

## **Round Rock Christian Academy Glossary of General Educational Strategies**

### **Direct Instruction**

The Direct instruction strategy is highly teacher-directed and is among the most commonly used. This strategy is effective for providing information or developing step-by-step skills. It also works well for introducing other teaching methods, or actively involving students in knowledge construction.

### **Possible Methods:**

- **Application Teaching**  
A constructivist approach centered on activities which involve learning which proceeds from more basic ideas to more complex. The expected products generated by the students are determined by the teacher.
- **Acronym Memory Method**  
Example: ROY G. BIV = Red, Orange, Yellow, Green, Blue, Indigo, Violet
- **Activating Prior Knowledge**  
Helping learners connect to concepts about to be taught by using activities that relate to or determine the level of their existing knowledge.
- **Alternative to Recitation**  
Similar to recitation, but the questions are generated by the students. Usually included : preparation (students read and generate questions), review, quiz, and evaluation.
- **Anecdotes**  
A motivational technique to encourage creativity or empathy students. Anecdotes can be about the teacher's life or excerpted from biographies to help students make real-world connections.
- **Anticipation Guide**  
Checklist written by teacher to activate existing knowledge.
- **Before, During, and After**  
A metacognitive approach to reading that guides students to explore text Before reading to activate prior knowledge, monitor comprehension During reading, and summarize the reading After reading.
- **Benchmark**  
a diagnostic tool used to assess that students are meeting certain learning goals.
- **Chant**  
Rhythmic text, repeated orally by individuals or a group to improve recall.
- **Choral Reading**
- **Choral Response**  
In response to a cue, all students in the group respond verbally at the same time. The response can be either to answer a question, or to repeat something the teacher has said. Often used in learning languages and in repeating of computational facts.
- **Chronological Sequencing**

An instructional approach in which objectives are presented to learners in chronological order. Compare to: General-to-Specific, Known-to-Unknown, Part-to-Part-to-Part, Part-to-Whole, Part-to-Whole-to Part, Spiral, Step-by-Step, Topical, Unknown-to-Known, Whole-to-Part

- **Clarifying Table**  
Graphic organizer to help students connect the current concept to related concepts or examples.
- **Copying**  
Reproducing drawings, text, motions, etc. Used to encourage students to look more carefully at something.
- **Cueing**  
Various means used by the teacher to let students know that particular material is important.
- **Deduction**  
Starting with general ideas and moving to more specific ideas within a topic. (compare to induction)
- **Descriptions**  
Telling about something. When done by teachers, descriptions are usually used to introduce new information. When done by students, descriptions are used to demonstrate knowledge of a concept.
- **Didactic Instruction**  
Teacher-centered instruction in which the teacher tells the student what to think about a topic. Used for the delivery of factual (not debated) information.
- **Five Plus One (5 + 1)**  
Direct instruction variation where the teacher presents for five minutes, students share and reflect for one minute, then the cycle repeats.
- **Five Whys?**  
Asking a chain of "why questions," with each question deeper into the root cause of a problem.
- **Highlighting**  
Marking key concepts with a different color to emphasize importance.
- **Known-to-Unknown**  
An instructional approach in which objectives are presented to learners beginning with known concepts and proceeding to unknown concepts..  
Compare to: Chronological, General-to-Specific, Part-to-Part-to-Part, Part-to-Whole, Part-to-Whole-to Part, Spiral, Step-by-Step, Topical, Unknown-to-Known, Whole-to-Part
- **KWHL**  
"Know, Want to know, How to find out, Learn"  
"Know, Want to know, Learn" Students identify what they know about a topic, what they want to know, and after reading or instruction, identify what they learned or would still like to learn.
- **Lecture**

A direct instructional method. The teacher talks with the purpose of transmitting information. Lectures may, but often don't, include visual aids or notes to accompany the talking.

- **Non-examples**

A technique used in direct instruction to help students distinguish between similar concepts.

- **Note-Taking**

The process of recording information presented by a teacher for the purpose of improving recall or understanding by the student. Notes typically include a combination of direct quotes of what a teacher says, diagrams, and additions by the student to add emphasis or to indicate areas where outside study may be required.

- **Open Text Recitation**

A form of recitation in which students can use their books, notes, or other texts to support their answers.

