

List of Instructional Strategies

Admit Slips:

After completing a homework assignment, each student should write a question on a sheet of paper pertaining to the assignment and hand the written question to the teacher as he enters the class. If the teacher draws a student's question, he should be prepared to provide an answer to the question and lead a brief discussion on it.

Or as the students are completing a reading assignment, ask them to write down the sentence (or paragraph) that each found to be most meaningful. Students should hand the written excerpts to their teacher as they enter the class. If the teacher draws a student's quotation, he should be prepared to lead a brief discussion on the sentence(s).

Teachers may make copies of the following "admit slip" to distribute to the students when the reading assignment is made.

Admit Slip	
Name: _____	Date: _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Alphabet Letters:

At the conclusion of an explanation or demonstration, give each student a different letter of the alphabet and ask each student to think of a word or concept that begins with that letter and relates to the lesson. Use their ideas for whole class discussion and review. You might want to print the letters on sturdy paper and have the cards laminated.

"C and Q": Comments and Questions:

This strategy can be used to determine how carefully students complete an assignment. Have students explain what they know from the study of a topic and raise questions about what they do not understand. They may or may not be allowed to use their text or notes. This writing assignment can be done in or out of class. Teachers can respond by writing notes back to the students, or teachers can use the comments and questions for the basis of class discussion.

Card Sort:

This review activity is great to help students distinguish broad categories and subcategories of names and terms. Make up index cards with all the terms studied. Then in small groups, the students will sort the cards, making columns of subcategories under broader labels. (For example, a biology teacher might make up cards with names of body parts. The students might choose the broad category card marked "ear" and then have to sort out all the names for the parts of the ear. Another broad category might be "brain," and the students would have to place together all the cards that named parts of the brain.)

This activity could be used to identify periods in literature (ex. Romanticism, Realism, etc.) and the students would select the characteristics or authors of the appropriate periods. A geography teacher might make a card sort review for countries as broad labels and then lakes, mountains, rivers, cities, etc. as subcategories.

Dear Teacher Letters:

To find out what students are learning or thinking, have them each write a brief letter to you to state their thoughts. They may make interpretations, ask questions, and voice opinions.

Since this strategy is designed to enhance communication between students and teachers, perhaps this writing assignment should not be graded formally. It should always, however, receive feedback, usually highlighting or responding to what the teacher found interesting.

E-M-H Questions: Easy, Medium, Hard:

Have the students complete an assignment and make up four questions based on the content:

- one "E" (easy)
- two "M" (of medium difficulty)
- one "H" (hard)

They must also write out answers to the questions. These questions can then be used for class discussions and/or tests.

Students might want to write the question on the front of an index card and label it E, M, or H. Then they can write the answers on the back.

Exit Slip:

After the class completes an assignment, take about the last five minutes of class to have each student write a short paragraph on what he learned. As students leave the class, they will turn in their papers (the "exit slips") that summarize the content and their viewpoints. Teachers may make copies of the following "exit slip" to distribute to the students for this assignment.

Free Writing:

The students write in response to a prompt question or about an assigned article NONSTOP for about five or ten minutes. They are "free" to say whatever they would like to say regarding the topic. These writing assignments should not be graded formally. Students need not be concerned about grammar, spelling, or sentence structure. What they have to say is the purpose of the assignment.

Grouping:

Dividing classes into smaller groups can enhance instruction as well as class management. In small groups students feel part of a learning community and work cooperatively. Grouping can determine seating, assignments, and activities. Change groups periodically because students need the opportunity to work with different classmates in different situations.

- *Ability grouping*--placing students according to similar levels of intelligence, achievements, and/or skills, thus creating homogeneous groups.
- *Flexible grouping*--mixing students into different groups depending on the goal of the task.
- *Balanced grouping*--creating academic, racial, behavioral, and/or gender balance within groups.
- *Random grouping*—basing groups on such factors as birthdays or selected colors of slips of paper.
- *Student choice grouping*--allowing the pupils to group themselves according to a like characteristic or interest.

