Strategies:

* 1. Did you hear what I heard?
* 2. Cornell Notes
* 3. Double-entry journal
* 4. Stand up Sit down
* 5. New American Notebook
* 6. Knowns/Unknowns
* 7. Pearls of Wisdom
* 8. Wait Time
* 9. Get one, Give one
* 10. “CAMP” Memorization Strategy
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  + Splash
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* 22. Quiz
* 23. 10 Important words
* 24. KWL
* 25. 10 and 2
* 26. Vocab wheel
* 27. “What if chart”
* 28. Continuum

Cornell Notes

This strategy would be most effective with an example given to students and key words placed in the cue column ahead of time.

1. At the beginning of a lesson distribute the Cornell Notes to students and let them review the key words.
2. Throughout the lesson, let students take their own notes in the notes column. Telling students at times to write things down may be beneficial to keeping students attention.
3. At the end of the lesson, students in 2-3 sentences should summarize the whole lesson (main ideas) specifically using the key words from the cue column.
4. Optional- sharing of notes/summaries in small groups to ensure key concepts were grasped.

Reflection:

Using Cornell Notes is a very affective note taking strategy to utilize while teaching students. However, it would probably be most affective to use this with older elementary grades. It could probably still be taught to younger elementary grades; however, they may need more assistance and it may not be as affective. Finally, the summary could double as a two-minute write; students could turn it in to the teacher to gauge where student’s learning is.

There is a visual necessary-on the next page.

3-2-1

This strategy involves the students thinking about the information they learned. It requires them to write:

* Three key points or interesting facts about the information
* Two questions that were sparked by the new information (or that they still have)
* One emotion about how they feel regarding the lesson or the information learned

This will typically be turned into the teacher for review.

Reflection:

This strategy can serve as an assessment, not only of the students’ abilities, but of the teaching itself. In addition, the questions the students write should be addressed by the teacher in a future lesson. This will allow the teacher to clear up any misconceptions the students hold regarding the information and will allow him or her to revisit any information the students do not understand.

This is an effective strategy because it requires the students to think critically about the information learned. It also applies to the intrapersonal intelligence because the students have to figure out what they think are the most important points of the lesson, what they are struggling with, and how they feel about the lesson. The three facts or points that the students write touch upon summarization- the second most effective teaching strategy. The fact that they are choosing the most important points also allows them to find relevancy in the material, which is crucial to making meaning. Another effective aspect of this strategy is that the two questions the students write allow them to engage in metacognition; they must think about what they know and figure out what they do not know.

Example:

Lesson Topic: Fish

1. Fish don’t actually sleep, they rest.
2. Fish are cold-blooded.
3. Salmon live in both freshwater and saltwater.
4. Sharks live in water and have gills, so are they considered fish?
5. Why aren’t fish tired if they don’t sleep?
6. Fish are cool!

There is no visual necessary for this strategy.

Luck of the Draw

This strategy can be used in summarizing information. The following occurs:

1. All of the students write a summary of the lesson.
2. The teacher randomly calls on one student to read their summary out loud or chooses a summary anonymously and reads it to the class.
3. The students critique the summary, discussing what they would change about the summary or what they would add to it.

Reflection:

This strategy might be most effective if the summary is read by the teacher anonymously.

This strategy is effective because it is centered on summarization, which is the second most effective teaching strategy. Also, because the students do not know who the teacher will call on, most will be engaged in the activity. In addition, by critiquing the summary that is chosen, it provides students with a model of a good summary. Furthermore, it focuses in on the key points of the information, which is critical in transferring information from the short term memory to the long term memory. Also, the use of luck of the draw becomes another exposure to the material. Additionally, this strategy would appel to those who are auditory learners because they are able to hear the information.

There is no visual necessary for this strategy.

4-2-1

This is a reading strategy. After students have read an article or essay they will receive a 4-2-1 chart. It looks like the following diagram:

|  |
| --- |
| Summary: |

The individual student will choose the four main points from the article and write each in a box on the top row. Then, two students will share what they chose for the first four boxes. Between the eight main ideas, they will choose two and write them in the two boxes in the second line of the chart. These two students will share with another pair of students. From the four main ideas they will chose one as the main focus of the essay or article. This will be written in the last box. Finally, the students will individually write a summary of the entire article in the bottom section of the page.