- **Part-to-Part-to-Part**

An instructional approach in which objectives are presented to learners repeatedly, but each time parts of the curriculum are presented deeper concepts are explored.. Compare to: Chronological, General-to-Specific, Known-to-Unknown, Part-to-Whole, Part-to-Whole-to Part, Spiral, Step-by-Step, Topical, Unknown-to-Known, Whole-to-Part

- **Part-to-Whole**

An instructional approach in which objectives are presented to learners beginning with parts of the curriculum, then relationships between the parts are presented, and finally learners can incorporate the parts as a whole.. Compare to: Chronological, General-to-Specific, Known-to-Unknown, Part-to-Part-to-Part, Part-to-Whole-to Part, Spiral, Step-by-Step, Topical, Unknown-to-Known, Whole-to-Part

- **Part-to-Whole-to-Part**

An instructional approach (often used in reading) in which objectives are presented to learners in chronological order. Compare to: Chronological, General-to-Specific, Known-to-Unknown, Part-to-Part-to-Part, Part-to-Whole, Spiral, Step-by-Step, Topical, Unknown-to-Known, Whole-to-Part

- **Read Aloud**

Teacher reads aloud to the class to improve comprehension, expose students to correct pronunciation, or to create positive feelings about reading or a particular book.

- **Recitation**

Questions and answer session dominated by the teacher. Questions usually have a single correct answer.

- **Spiral Sequencing**

An instructional approach in which objectives are presented to learners beginning with simple concepts and then periodically revisiting the concepts and expanding on the concepts as is appropriate for the learner's cognitive level.. Compare to: Chronological, General-to-Specific, Known-to-Unknown,

Part-to-Part-to-Part, Part-to-Whole, Part-to-Whole-to Part, Spiral, Step-by-Step, Topical, Unknown-to-Known, Whole-to-Part

- **STaR (Story Telling and Retelling)**  
Teachers read stories to students then students retell the story by acting it out, answering questions, or writing about the story.
- **Step-by-Step Sequencing**  
An instructional approach in which objectives are presented to learners as a series of steps. Often used to teach procedures. Compare to: Chronological, General-to-Specific, Known-to-Unknown, Part-to-Part-to-Part, Part-to-Whole, Part-to-Whole-to Part, Spiral, Topical, Unknown-to-Known, Whole-to-Part
- **Storyboarding**
- **Study Aids**  
The teacher provides students with carefully constructed tools to assist students in learning for specific structures or environments. For example, the teacher may distribute a "Guide to Using the Library" before taking students to the library to do research. Before a multiple choice test, the teacher may provide test-taking tips or tips on how to study for the upcoming test.
- **Study Guides**
- **Ten Plus Two (10 + 2)**  
Direct instruction variation where the teacher presents for ten minutes, students share and reflect for two minutes, then the cycle repeats.
- **Timed Drill**
- **Topical Sequencing**  
An instructional approach in which objectives are presented to learners beginning with issues currently of interest, then tracing back the history of the development of that issue. Compare to: Chronological, General-to-Specific, Known-to-Unknown, Part-to-Part-to-Part, Part-to-Whole, Part-to-Whole-to Part, Spiral, Step-by-Step, Unknown-to-Known, Whole-to-Part
- **Unknown-to-Known**  
An instructional approach in which objectives are presented to learners beginning with unknown concepts and proceeding to known concepts. Used as a motivational technique to induce students to want to know more.  
Compare to: Chronological, General-to-Specific, Known-to-Unknown, Part-to-Part-to-Part, Part-to-Whole, Part-to-Whole-to Part, Spiral, Step-by-Step, Topical, Whole-to-Part
- **Whole-to-Part**  
An instructional approach in which objectives are presented to learners beginning with an overview of the whole model or idea, then proceeding to an analysis of the component parts. Compare to: Chronological, General-to-Specific, Known-to-Unknown, Part-to-Part-to-Part, Part-to-Whole, Part-to-Whole-to Part, Spiral, Step-by-Step, Topical, Unknown-to-Known

## **Indirect Instruction**

In contrast to the direct instruction strategy, indirect instruction is mainly student-centered, although the two strategies can complement each other.

Indirect instruction seeks a high level of student involvement in observing, investigating, drawing inferences from data, or forming hypotheses. It takes advantage of students' interest and curiosity, often encouraging them to generate alternatives or solve problems.

In indirect instruction, the role of the teacher shifts from lecturer/director to that of facilitator, supporter, and resource person. The teacher arranges the learning environment, provides opportunity for student involvement, and, when appropriate, provides feedback to students while they conduct the inquiry (Martin, 1983).