Some management strategies for grouping are as follow:

- Give directions before allowing the students to move into groups.
- Make certain everyone has a responsibility within the group.
- Establish some time perimeters.
- Hold the group accountable for an end product, whether it is a mini oral report, paper, or product.
- Move around the class, monitoring the group work.

HOTS: Higher Order Thinking Skills:

After the students process information through reading, researching, and discussion, ask them to make connections or predictions based on information gleaned from the assignment. Have them move beyond the three lower levels of Bloom's Taxonomy. Have them analyze, synthesize, evaluate, and create. For example, students might predict what will happen in an upcoming chapter of a novel, propose an alternative to a law, design an experiment, or formulate a theory.

I Have...Who Has...?

This is an active review strategy in which each student receives at least one card. On one side of the card is an answer; on the other side of the card is the next question that has to be answered. One student will stand and begin the process by asking the question on his card. Another student who is holding the card with the answer will stand and read the answer. Then the student who asked the question will sit down, and the student who provided the answer will then turn his card over and ask the next question. The activity proceeds until all the questions are asked and answered. (For example, a student might begin the activity by saying, "Who has 17 less than 24?" Another student holding the card with the answer stands and says, "I have 7." Then he reads the back of his card, saying, "Who has twice as many?" Then another student stands and says, "I have 14.")

This strategy can be used with literary terms, foreign language, history facts, geographical areas, etc.

Inside-Outside Circle:

Organize students into groups of six, with three students standing in a circle and facing out, and three students forming a circle around them facing inward. (Another variation of this activity is to divide the whole class into inner and outer circles.) Each student faces another student. Direct each pair to exchange information related to the lesson or unit. You may also provide questions for the students to discuss. Then ask the students in the center circle to rotate, facing a new partner, and choose a different topic or question or vocabulary term for exchange.

Jigsaw:

Divide the class into equal sized groups. Each student becomes a member of the "home group" labeled A, B, C, D, or E. Then have the students within their "home groups" count off (1, 2, 3, 4, and 5) so they can become members of numerical "expert groups." Within the expert groups, the students study a specified bit of information, becoming "experts" on their designated topic. Each expert group has different information to master. After a specified amount of time, the experts will return to their home groups of A, B, C, D, or E and teach the members of their home groups what they learned in their expert groups.

K-W-L Report: Knew, Want to Know, Learned:

Have the students write a three-part response after reading an article or participating in an activity. (You might want to have the students write the "K" response prior to the lesson. They can do the "W" and "L" entries later.)

K: (knew)--prior knowledge--what the student knew about the topic before the lesson

W: (want to know)--what the student wants clarified or expanded regarding the content of the lesson

L: (learned)--what the student learned from the lesson

One-Sentence Answer:

Ask each student to pack as much information into one sentence as possible regarding the main idea of the assigned article or answering one teacher-made question based on the reading. (Suggestion: Limit students to one semicolon for the one-sentence answer.)

PQP Strategy for Peer Revision:

Praise: After the presenter shares his writing (ex. essay, poem), the group members praise the writer, telling him what the strengths are in his work.

Question: Then the listeners can question for two purposes: either to ask the writer for clarification about something that is not clear or to ask the writer if he might want to consider certain revisions.

Polish: The group members point out to the writer corrections that would come with proofreading (ex. eliminating misspellings, being consistent with verb tense, using the proper capitalization, improving wording within a sentence, etc.)

Pair Share:

When the students report to class, have them bring with them their written comments that state their feelings and reactions regarding an assignment. Have the students exchange their personal responses and then write one another a reaction to the peer's response to the article.

Another variation is to have the students share their comments orally. Time their turns to talk, beginning with one minute each, then thirty seconds each, and then fifteen seconds each. Neither one in the pair can repeat what the other has said.