Reflection:

This is a fantastic strategy to use when reading an article or essay. It allows the students to think on a higher level than just the facts of the article. This strategy is also crucial in focusing in on the most important information which is helpful in moving information to the long term memory. Another important part of this strategy is the summarization that ends the activity. In addition, the fact that students must collaborate requires the highest level of thinking in Bloom’s taxonomy because they must defend why they chose a certain point as a main focus of the article. The collaboration aspect of the strategy also allows students to work in groups, motivating students that enjoy working with others.

This visual necessary is above.

K-W-L

The following chart will be used for this strategy:

|  |  |  |
| --- | --- | --- |
| K | W | L |

In the “K” column the students will write information they already know about a certain topic that they will begin studying. Then, in the “W” column the students will write things that they would like to know about the topic. These two steps will be done prior to a lesson or unit of study. After the lesson or unit has concluded, the students will fill in the “L” column with things that they learned about the topic.

Reflection:

The first two steps of this strategy are extremely useful for the teacher as a planning resource. It allows the students to see students’ prior knowledge regarding the topic, as well as finding out what would be relevant to the students in relation to the topic. It would be a great anticipatory set because it would allow students to access their prior knowledge. It would also be a good closure because it would allow students to reflect upon their knowledge of the subject, which is very important!

This visual necessary is above.

Stand Up Sit Down

This strategy should be modeled during and after a lesson is taught to the class.

1. The teacher asks the class a question about the current lesson.
2. Every student has a few minutes to come up with their answer.
3. The teacher tells students to stand up with their answers.
4. The teacher calls on them one at a time to say their answers.
5. If someone has the same answer, they sit down.
6. Repeat this until there is one person standing.

Reflection

This strategy is very effective in the classroom by grabbing student’s attention and keeping them focused/awake during a lesson. It gives the students an opportunity to hear from their peers what they think. It also provides another exposure to the material.

There is no visual necessary for this strategy.

CAMP Memorization

This strategy is a good memorization strategy. It has four components to it in order to retain the most important information learned in class.

1. Chunk or Categorize
   1. Information is placed into categories and/or broken down
2. Associations
   1. Connections are made to prior knowledge or other things
3. Mnemonics
   1. Sounds and letters are used to form connections
4. Pictures
   1. Mental images are formed that remind the student of the information

Reflection

This is an effective memorization strategy for students to use in the classroom. If a student uses this method to organize what they learned they will have a better chance of memorizing the information. This strategy also helps students categorize and further store information in their long term and short term memories.

This is no visual necessary for this strategy.

Continuum

This strategy is a quick and easy way for a teacher to determine where their students understanding in the class is. The teacher asks the students to fill out a scale based on where they stand with knowing the information. The students put a mark on the line where they feel fits them best. This is particularly good for students who don’t always feel comfortable asking questions; so they can tell the teacher if they don’t understand something more privately.

Understand

Don’t Understand

Reflection

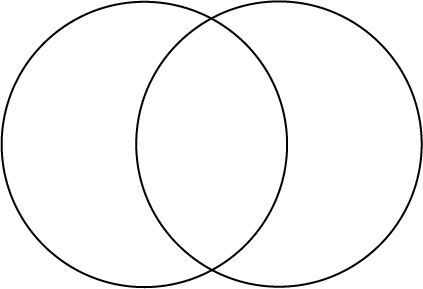
This is a good strategy for teachers to use when they need to check their students progress and understanding of the material that has been taught in the class. This allows the teacher to check and make sure that their class truly understands the material.

This visual necessary for this strategy is above.

It could either be distributed to students or drawn on a piece of paper with an example being shown.

Compare& Contrast

This strategy is great because it is the most effective strategy. This allows students to take two topics and compare the two. Each side is the differences and the middle portion is the similarities between the two.



Reflection

This is a good strategy to use when students need to compare two similar topics. It allows for the students to create a visual that they can study from and put the information into their short term memory. This can be done individually or as a class. The class could also be split up into three groups and each group assigned one of the three parts.

The visual necessary for this strategy is above.

Did You Hear What I Heard?

This strategy is a good strategy to simply check student understanding, hence the name of this strategy. It would be a good strategy to use during the lesson to check for understanding, and also as a closure.

1. Teacher reads something aloud to the students.
2. Students take notes.
3. Pair up with a partner at the table and share what they each heard and then come up with important facts.
4. Share answers: this could be done with Stand Up, Sit Down.
5. Give the material read to the students to read over again.