### **Possible Methods:**

- **Abstracting**  
A thinking skill that involves summarizing and converting real-world events or ideas into models.
- **Action Projects**  
A project where ideas learned through research are tested and applied in a real-world situation.
- **Alternative Scenarios**  
A creativity technique in which students consider alternative futures. Useful in writing to encourage students to consider several plots and endings for their stories before settling down to write. In social studies or science classes, this approach can be useful in helping students see possibilities, both for the present, and for their own futures.
- **Analogies**  
A thinking skill demonstrated by a student when he or she can give examples similar to, but not identical to a target example. For example, the Internet is analogous to the post office (because in both, multimedia information is delivered to specific addresses).
- **Analyzing Perspectives**  
A thinking skill that involves considering a problem or topic from various perspectives. Related to "Point of View."
- **Argument Paper**  
Type of writing which presents a thesis, then supports that thesis with evidence or proof.
- **Benchmark**  
a diagnostic tool used to assess that students are meeting certain learning goals.
- **Biopoems**  
Poems written by students about any specific person or object (character in book, living or inanimate objects). To summarize student knowledge of topic.
  
- **Blogs**

Blogs, also known as weblogs, are online journals that can be used by the teacher as a means of sharing thoughts, assignments, or resources; or blogs can be created by students for the purpose of reflection, intergroup communication, or to fulfill particular assignments.

- **Book Reports**  
A factual, written summary of a book. Student interest is higher when book reports are to be completed in an engaging and creative format. Examples: puppets, blogs, newspaper, etc.
- **Bookmarks**  
Student created bookmarks that condense critical concepts
- **BrainWriting**  
A creativity or problem-solving technique similar to brainstorming, but individuals write their ideas
- **Brochure**  
Students research a topic then create a brochure to explain the topic to others.
- **Budget Preparation**  
Students research and prepare budgets to understand costs and values.
- **Cartoons**  
Reading or creating cartoons.
- **Case Studies**  
Case studies are real life problems that have arisen in the workplace that students must solve. Can also be used to explore interpersonal relationships.
- **Categorization**  
Thinking skill that allows students to sort objects or concepts into categories according to a variety of criteria.
- **Cause and Effect**  
A pattern showing the relationship between two actions or occurrences.
- **Choice Boards**  
Choice Boards (Tic-Tac-Toe Menus, Think-Tac-Toes, Learning Menus, Extension Menus)
- **Classification**  
When objects or concepts are classified, they are grouped with other, similar things, and the group is given a label. As a thinking skill, classification requires the application of knowledge. When students invent their own classifications, they practice discovery and invention along with being able to apply prior knowledge about the objects or concepts being classified.
- **Cloze Procedure**  
An activity created by the teacher to give students practice with language usage. The teacher selects a passage of text, marks out some of the words, then rewrites the text with blank lines where the marked out words were. The result is a "fill in the blank" that should be enjoyable for the student while at the same time giving the teacher information about the student's language skills.
- **Clue**  
Group problem-solving with each team member given a different clue.
- **Clustering**

Graphic way of organizing concepts proposed during brainstorming. Similar to concept-mapping.

- **Collages**  
Students gather images (clippings from magazines, photographs, or their own drawings) and organize them to illustrate a concept or point of view.
- **Collections**  
Could be after class student project or could be classification of classroom collection (books or plants, for example).
- **Collective Notebook**  
A notebook maintained by a group in which each member of the group is expected to add an idea or observation during a specified time period (typically each day or each week). The contents of the notebook are regularly shared or published and discussed.
- **Comparing**  
To observe or consider the characteristics of objects or concepts, looking for both similarities and differences.
- **Comparison Matrix**  
A graphic organizer that can assist students in gathering information and comparing objects or concepts.
- **Comparison Table**  
A decision-making tool enabling a structured comparison between choices.
- **Concept Attainment Model**  
Inductive model of instruction where student are presented with examples and non-examples of a concept. Students generate hypotheses and attempt to describe (and sometimes name) the concept.
- **Concept Cards**  
Cards created by students that link terms to the use of that term in context.
- **Concept Development Model**  
Inductive teaching model. Concepts are taught using the sequence: list items, group items, label, regroup, synthesize, and evaluate (can students generate and group on their own?)
- **Concept Folders**  
Key concepts for course are each assigned a folder. Examples or illustrations of the concepts are kept in the folder for students to explore.
- **Concept Map**  
Any of several forms of graphical organizers which allows learners to perceive relationships between concepts through diagramming keywords representing those concepts. Originally developed by Joseph Novak in the 1960's.
- **Concept of Definition**  
Students construct organizing maps to explore meanings or definitions of words.
- **Conclusions**  
A logical process in which students analyze facts and generate new facts based on what is known. For example: It is a dry, sunny day. The neighbors are watering their yard using a sprinkler. Our dog is leaving wet footprints on the porch.

