

Gallery Walk

This literacy strategy allows students to be actively engaged and to collaborate with classmates about content material. There will be 4-6 questions posted around the room and students will rotate in small groups (3/4 students) to every question. The first question is a group's assigned main question. The group will come up with a collective response, solution, and comment. After the group rotates, they are in charge of reading the question, the previous group's response, and deciding if anything needs to be added or modified. During this time, the teacher should be monitoring to ensure complete understanding and to provide hints if students are lost. Once all rotations are finished, each group will return to their original question and review the modifications or additions. Finally, a student-class discussion (each group) should conclude the activity discussing final conclusions and thoughts about the topic/question.

HOW TO USE:

1. Arrange

Teacher will create 4-6 questions or topics and post them around the room. Students will be assigned into groups of 3 or 4 students.

2. Begin

Every group will have a starting rotation. At this rotation, students will discuss with their team and create a collective answer/response to the question/topic. Students will record this answer on the poster or chart paper provided underneath the question.

3. Rotate

After 5-10 minutes, students will move on to the next rotation. Students will read and discuss the previous group's response. As a group, students will decide to make modifications or add content. Repeat this process until all groups have visited every rotation.

WHEN TO USE:

1. Before introducing new vocabulary to assess prior knowledge
2. Guided practice activity to reinforce learning
3. Focus activity to assess student understanding of content
4. Review before an assessment
5. Brainstorm ideas for a written assignment

VARIATIONS:

Graffiti:

This is a method allowing students to respond to their classmates work using various techniques. The teacher will post big idea concepts around the room and students will write their thoughts about the topic on the chart paper/poster. Students are encouraged to make it colorful and label their work.

Carousal Feedback:

This is a method allowing students to explain content concepts using only pictures. The teacher will create concept posters and students (groups of 3-4) will draw pictures to represent the concept. Students will rotate and present their final product and teach the class the concept using the pictures.

I Like, I Wonder, Next Steps:

This is a method allowing students to provide their classmates with credible feedback. Students' work will be posted around the room. Students (individual or groups) are required to record one thing they like about the work, one thing they wonder about it, and one thing the creator could do next or improve.

Graphic Organizers

This literacy strategy allows students to organize their thoughts and main concepts, and provides a visual representation of content information. This strategy is a great tool to differentiate instruction for a variety of learning styles and literacy development stages. The teacher will explain how to use the graphic organizer step-by-step. Next, students will practice using various graphic organizers. Finally after the teacher has exposed students to several different ones, students will pick the one that works best for them.

HOW TO USE:

1. Explain

The teacher will explain how to use the specific graphic organizer for the activity. This explanation should include a step-by-step process explanation, the purpose of the tool, and the reasoning behind using it over the others for the specific activity.

2. Practice

Students will practice using various graphic organizers. Students will discover that certain graphic organizers are designed to accomplish specific tasks and some are also catered towards learning styles.

3. Select

After massive exposure to graphic organizers, students will be able to select an appropriate Graphic organizer for a given task and discover the ones that work best for them.

WHEN TO USE:

1. Before introducing new concepts to assess prior knowledge
2. Guided practice activity to reinforce learning
3. Closure to assess student understanding
4. Review before an assessment
5. Brainstorm ideas for a written assignment

VARIATIONS:

PowerPoint Presentation:

This is a method allowing students to organize information using a technology device. Students (individual or group) would be required to include visuals, adequate explanation, accurate details and correct grammar.

Cornell Note-Taking:

This is a method allowing students to organize information using a structured outline. Students would create a cue column (key terms & questions), note-taking column (definitions & main concept explanations) and a summary section.

Poster Board Collage:

This is a method allowing students to organize information by creating a visual representation of the content material. First, students would find/draw pictures that represent main concepts. Next, students would categorize the information and display them in sections on the poster board.

Jigsaw

This literacy strategy gives the students an opportunity to become a master of a specific topic or concept and teach the material to classmates. This strategy builds students' comprehension, improves communication skills, and problem solving skills. Students will be assigned a specific section of a reading/topic. Next, students will gather in groups with the same assigned section to discuss and ensure all students are at mastery level. Next, students will gather in alternative groups containing one mastery level student on every topic/concept. In these groups, every master student will teach their classmates the content material.

HOW TO USE:

1. Arrange

The teacher will divide the assignment into four equal parts and break students into four groups. This group will be their "safe groups," which means all students are learning the same material.

2. Conquer

Student will read the assigned section of the material. After all students in the safe group are finished, the students will discuss the material ensuring all team members are experts.

3. Teach

Students will leave their safe group and be placed into a "teach group." During this group time, every student will share his or her mastered material section to other group members.

WHEN TO USE:

1. Before introducing new concepts to assess prior knowledge
2. Guided practice activity to reinforce learning
3. Review before an assessment
4. Focus activity to expand students' perspective/knowledge level
5. Class discussions to provide an opportunity for all students to participate

VARIATIONS:

Expert Group Panels:

This is a method encouraging student discussion and improving presentation skills. Students would be placed in groups, required to become experts on assigned topic, and teach the class the material. The audience would be responsible for asking questions, eliciting discussion, and learning all material concepts.

See One, Do One, Teach One:

This is a method allowing students to gain complete understanding of material through using a 3-step learning process. Students are required to watch a procedure or process of the content. Next, students would practice doing the procedure or process alone. Lastly, students would teach the procedure or process to someone who has never heard of it.

Boss/Secretary:

This is a method encouraging student mastery, improving communication skills, and writing skills. The teacher will ask a question to the class, the student who takes on the boss role will dictate the answer, while the secretary will record exactly what the boss says. The student who takes on the secretary role will also appropriately give the boss praise or provide constructive feedback.