Reflection

This strategy is helpful to engage the class in active participation/listening. It requires the teacher to be loud and have complete control over the classroom. It is also helpful to the students because it gives them the opportunity to process the information first by hearing. It is then paired with another strategy which gives the students time to work with others to talk about what the particular piece they read was actually talking about. At the end, the students are given the piece and can be asked to read it over again for any misconceptions, and then write a 2-3 sentence summary of what the piece was about. This could serve also as a closure/two-minute write. This allows students one more opportunity of exposure that was just taught. This strategy also allows the teacher to place a high achieving student with a lower achieving student in the area of reading and literacy.

There is no visual necessary for this strategy.

Jigsaw

This strategy uses the entire class divided into groups. Once into their groups the students are assigned a piece of the reading material to read and learn about. Once they have done their part they then present their portion to the class and the class will learn the key points in the material.

Reflection

This strategy is useful when it comes to large portions of information that needs to be read and learned in a short amount of time. It creates a sense of responsibility for the students and learn their part. It also builds up team work and cooperation among the class. This is also a creative way to change up the teaching style instead of the teacher teaching the entire time.

There is no visual necessary for this strategy.

Give One, Get One

In this strategy the students come up with a list of ideas about a specific topic on their own. They then go and talk with other students in the classroom and share one of their ideas with another classmate and get one idea from the other classmate.

Reflection

This is a good strategy because it allows the students to gain knowledge about the topic from other classmates. It provides students who need time to work on their own and then the students who work better with others to work with partners. This is an example of Vygotsky’s Cooperative Learning and is a good way for students to learn ideas or examples about the topic from their classmates.

New American Notebook

This strategy has students use a graphic organizer that is provided or they can create their own on a sheet of paper. The graphic organizer contains three columns

* Left Column: Concepts, Ideas, Topics (key points)
* Middle Column: Notes
* Right Column: Response (student’s ideas or thoughts)

|  |  |  |
| --- | --- | --- |
| Concept, Idea, Topic | Notes | Response |

Reflection

This is another note taking strategy that helps the students organize their notes in a more effective way. This also helps the students when they go to study their notes because it will be organized to study for a test. It also allows the students to see if they have unanswered questions and to allow them to include the answers in their notes.

Read With A Pencil

This strategy helps students when they are reading an article and they are trying to understand what they are reading. While the students are reading their assignment, they have specific marks that they are to use to mark up the text.

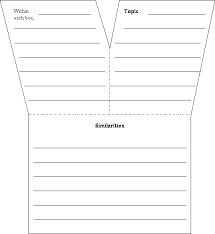
* “?”: have a question
* “!”: information interesting
* “\*”: important information

Reflection

This strategy is good because it allows the teacher to asses where students are with their understanding of the material that they need to read. It provides the students time to read the material on their own and time to understand what they read. This strategy can be taken even farther and the teacher can have the student use a variation of Stand Up, Sit Down, and have the students share what they marked in the assignment.

Y-Chart

This a good strategy to use when you want the students to compare and contrast the similarities and differences on two people, topics, etc. The differences are written in the top of the “Y” and the similarities are written in the bottom of the “Y”.



Reflection

This is a good strategy to find similarities and differences. It helps the students to be able to keep the information flowing down. This chart helps the students to be able to see everything at once in a list. It is also a good way to help students study the information.

This visual necessary for this strategy is above.

Two Minute Write

In this strategy, students are given two minutes to write about the topic or concept they were just learning about in the lesson. The students should try and write about as many as the main points as possible and explain why they are important.

Reflection

This strategy is good for summarization of a lesson. It allows the students to take the time to take everything they just learned and put it into terms that they understand. The fact that it is such a short time requires the students to quickly organize their thoughts and write them down. If the teacher collects these summaries, this provides the teacher with an assessment as to what the students do and do not understand. This also helps transfer information from Short Term Memory to Long Term Memory.

There is no visual necessary for this strategy.

Ten& Two

This is a strategy that needs to be implemented in every classroom. With this strategy, after every ten minutes of teaching the teacher gives the students two minutes to reflect on the information that was just taught.

Reflection

This is a very important because people remember best what they hear, read, or see at the beginning and end of whenever they are doing. With this strategy it gives student’s time to process all the information in smaller increments creating a higher likelihood that the student will remember the information.

There is no visual necessary for this strategy.

