<p>Stop-and-Write: A stop-and-write is a form of journaling. The teacher or students can decide on several places where the students should stop while reading a piece of text (chunking). The teacher creates a worksheet with the following: "Although I already knew that _____, by reading, I learned that _____. I also learned that _____. However, the most interesting thing I learned was _____. The question I would still like answered is _____." Leave a couple of lines for each of these blanks, and usually you can do two of these on a page. The students then fill in the blanks as they read. Generally you should model it a couple of times first before turning students loose on their own. This is a very quick way to help students access the text, once you have the worksheet made/copied. You can also have students do a "stop-and-draw" as well.</p>	Access text/info	Quick once created	

<b>Story Impressions</b>	Story Impressions: Students are given a list of words related to a book or historical event, which they must use in order along with additional words of their choosing to form complete sentences that would make sense in the context provided. The words can be from an actual text selection (such as the jacket cover of a novel), or they can be chosen by the teacher because of their relationship to the content.	Introduce	Average	
<b>Summarizing</b>	Summarizing: From Content Area Reading: "Summarizing involves reducing a text to its main points. To become adept at summary writing, students must be able to discern and analyze text structure. If they are insensitive to the organization of ideas and events in expository or narrative writing, students will find it difficult to distinguish important from less important information... Generally, students must follow these procedures: 1. Include no unnecessary detail. 2. Collapse lists. 3. Use topic sentences. 4. Integrate information. 5. Polish the summary." More detail, specific strategies, and examples can be found in the book.	Access text/info	Average	
<b>Synthesize</b>	Synthesize: One definition of synthesis is a reading strategy that involves combining all other reading strategies into a useful individual "toolbox." When students synthesize the strategies, they decide internally which strategy or strategies work best in each part of the text. Synthesis can also refer to a higher-level thinking skill on Bloom's taxonomy. Used in this way, synthesis is a combination of pieces of information to make a new whole.	Multiple uses	Average	
<b>T4 Website</b>	T4 Website: This is a useful website through the district. T4 stands for "Transforming Teaching Through Technology." The website is: <a href="http://t4.jordan.k12.ut.us">http://t4.jordan.k12.ut.us</a>	Multiple uses	Average	tech
<b>Tableau</b>	Tableau: Have students come to the front of the room and "stand in" for the various positions of characters in a painting or photograph. They then answer the question, "what are you thinking about right now?" This helps pull out more inferences from students as they observe a painting/photo.	Extend text/info	Average	
<b>Tardy Quizzes</b>	Tardy Quizzes: A tardy quiz is basically a type of starter. It is given at the door or right as the bell rings. Students who are late do not receive the quiz, and lose participation points.	Management	Quick	
<b>T-chart</b>	T-Chart: A T-chart is a graphic organizer that is useful for note-taking. Students draw a large T on a sheet of paper, basically dividing their paper into two columns. The columns can be used for two-column notes, or for any other activity that requires dividing the page. For example, it could be used to teach predicting; as you read a short story, students write their predictions on the left side and the basis, or evidence, for their predictions on the right.	Access text/info	Quick	

<b>Tea Party</b>	Tea Party: This strategy works great as either an introduction to a unit, or as a review at the end of a unit. It comes from the book <a href="#">50 Literacy Strategies</a> . The teacher makes cards with pieces of information about a unit. Each student is given a different card. The students can then either mingle (like a mixer) and read each other their cards, or you can have them come up to the front of the room one at a time and read their card to the class. This activity works especially well if you have the rest of the students take notes on the squares of a bingo card, then play bingo with the facts they learned.	Multiple uses	Extensive	
<b>Team Teaching</b>	Team Teaching: This strategy can refer to teachers collaborating, or to groups of students teaching the class about a topic.	Management	Average	
<b>Teambuilding</b>	Teambuilding: Teambuilding is any activity you do when a group is new to help them bond. For example, you could play a getting-to-know-you game at the beginning of the school year. Or if you put students into new groups, you could do an activity to help them get comfortable with each other.	Introduce	Average	
<b>Think, Pair, Share</b>	Think-Pair-Share: From <a href="#">Content Area Reading</a> : "The discussion cycle begins with students' first thinking about the ideas they want to contribute to the discussion based on their interactions with the text. Then they meet in dyads to discuss their ideas with a partner. Partners then team with a different set of partners to resolve differences in perspective and work toward a consensus about the issue under discussion. In the final phase of the discussion cycle, the two sets of partners, working as a foursome, select a spokesperson to share their ideas with the entire class."	Access text/info	Quick	
<b>Tiered Activity</b>	Tiered Activity: From <a href="#">The Differentiated Classroom</a> : "Teachers use tiered activities so all students can focus on essential understandings and skills but at different levels of complexity, abstractness, and open-endedness. By keeping the focus of the activity the same, but providing routes of access at varying degrees of difficulty, the teacher maximizes the likelihood that 1. each student comes away with pivotal skills and understandings and 2. each student is appropriately challenged." See the book for more detail, an example, and a template for planning. You test it your activity by asking these 3 questions about your highest tier: Could every student do this task? Would every student want to do this task? Should every student do this task? If you answer "yes" to any of these, you need to redraft that highest level.	Differentiate	Extensive	