Partner Discussions:

Pair students and have them sit side-by-side but facing in opposite directions. (This seating arrangement enhances eye contact and discussion but limits noise.) Have the students read brief passages to one another that they determined to be significant as they read the assignment in preparation for class. Give ample time for them to debate, question, and discuss the content of the assignment. You might also want each pair to report to the class some aspect of their discussion.

"Pass the Folder" Activity:

Give an assignment. Make up four broad questions that address what you consider to be the most important ideas, and write one question on the outside of each folder.

Then divide your class into four groups. Each group should have a leader, recorder, and timekeeper, but groups can have more than three students. Give each group a folder that has one of the four questions written on the front. Allow them to discuss their question and record the

answer.

After a designated amount of time (perhaps five minutes), ask each group to place its answer sheet inside the folder and close it. Then have each group pass its folder to another group and, without looking at the responses of the group who had the question previously, have each group answer the folder's question. Again, after a designated time period, ask the groups to exchange folders, making sure that no group gets a question it has already discussed.

After each group answers a third question, have the groups exchange the folders again. This time tell each group to look at and discuss the three enclosed sheets of answers. Then have the "reporter" stand and give a brief oral presentation on the answers that the group thinks were best.

"Pass the Folder" works best with questions that can be answered in a variety of ways, especially with lists and varied opinions.

Peer Poll:

Give the following directions: "Turn to your neighbor and ask if he agrees with the statement I have written on the board (smart board). How can you two use previous assignments and lessons to prove your point, whether you agree or disagree?"

Prediction Pairs:

Divide the class into pairs and have them listen to a short story, or explanation of a lab you are beginning, or a historical passage you are explaining. Pause to ask the prediction pairs to make an educated guess as to what happens next.

Quick-Stop:

In the midst of a class discussion or at the close of a discussion, stop the dialogue and have the students each write a question or an answer to summarize their thoughts or knowledge of a topic before moving to a new point in the text or lesson. This strategy is excellent to give focus, to address issues that need elaboration, and to bring closure.

Short Sort:

Ask students to place ideas, concepts, or statements in categories that you provide. For example you might ask, "Which statements are fact and which are fiction? Which authors are associated with Romanticism and which are associated with Realism? Which events occurred in World War I, World War II, the Korean War, and the Vietnam War? Which words are nouns, pronouns, verbs, adjectives, or adverbs?"

Snippets:

After the student reads an assignment, he will choose one significant statement. Using an index card, he will record the following on one side of the card:

1. the significant statement ("snippet"--phrase, sentence, or, at most, a paragraph)
2. the page where the "snippet" is found

On the other side of the card, he will write the following:

1. the "context" of the "snippet" (any background information or relevant details needed to explain the "snippet")
2. why the "snippet" is significant either to the student who chose it or to others

Then each student will share his "snippet" with the class, explaining the content he recorded on the index card. (This technique usually results in a thorough discussion of an article without having the student or the teacher doing extensive writing or grading.)

Spinner:

Construct a "spinner" from cardboard marked into fourths and labeled Summarize, Explain, Predict, and Evaluate. Following a lesson on new material, call on different students and use the spinner to direct the students to make up questions based on the information (demonstration, videotape, skit, lecture). Note the following examples:

- Summary: What was the main idea?
- Explain: What was the step-by-step process?
- Predict: What do you think will happen if (when) (after)...?
- Evaluate: Do you think the character (scientist, politician) made the right decision?

T Charts:

This activity is great for comparison/contrast. The teacher draws a large T on poster paper, the chalkboard, the overhead projector, or handouts. The teacher labels the two columns (ex. Students' View vs. Author's View; Past and Present; Effective and Ineffective, etc.). Referring to the assignment, the students brainstorm its content and fill in the columns of the "T."

Thumbs Up, Thumbs Down:

This activity is great to give the teachers a quick visual to determine student opinion and student comprehension. It can be used for

Thumbs Up	Thumbs Down
Student agrees	Student disagrees
Student declares a statement to be true	Student declares a statement to be false
Student indicates he understands	Student indicates he does not understand

Tuning Protocol:

**Tuning Protocol adapted from Southeastern Regional Education Board (SREB) materials.*

The Tuning Protocol is a structured protocol for giving and receiving constructive feedback.