What If Chart

This is a strategy that helps with classroom management. It requires the class to be active in the planning of their classroom rules. This chart contains the desired behavior, a positive consequence for the behavior, and a negative consequence for not doing the behavior.

|  |  |  |
| --- | --- | --- |
| + | Desired Behavior | - |
|  |  |  |
|  |  |  |
|  |  |  |

Reflection

This is a good strategy to use at the beginning of the year to establish the rules for the class with the class participating. When the teacher uses the class to create these, it creates a feeling in the students that they had a sense of helpfulness and it holds them up to their end of the deal because it is what they wanted.

This visual necessary for this strategy is above.

Pearls Of Wisdom

This strategy is a summarization of an article or chapter. The students put the “biggest” or main ideas in the bigger pearls and in the smaller pearls you put the other smaller supporting ideas in the smaller pearls. The students then connect the smaller ideas to the bigger ideas. This could be paired with Stand Up, Sit Down to have the students share what they think the main ideas are.

Reflection

This is a good summarization technique for students to use. It allows for the students to decide what the important ideas/concepts. This is a good strategy for students who like to guide their own reading and understanding.

This visual necessary for this strategy is above.

Double Entry Journal

In this strategy, there are two columns for students to fill in. In the first column on the left, the teacher should give students the key words. In the second column on the right, students should then write a definition, or their thoughts on the key word. Students could either be instructed to draw this on a sheet of paper with the key words on the board, or it could be handed out to them.

|  |  |
| --- | --- |
| Key Word | Student Response |
| Key Word | Student Response |
| Key Word | Student Response |
| Key Word | Student Response |
| Key Word | Student Response |
| Key Word | Student Response |
| Key Word | Student Response |

Reflection

This strategy is a great strategy that could be used in different ways. It could easily be a homework assignment, where you give the list of words and have students read the assigned material. Another way you could use this would be to have it as an in class cooperative activity. (You could also assign to the students to come up with the key words to see what they thought was most important if you feel they are capable of it-can double as a one-word summary)

The visual necessary for this strategy is above.

Knowns/Unknowns

This strategy is a great strategy to gauge where the student’s prior knowledge is at or to use at the end of a lesson. This is important so teachers are not wasting their time teaching topics that students already competently know. This is a great vocabulary strategy for teachers to utilize. It is important to explain how this strategy works effectively to students with the following:

“F”= Familiar: The student knows the word

“K”= Kind of familiar: The student kind of knows the word

“U”= Unknown: The student has no idea what the word is

Reflection

This strategy is a great strategy for finding out what students know and do not know. It could be used either in class or as a homework assignment. It would be great to also have students write supplemental sentences along with just marking an F, K, or U next to words. If they are familiar with it, then instruct students to write a short sentence demonstrating their understanding and knowledge of it. If they are not familiar with it, have them tell you why. This could also be used as a ticket out the door/closure if done at the end of the lesson.

There is no visual necessary for this strategy.

Wait Time

This strategy is one that is just for the teacher to utilize. When asking verbal questions to the class and asking for an auditory response, it is very important that you wait long enough to give everyone in the class time to process and think about the question that you just asked.

Reflection

Wait time is essential to having all types of learners be able to excel in your classroom. Learners that are introverted v. extroverted are going to require different kinds of strategies that the teacher must implement into the lesson. Wait time is one of the biggest. Often times teachers ask a question and then immediately expect a response, or just wait for the first (extroverted) student to raise their hand. Instead, you should simply give students the question and then say take a minute or two to think about this, and possible instruct them to even write something down about it. This compensates for the introverted learners in your classroom who need longer periods of time to process an answer. If you do not give proper wait time, then the students who are generally introverted will give up on the question and assume their peers, who are the extroverted learners, will answer the question.

There is no visual necessary for this strategy.

Think Pair Share

This strategy is a great strategy to get students talking and expressing their ideas and thoughts to and with their peers. It is a great anticipatory set, because it not only gets them talking and accessing their prior knowledge, but it also encourages cooperative learning and aids the students who are low achieving.

Reflection

This strategy is a great strategy that is very popular to use in an anticipatory set and/or closure. Before beginning the lesson, you could ask a question or give a statement to students, and ask them to either share their thoughts and ideas with a neighbor, or with their table and make it a “think table share”. This could also be used at the end of the lesson as a closure. The teacher could ask a DOK question, and ask students to form answers with their neighbor/table. This could either be shared with the class, or if time is a concern, then the teacher could collect answers.

There is no visual necessary for this strategy.

Splash:

Something else that can be done with this strategy is once the student has shared with a partner, have the two students choose an idea they feel best answers the question/statement, then have them put it up on the board.

There is no visual necessary for this strategy.