<b>Timeliner</b>	Timeliner ©: Timeliner is a software program. According to its website, "TimeLiner is a practical and easy-to-use tool for creating and printing timelines of historical, contemporary, and future events. This software is very easy to use. You simply type events or items in any order, and Timeliner does the rest. The program puts everything in chronological order and figures out the correct spacing. Time lines can easily be merged edited, and printed. You can add graphics, sounds, movies, notes, and titles; customize font sizes, styles and colors."	Extend text/info	Average (extensive if you create one first)	tech
<b>Top 10</b>	Top 10: This activity is similar to David Letterman's humorous "Top Ten." It is a writing-to-learn activity where students show what they know about a topic, historical figure, time period, etc. by giving a top ten list. They can even do it as a getting to know you activity. Some examples could be "Top Ten Reasons the Civil War Occurred" or "Top Ten Reasons George Washington Rocked!"	Multiple uses	Quick	
<b>Trade Books</b>	Trade Books: Trade books are the opposite of textbooks; they are written without a school audience in mind. They can be fiction or nonfiction. According to <u>Content Area Reading</u> , "Trade books, rich in narrative and informational content, allow learners to interact with people, places, and ideas. Learning with trade books involves exposure to many different genres, all of which are potential sources of information for the active learner. A nonfiction or fiction trade book has the potential to be a magnifying glass that enlarges and enhances the reader's personal interaction with a subject. When teachers use textbooks and trade books in tandem, they help learners think critically about content."	Differentiate	Average	
<b>Trading Card Pass</b>	Trading Card Pass: Once the cards have been created (or if you can find existing cards), they can be used in a quick activity to build knowledge amongst the students. Each student gets a card to start, and then is given ten to twenty seconds (depending on the length of the text on the cards) to quickly read it. The teacher then says "pass," at which point they pass their card to the next student, and repeat the process. Obviously, the passing order must be determined before beginning the activity. After the passing phase, the teacher can debrief, asking what new, interesting, or important information the students have learned.	Access text/info	Quick once created	
<b>Trading Cards</b>	Trading Cards: Can be student- or teacher-created. The cards have the appearance of a sports trading card: a picture, stats and information. They can be created for any time period or topic. For example: Holocaust personalities, Presidents, parts of the Constitution, characters in a novel. They make a great review, or you can use them for a class discussion. A template exists on the T4 district website.	Multiple uses	Average (extensive if you create it)	tech

<b>Two-Voice Poems</b>	Two-Voice Poems: A writing to learn activity that works well in partners. Students select two people or ideas (for example: a Union and a Confederate soldier, or a fraction and a decimal, or themselves and a child from Sudan). After receiving the content instruction, they brainstorm a list of similarities and differences – a Venn diagram works well for this. The poem is written in stanzas of three lines each, for example: I am a Ute. I am a Navajo. We are both Native Americans. You can require as many stanzas as you'd like. The poem is read aloud like Joyful Noise; each student takes on one personality, and both read the third lines together. It works well to have students use three different colors when writing their poems, either on paper or on an overhead.	Extend text/info	Average	
<b>UEN Website</b>	UEN Website: A font of information, resources, and ideas! It has links to virtual tours, webquests, core curriculum, lesson plans, and the list goes on. Go to <a href="http://www.uen.org">http://www.uen.org</a>	Multiple uses	Average	tech
<b>Unsent Letter</b>	Unsent Letter: This is a writing to learn activity where students write a letter that will not reach its recipient. For example, they could write to a historical figure or a fictional person.	Extend text/info	Quick	
<b>Venn Diagrams</b>	Venn Diagrams: A very useful graphic organizer for compare and contrast. This organizer consists of two circles that overlap in the middle. The space where the circles overlap is used for things the two topics have in common, and the outsides are for differences.	Extend text/info	Quick	
<b>Virtual Tours</b>	Virtual Tours: This is a great resource linked to the UEN website. You can create your own virtual tour on any topic, or use those already created by others. Start at <a href="http://www.uen.org/tours/">http://www.uen.org/tours/</a> .	Extend text/info	Average (extensive if you create it)	tech
<b>Visualization</b>	Visualization: Visualizing is a reading strategy where the students “make a movie in their minds” as they read. They try to picture details of people, places, and things being described in the text. While visualizing is usually a during-reading strategy, it can also be used before reading to generate interest, or after reading to prepare for an assessment. Usually the students need to create a product of some kind in association with this strategy that the teacher can assess.	Access text/info	Average	
<b>Walkabout silent discussion</b>	Walkabout silent discussion: Several titles/quotations/prompts are posted around the room. Students walk around the room and write responsive comments on the posters (and thus read the other students' comments as well). The teacher then debriefs each of the posters as a summary discussion. This works well to help students who won't respond verbally in class to have a less intimidating way to respond.	Access text/info	Average	

<b>Webquest</b>	Webquest: Webquests are created by teachers on the Internet. You can use webquests made by others, or you can create your own on any topic. A good place to start is <a href="http://webquest.org/">http://webquest.org/</a> .	Access text/info	Average (extensive if you create it)	tech
<b>Word Map</b>	Word Map: A Word Map is a graphic organizer used to build vocabulary--it could also be used as an idea map. It is a large square divided into quadrants, with an oval in the middle. The word in question is written in the oval. In the top left quadrant students write the definition. Top right = they draw a picture to represent it. Bottom right = examples of it, synonyms. Bottom left = non-examples, antonyms. It is a quick strategy to use once a template is created.	Access text/info	Quick once created	
<b>Word Wall</b>	Word Wall: This can take two forms. One version is where students add new or interesting words to a wall as they encounter them, attached in random order, and left for a long period of time--perhaps the whole year. The other type is more organized, with words listed alphabetically on the wall, and related to the content in that particular unit--they are replaced as needed throughout the year.	Access text/info	Quick once created	
<b>Writing to Learn</b>	Writing to Learn: Refers to any use of writing in a content area to help the student think about and absorb the ideas being studied. These are usually informal and not graded like essays. <u>Reading History</u> describes a specific activity that is similar to a Book Pass. Rather than surveying a book for a short time, students are given several short pieces of text to read, record quick facts, and then respond to with questions and what else they want to know about the topic.	Access text/info	Average	