Participants should break into groups of four and select members to play important roles in the protocol.

- **Facilitator:** Manages the protocol and keeps the group on task
- **Timekeeper:** Helps the group adhere to the time schedule
- **Presenter:** One who is sharing his work with the group

Follow these specific procedures for the protocol. For the most effective use of this time, the protocol must be adhered to in regards to time and feedback. Deviation can lead to off-task conversations and superficial feedback.

Presentation of Work (3-4 minutes)

The first participant describes the work. Be specific and describe the work in detail; the more thorough the description, the better the feedback. If presenters have specific request for areas of feedback, make that clear.

(No questions are asked during this presentation. The presenter is the only one talking. Other group members can make notes but should not respond.)

Clarifying Questions (2-3 minutes)

Participants ask questions eliciting more information needed to give feedback. These questions are not for evaluation but for information. Questions should be short, and so should answers from the presenter. This is not the time to start giving feedback. Round robin asking and answering is suggested.

Reflection Time (1 minute)

Participants write down their input-warm and cool feedback.

Feedback

Warm Feedback (4 minutes): Participants share warm feedback only and presenter listens, taking notes and not responding. Participants should focus on one or two key ideas, so that everyone has a chance to speak. If time permits, facilitator may focus discussion, or remind participants of presenters' request for feedback.

- The supporting perspective
- What are the strengths, features, and highlights of this work?

Cool Feedback (4 minutes): Participants share cool feedback only and presenter listens, taking notes and not responding. Time proceeds as with warm feedback.

- The questioning perspective
- What could be improved, changed, refocused about this work?

Presenters' Response (2 minutes)

Presenters respond to feedback.

Begin the protocol again with a new presenter. Repeat until everyone has presented and received warm and cool feedback.

Unknown Vocabulary Words:

As the students read an assignment, have them each select the assigned number (perhaps five to ten) of words, names, and/or technical phrases, with which they are unfamiliar. Tell them to study the use of these words in their context and then look them up in dictionaries or other resources. Have them write each word, name, and/or phrase and then a definition or explanation for each one.

Unscramble Scramble:

Write key words or phrases from an explanation or introduction in random order, either on the board or handouts. Ask pairs to unscramble the words (terms, steps of a process, sequence) to reorder them in a logical or sequential order.

Venn Diagram (a compare/contrast graphic organizer):

Have the students draw two large overlapping circles on sheets of paper, or provide each with a handout with the Venn Diagram already printed on it. Labels for the circles can vary. For example, one may label the left side "Author's Viewpoint," the right side "Reader's Viewpoint," and the section where the two circles overlap "In Agreement." Then in small handwriting and brief phrases, students should fill the left side of the left circle with viewpoints of the author that the student might not necessarily support. In the right side of the right circle, have the students briefly record any ideas that are their own and not the author's. In the section of overlapping circles, record the views that the author and reader share. Students should be prepared to discuss these in class.

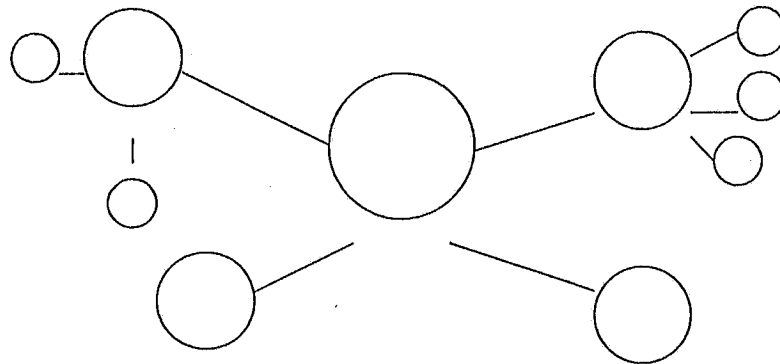
The Venn Diagram can be used to compare and contrast almost any two subjects, illustrating the differences of the two subjects in the outer sections of the circles and the commonalities in the overlapping sections of the circles. (ex. compare and contrast circles and ellipses, mitosis and meiosis, World War I and World War II, masculine and feminine words in foreign language, etc.)