One Word Summaries

This strategy is a great summarization strategy. It could be used for anything from summarization of reading content, to a summary of a science or social studies lesson. It could easily work with other strategies as well such as: Think-Pair-Share, have students choose the one word and then share with a neighbor, “Quiz”, something to have students turn into the teacher to see if students are grasping main ideas of the lesson, or ticket out the door, have students simply hand this in as their ticket out the door/ending of the lesson.

Reflection

One word summaries are a great strategy to see if students grasp main ideas. It would probably be most effective if it is used with other strategies. You could also utilize the one word summaries for students to expand upon with a quiz or assignment. The student could choose the one word and then in a few sentences write about why it is the best word. This could also be done verbally.

There is no visual necessary for this strategy.

Fish Bowl

This strategy is a good strategy to get students up and moving around while engaging them in cooperative learning. This would work best with a completed homework assignment, or completed in class assignment when students have multiple answers (and you suspect a variety of answers from students). Students will be split up into two groups: one group will first sit in the center, and the other group will form a circle around the group in the middle. The group in center will first talk with the teacher and give answers to the problem/reading passage etc. While this is happening the outside group will simply be observing and listening. After each student has gotten a chance to go, the two groups switch.

Reflection

Fish bowl is a great strategy for learners in the classroom that are introverts. This allows them to have the time they need to process the material and formulate an answer. Along with this it allows students to be able to hear their peers answers and also clear up any misconceptions or confusion. The teacher is also able to speak with each student individually about their answer, while having the whole group engaged. One thing to consider with this strategy, is keeping in mind that the outside group might not be as engaged and you may need to do something to keep them engaged if that becomes an issue.

There is no visual necessary for this strategy.

Quiz

This strategy is a great summative strategy. Although you do not want to constantly be handing out quizzes and exams to your students, it also helpful at times to see how much they are truly grasping from lessons and key concepts. Quizzes can be given as assigned, pop, or take home quizzes. Much of this may be grade level dependent.

Reflection

Using quizzes is an important part of checking your students understanding, and ultimately for determining their grade. Although this will vary depending on the grade level of students being taught, quizzes can and should be used as a summative assessment tool in all grade levels. It is important that prior to a quiz or any other type of assessment the teacher feel completely confident that the students will ace it. All different types and formats or quizzes can be used, and will be left up to the teacher’s discretion.

The visual necessary for this strategy will simply be a quiz that the teacher will formulate. Otherwise, there is no direct visual needed for this strategy.

10 Important Words

This strategy is great to use for reading materials assigned to students. This could be used in class, as homework, or as a follow up assignment for students after reading a passage/selection. Students will reflect on the reading assignment by selecting the 10 most important words from the selection. Students should also be instructed that when selecting words, they should select words that without them the passage/selection would not make sense anymore.

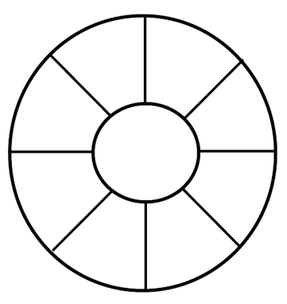
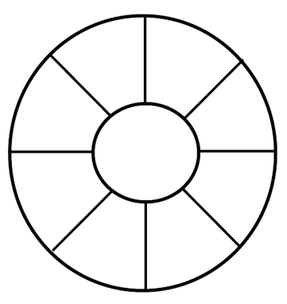
Reflection

10 important words is great to be used as a comprehension check. Using it after students read a reading passage/selection, you can see if they got the main ideas, and also if they understood the word. It can be used as a homework assignment, or in class assignment. It can also double as many other strategies such as double-entry journal, and even fish bowl. It could easily be made an independent task, and then shared with the class even as a luck of the draw or think-pair-share splash.

There is no visual necessary for this strategy.

Vocabulary Wheel

As this strategies name indicates, it is a great vocabulary strategy. Vocabulary wheel allows the teacher to give the students the vocabulary words, and then they have to relate the vocabulary words either together (through two wheels) or simply give the definitions of the words. It could be assigned and utilized through different ways.



Reflection

This strategy should be used for anything pertaining to vocabulary words or checking understanding of vocabulary. It can be used in a vast majority of ways. Two vocabulary wheels could be given and students could have to relate words from one to the other. In this case, the teacher should give the words to ensure they will make sense together. In other cases, students could simply write in their vocabulary words and then give definitions. This allows the visual learners to have something to look at and for some students might make it a little more fun.

The visual necessary for this strategy is above.