JHAT Bag of Tricks: Annotated

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 they read. Then students form groups of three, with each person having read a different piece of text. They record the other two students' three important ideas. Then from the nine ideas they narrow 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.

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 more difficult levels of comprehension. See Content Area Reading by Vacca and Vacca for a full description of how to create a 3-level guide.

4mat: From The Differentiated Classroom: "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."

Access Schema: This is one of the reading strategies. "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." (Vacca and Vacca) Schema is also called prior knowledge or background knowledge.

Admit/Exit Slips: "Admit slips are brief comments written by students on index cards or half-sheets of paper at the very beginning of class…collected as tickets of admission to class. The purpose of the admit slip is to have students react to what they are studying or to what's happening in class.

Students are asked to respond to questions such as: What's confusing you about_____? What problems did you have with your text 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. Admit slips build a trusting relationship between teacher and students and contribute to a sense of community in the classroom." (Vacca and Vacca) An exit slip is a variation of the admit slip, handed out at the end of class.

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.

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 start 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).

Analyze 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.

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." (Vacca and Vacca) The sentences should be short "agree/disagree" opinion statements or facts for students to predict; the best ones are those that are a little controversial and will get students debating. After the discussion, read the piece of text, then 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.

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 each person.

They continue move around the room until all twelve signature lines are full. This clock can then be used when exchanging papers for correcting or peer editing (For example, "Trade with your four o'clock buddy"). It's more versatile and creative than "Pass your paper back one person."

Asking Questions: Questioning is one of the reading strategies. As children get older, they are often trained to stop asking questions. They get used to answering questions asked by teachers. What Vacca and Vacca call "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 train students to ask questions as they read.

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 doing more than regular bingo: big X, red cross, postage stamp, layer cake, etc.

Bio poem: A bio poem 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

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; I have created a set to teach the sequence of the sinking of Titanic, and another teacher has made a game to teach the order of events in the novel The Outsiders. It can be played at the beginning of a unit, or as a review at the end.

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 out, from writing or drawing on an overhead to making a poster or picture book page. You can also use the jigsaw strategy to have the students share in smaller groups. Using this strategy, you can literally read an entire novel in a class period!

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 concepts 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." (Vacca and Vacca) 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.

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.

Centers: From The Differentiated Classroom: "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, found on page 76.

Choice Boards: This activity is great for differentiation. According to The Differentiated Classroom, "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."

Chunking: According to The Differentiated Classroom, "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."

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 or columns, the student can respond, connect, draw a picture to illustrate, etc.

Compacting: From The Differentiated Classroom: "Compacting encourages teachers to assess students before beginning a unit of study or development of a skill. Students who do well on the pre assessment (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 pre assessment 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."

Concept Circles: From Vacca and Vacca: "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." See Content Area Reading pages 180-1 for examples.

Contracts: From The Differentiated Classroom: "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 contractsalso 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 on pages 87-91.

Cooperative Learning: According to Classroom Instruction That Works, cooperative learning is a grouping strategy where students are placed intentionally into heterogeneous groups, not separated by ability. It is meant to narrow the gap between the high and low achievers, and to encourage students to teach and help each other. Marzano lists five defining elements of cooperative learning: "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 (pages 84-91), and lists several other resources.

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.

Dialogue: This term can simply refer to class or group discussion. Vacca and Vacca have an activity: "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.

Discussion: Discussion refers to any conversation, either teacher-student, student-student, group of students, or teacher-class.

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." We want our students to understand what it would have been like to be a certain person in a certain place and time, to really live history.

Entry Points: From The Differentiated Classroom: "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."

Excel: Excel is a spreadsheet program, which is part of the Microsoft Office package. It can be used by either teacher or students to create everything from seating charts to presentations. It's a great way to organize information.

Fill in the Blank (Cloze): From Vacca and Vacca: "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." For a more detailed description and example, see Content Area Reading pages 105- 8.