Webbing (Concept Mapping):

This activity can help students visualize different topics and sub-topics related to a main idea (much like an outline helps some students). Have students brainstorm main ideas and then draw lines to connect related ideas that are more detailed, less important, or less broad.

For example, for a project on dogs, the student could write "dogs" in the large, middle circle. Subtopics could be types, problems, behaviors, and services dogs render. The subtopic of

services could be further mapped to indicate protection, search and rescue, herding sheep, assisting the blind, etc.



Whip Around, Pass Option:

This activity is excellent for instant communication of a variety of ideas. The teacher moves about the room, calling on individual students to state brief answers. The teacher does not comment, nor do the students discuss the student responses. “Whip around the room,” calling randomly on each student until everyone has had a chance to answer. Students may say “pass” if they do not have a comment or answer.

Journal Responses Based on Reading:

1. **Application**--Describe a situation and apply a concept from the text or lesson to that situation. The text might give a reason, a solution, an explanation, or whatever. Relate some aspect of the assignment to your own experiences.
2. **Concept**--Define, describe, or illustrate terms or ideas in the lesson.
3. **Current Event**--Find a recent newspaper or magazine article or television news report that pertains to the same topic or issue addressed in the article. Compare and contrast the two.
4. **Dialogue**--In a creative fashion, write a conversation between two characters (ex. counselors, scientists, teachers, linguists, lawyers, mathematicians, politicians). Have the two characters discuss a matter from the text and respond to it either logically or emotionally.
5. **Growth**--Write about the most significant thing you learned in the lesson.
6. **Inquiry**--Write a question you want to ask pertaining to the lesson. Speculate on what is confusing about the topic and record those thoughts.
7. **Interdisciplinary**--Write about a connection you perceive between this lesson and one of the courses you have taken or are taking in school.

8. **Poetry**--Write a brief poem to illustrate your understanding of a concept expressed in an assignment.

9. **Personal**--Write your thoughts, feelings, and reactions to something you have read or discussed.

10. **Problem-solving**--Take a concept from the text and apply it to an existing problem.

11. **Role-Play**--Using the viewpoint of another person, write a script to indicate how that person would react to some aspect of the lesson and talk about it. You may use that person's "voice" (ex. vocabulary and sentence structure).

12. **Double-Entry Journal (D-E-J):**

Left-hand Column of the Page	Right-Hand Column of the Page
<i>Types of Material Taken from Text</i>	<i>Types of Responses Students Can Make</i>
question	answer
idea	question
opinion	comment
quotation	interpretation
statement	prediction
word	definition
event	similar autobiographical experience

Directions for Writing Double-Entry Journal

1. Divide your paper in half, either by folding it lengthwise or drawing a line down the center of the paper.
2. As you read, make note of anything to which you might want to respond.
3. In the left hand column, you may paraphrase the author's idea, you may select a quotation or statement, or you might even want to choose a very significant word.
4. In the right hand column of your double-entry journal, ask questions and suggest answers; create additional questions; record your own comments, opinions, emotions, and related experiences; make predictions; or explain/define a significant word or phrase.

Power Strategies for Effective Teaching – Engaging the Learner

Cooperative Learning Structures

Partner Highlight

Round Robin Write

Talking Slips Share

Team Statement

Mental Model

Carousel Feedback

Team Brainstorm

Jot Thoughts

Partner Quiz

Team Quiz

Team Graphic Organizer

Team Jigsaw

Expert Jigsaw

Round Table Discussion

Team Summarize

Give and Get

Mix, Freeze. Match

Partner Read and Discuss