Save the Last Word for Me

This literacy strategy encourages students to appreciate differing opinions and interpretations of text. It also gives the students an opportunity to reflect on text molding them into thoughtful and active readers. Students will be assigned a section of reading and they are responsible for selecting 3-5 quotes or ideas within their section. Students will reflect over their selections and prepare to participate in a student discussion. During small group discussion (3-5 students), each student will share their quote with the group and the group will share their first thoughts and feelings. Lastly, the presenting student will share his or her thoughts and feelings, ending the discussion.

HOW TO USE:

1. Text

The teacher will give students a chosen text. Students will read the text and pull out 3 to 5 quotes or ideas that they found interesting or disagreed with.

2. Reflect

Students will reflect over their selected statements by attempting to understand their intrigue. Students will prepare for student discussion by writing down their statements and their feelings and comments about the statements.

3. Share

Students will be divided into small groups containing 3 to 5 students per group. All students will share at least one quote or idea they selected. Student will just share their statement with team members and then members will share their original thoughts and feelings about it. The presenting student will end the discussion by explaining his or her own feelings and thoughts about their quote/idea.

WHEN TO USE:

1. Before class discussions to prepare and refine ideas/thoughts
2. Teacher input so students can apply the new information during lecture
3. Guided practice activity to reinforce learning
4. Closure to facilitate student discussion on text and assess student understanding
5. Brainstorm ideas for a written assignment

VARIATIONS:

Film-Watching:

This is a literacy method allowing students to discuss differing opinions and interpretations of a film. Students will select 5 interesting phrases, scenes, characters, or actions, reflect over them, and share with a small group.

Image Discussions:

This is a method giving students an opportunity to represent their thoughts and feelings through art. Students will illustrate three to five quotes or ideas in a text. The drawings should express all students' thoughts and feelings about their statements.

Questionnaire:

This is a method encouraging students to develop questioning skills and be open to differing perspectives. Students will develop 3 to 5 probing questions about a given text. Students will present questions to a small group of students and will be expected to guide and facilitate discussion.

Structured Note Taking

This literacy strategy molds students into effective note-takers and it helps them in recalling and retaining content material. This strategy also gives students an additional tool to organize thoughts and content. The teacher will model a note outline or introduce a useful graphic organizer. During lecture or activity, student will follow the structured outline or complete the graphic organizer. Lastly, students will reference notes or organizer throughout the lesson and for future concepts.

HOW TO USE:

1. Model

The teacher will model the effective note-taking structure or using the graphic organizer tool. The teacher should explain every section in detail and the purpose of the structure.

2. Follow

During lecture and activities, students should follow the outline structure or completing the graphic organizer. If students determine that the structure/organizer is not a good fit for them then the teacher should modify it or introduce alternative tools.

3. Reference

Students should refer back to notes throughout the lesson and in future lessons. Students must keep track of notes and should ask all questions about content.

WHEN TO USE:

1. Brainstorm ideas for a written assignment
2. Teacher input so students can focus and process the new information during lecture
3. Guided practice activity to reinforce learning
4. Review before an assessment
5. Class discussions to ensure continuous student participation and engagement

VARIATIONS:

Mnemonic Devices:

This is a method helping students recall and retain content material. It provides a shortcut that helps us associate the information we want to remember with an image, phrase or word. For example, "Please, Excuse, My, Dear, Aunt, Sally" is a mnemonic device in order to help us remember the order of operations.

Movement:

This is a method helping students recall and retain content material through motions. Teacher will present gestures or physical tasks connected to the content. Students will model, rehearse and do the movement/task in order to retain and understand concepts.

The Flashcard Game:

This is a method helping students recall and retain content material through repetition. Students will be given flashcards on content material. Students will be both the tutor and the tutee in order to ensure all students master the content and learn how to give credible feedback and praise.

Reciprocal Teaching

This is a literacy strategy encouraging students to take on the role of a teacher. This strategy also encourages students to develop essential skills (summarize, question, clarify, predict, and respond to material) for learning and assesses individual knowledge. The teacher will model the strategies and probing questions through a lesson. Next, the teacher will assign students into pairs and assign roles. Lastly, students will be given a task or an activity to complete and roles will switch throughout the lesson. This ensures every student will take on the role of a teacher and a student.

HOW TO USE:

1. Model

The teacher will model teaching expectations by teaching a model. Students will take notes, make observations, and ask questions after the lesson is completed. This is the time for students to fully understand what teachers say, do, and how they react.

2. Teach

The teacher will break up students in pairs. The teacher student will teach their partner the given activity or task. The teacher student must do everything a teacher does and says. This means the teacher must ask great questions and must not give up until the student understands it.

3. Switch

Student who was the student will now take on the teacher role. The previous teacher student will now take on the student role. The teacher student will teach their partner a new given activity or task.

WHEN TO USE:

1. Focus section to assess prior knowledge
2. Teacher input so students can process the new information during lecture
3. Guided practice activity to reinforce learning
4. Closure to assess student understanding
5. Review before an assessment

VARIATIONS:

Quiz, Quiz, Trade:

This is a method assessing students' knowledge through peer evaluation. The students will randomly be paired up and partner A will quiz partner B. Partner A will be required to give praise or coach partner to the correct answer. Roles will switch ensuring all students are being asked content questions.

Socratic Seminar:

This is a method assessing students' knowledge through student discussion. Students will have an entirely student led discussion about content material. Every student is required to create questions and must participate throughout the discussion. The teacher's role is to facilitate.

Quiz & Share:

This is a method assessing students' knowledge and critical thinking skills. Students will create a quiz about content. Teacher will review quality of questions ensuring that they target conceptual understanding and application of content. After approval, students will swap quizzes with a partner and complete it.