Gallery Walk: A gallery walk is a 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 products 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 two ways to do this. 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. 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. If students worked in partners, you could send one partner around while the other stays with the product.

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.

Graphic Organizers: A graphic organizer is any visual representation of information. From Vacca and Vacca: 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 Content Area Reading pages 165-171 for more detail, examples, and description of how to create your own graphic organizers.

Group Investigation: From The Differentiated Classroom: "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."

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.

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 toconnect emotionally with a novel, a period of history, a historical figure, etc.

Hands-On: These are active learning strategies (like kinesthetic mentioned below) 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).

Heritage Picture/Collage: This activity is a good introduction to an immigration or multicultural unit. Each student draws a picture (or several pictures) that represent where they come from. The pictures can relate to 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.

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.

Humor: From The Differentiated Classroom: 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."

In the Book/In My Head: Part of the QAR strategy – see below.

Independent Study: From The Differentiated Classroom: "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."

Inferring: This is a reading strategies 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.

Inspiration ©: 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.

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 become

experts on the piece of text they read, and they share those who did not read the same piece of text.

Kinesthetic Activities: Another name for "hands-on" activities. 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).

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 is used all the way through a unit or reading of a text, for pre, during, and post. 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.

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 Vacca and Vacca, "Students keep an ongoing record of learning as it happens in a notebook or loose-leaf binder. They write in their own language, not necessarily for others to read but to themselves, about what they are learning."

Lecture: While lecture is often overused in history classrooms, it can be very effective when used sparingly. Lecture can be combined with note-taking or other activities. Especially with younger students, keep the amount of continuous time you spend lecturing short.

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.

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 books usually work well. The students have some

choice in which book they read. The students are then grouped according to which book they have chosen. As they read their chosen book, they meet with their group to discuss sections. Many teachers choose to have the groups somehow share the books with the rest of the class at the end.

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.

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.

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.

Multicolored… Anything: Kids respond to color! Color coding is a great way to help students learn organization skills.

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.

Note Taking: From Vacca and Vacca: "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 (Content Area Reading, page 316-318).

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 orreport). 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.

Orbitals: From The Differentiated Classroom: "Orbital studies are independent investigations, generally of three to six 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, pages 71-74.

Outlining: The classic outline shows a hierarchy of ideas, the format of Roman numerals and letters. But according to Vacca and Vacca, many students need a more visual way to take notes, called "graphic representations." They include Venn diagram, semantic map (web), comparison/contrast matrix, problem/solution outline, network tree, and series-of-events chain. See Content Area Reading for more details and examples.

Overlay: Overlay refers to any combination of overheads. Maps are a good use of this strategy – for example, you can place an overhead of the country on the overhead, then lay another overhead on top 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.

Pair Share: See "Think Pair Share" below.

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.

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?"

Photo Analysis: This strategy involves studying a primary source document in detail. The teacher can put the photo on the overhead and divide it into quadrants. The students study and respond to each quadrant, then to the photo as a whole. There is a handout available on the National Archives website for students to write on. As students become more adept, they can work on photos alone or in small groups.

Picture Books: According to Vacca and Vacca, 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); books with illustrations (these books have more words than pictures, but the illustrations remain important to the text)."

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.

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 bio poem, two-voice poem, and haiku – but get creative!

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.

Political 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 then split or fold the line in half and have the students face each other to debate the topic in pairs.

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 Content Area Reading, with examples for different content areas.

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.

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 Vacca and Vacca, "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."

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 and comprehend better.

Previewing: From Vacca and Vacca: "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."

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 for ideas and worksheet templates.

Problem Solving: The Differentiated Classroom 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."

QAR (Question Answer Relationships): According to Vacca and Vacca, "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." 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 in more than one place. 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.

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.

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 President Lincoln). The audience is to whom the person is writing (for example, Robert E. Lee or a soldier's mother). The format is the form the writing will take (for example, a letter or an editorial). The topic is the reason for writing (for example, a description of conditions on the battlefield or a plea to end the war). 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.

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.

Reading Codes: According to Mosaic of Thought and Strategies That Work, 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.

Reciprocal Teaching: From Vacca and Vacca: "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. See the book Content Area Reading (pages 366-369) for more detail and examples.

Response Journal: From Vacca and Vacca: "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-aloud, or situations created to stimulate thinking."

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.

Role-Play: A role-play is any dramatic activity where the students take on a persona or a situation not 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!

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.

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 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.

Scaffolding: From Vacca and Vacca: "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 something new.

Sequencing/Time lining: Sequencing is a text type, or text structure. It 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 in order events or items that have been mixed up. 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.

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 bole 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.

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.

Skim and Scan: From Janet Allen: "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." See Reading History (pages 11-12 and 108) for more detail, student example, and template for a skim and scan graphic organizer.

Skit: A skit is similar to a role-play, except that it is usually less involved, and is usually student-created.

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, or historical figures. The students begin by writing the people's names scattered on a piece of paper, with a circle around each name. Then they draw lines between pairs of circles to represent different types of relationships.

SPAWN: This writing-to-learn strategy stands for special powers, problem solving, alternative viewpoints, what if, and next. Students choose one category and answer the question about the topic you choose. A good example can be found in Janet Allen's Reading History, and in Brozo and Simpson's Readers, Teachers, Learners.

SQ3R: According to the book 50 Literacy Strategies, "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."

Stapleless Books: This strategy is great for either note-taking or a small project. There is a template on the Read Write Think website: http://www.readwritethink.org/materials/stapleless/index.html, which can be used for either students or teachers.

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.

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. There is a worksheet you can use for this strategy – it has two stop and writes on a page, and asks the students to use certain reading comprehension strategies.

Summarizing: From Vacca and Vacca: "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 Content Area Reading (pages 307-311).

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.

T4 Web Site: This is a useful website through the district. T4 stands for Transforming Teaching Through Technology. The web site is: http://t4.jordan.k12.ut.us

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.

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, I have used it to teach predicting; as we read a short story, students write their predictions on the left side and their evidence on the right.

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 50 Literacy Strategies. 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.

Team Teaching: This strategy can refer to teachers collaborating, or to groups of students teaching the class about a topic.

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.

Text-to-Self, Text-to-World, Text-to-Text Connections: Connecting 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 something that happened to a friend. A text-to-world connection occurs when a passage reminds the reader of something 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 embed the information with existing knowledge.

Think-Pair-Share: From Vacca and Vacca: "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."

Tiered Activity: From The Differentiated Classroom: "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, pages 83-87, for more detail, and example, and a template for planning.

Timeliner ©: Timeliner is a history program for the computer. According to the 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."

TIPS Web Site: TIPS stands for "Test Item Pool Service." It can be found on the UEN website: http://www.uen.org/tutorial/usoetest/index.shtml. You

can create tests for the students to take on the computer, or you can use existing tests. The site has a pool of questions from the core to choose from.

Top 10: This activity is similar to Jay Leno'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!"

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 Vacca and Vacca, "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."

Trading Cards: Can be student- or teacher-created. The cards have the appearance of a sports trading card: 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.

Two-Voice Poems: A writing to learn activity that works well in partners. Students select two people or ideas (for example: a Union soldier and a Rebel, or a fraction and a decimal, or themselves and a child from Sudan). 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 last line together. It works well to have students use three different colors when writing their poems, either on paper or on an overhead.

UEN Web Site: 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 http://www.uen.org/.

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.

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.

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.

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 http://www.uen.org/tours/.

Walk-About: Another name for a Gallery Walk – see above.

Webbing: A web is a visual representation of information, usually used when brainstorming. Students can put a main idea in the center of their paper, circle it, and draw lines to other words or phrases as they think of them. The Inspiration computer program mentioned above is great for webbing.

Webquesting: 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 http://webquest.org/.

Writing to Learn: Refers to any use of writing in a content area to help the student think about and absorb the idea being studied. These are usually informal and not graded like essays.