Conclusion, our dog has been in our neighbor's yard, running through the sprinkler.

- **Conflict Chart**

Conflict charts are used in three areas of education. Most commonly, they are used as a graphical tool to help students understand the motivation of real people or fictional characters, but they are also used as a tool to insure that students are scheduled for exactly one class per period with no "conflicts," and finally, they are used as a social and behavior management tool to analyze interpersonal conflicts.

of understanding is needed, a new question is posed.
- **Context Clues**

When students encounter unfamiliar words, those words usually exist in an environment that includes many clues to word meanings. Meaning can be deduced or guessed by analyzing the context (the environment around the word).
- **Continuum**

Students take keywords and arrange them to form a continuum based on a variety of criteria. For example, "beaver, rattlesnake, deer, plankton" would be arranged as "rattlesnake, deer, beaver, plankton" if asked to arrange according to their preference for water, and "plankton, rattlesnake, beaver, deer" if asked to arrange according to size.
- **Criticizing**

A thinking skill involving judging or analyzing.

Critical Thinking - Section 3 - Criticizing an Argument
- **CROWN**

A closure technique that encourages students to reflect on the completed lesson. CROWN = Communicate what you learned. Reaction. Offer one sentence that sums up what the whole lesson was about. Where are some different places you could use this? Note how well we did today.
- **Cubing**

A six-part technique to explore different aspects of a topic. The six parts include: describing, comparing, associating, analyzing, applying, arguing.

Cubing
- **Data Analysis**

Having students gather and analyze data can connect them to real-world problems and also improve their critical thinking skills.
- **Data Gathering**

Students collect information in an organized way for use in statistical analysis, scientific research, or as support for arguments in social studies or other fields.
- **Deliberations**

Ask students to support one point of view on topic, then take and support opposing point of view. Then write position paper.
- **Descriptions**

Telling about something. When done by teachers, descriptions are usually used to introduce new information. When done by students, descriptions are used to demonstrate knowledge of a concept.

- **Dialectical Journal**  
A two column note-taking or journal method that features quotes or ideas from the text in one column, and ideas from the reader in the other column.
- **Dialogue**
- **Dialogue Journals**
- **DIDLS**  
A technique for analyzing the style of a piece of literature. Diction (choice of words), Imagery, Details, Language, and Syntax (structure and patterns of sentences).
- **Differentiated Learning**  
Lessons developed to engage students through different approaches by appealing to the range of interest and abilities of the learner.
- **Directed Paraphrasing**  
Students are asked to summarize or explain a concept or theory to a specific (imaginary) audience. For example, a medical student might be asked to explain what neurotransmitters are, and phrase the explanation so it would make sense to a hospitalized patient.
- **Directed Reading Thinking Activity (DRTA)**  
Throughout reading, questions are used to activate students' existing knowledge. Students are encouraged to make predictions.
- **Directive Model**  
A teacher centered model that focuses on student activities being guided by teacher directions and direct transmission of information.
- **Discussion**  
Classroom discussions typically begin with the teacher describing the goal or purpose of the discussion. Sometimes discussions may be initiated by the posing of an open-ended question. Teachers can employ a number of techniques to encourage students to participate in discussions, including calling on specific people, or assigning students to be an "expert" or leader for various parts of the discussion. Many cooperative activities include a "small group" discussion as teams work together.
- **DRTA (Directed Reading Thinking Activity)**  
Throughout reading, questions are used to activate students' existing knowledge. Students are encouraged to make predictions.
- **Expectation Outline**  
A pre-reading activity in which students skim the assigned reading, then write down some questions they expect to be able to answer, or key concepts they expect to learn about, as the result of completing the reading.
- **Extrapolation of Data**  
Given a set of data, students are asked to predict what would occur outside the range of that data.
- **Facilitative Questioning**

To "facilitate" means to help another person accomplish something. Facilitative questioning is an approach whereby a teacher or counselor poses open-ended questions to the student to allow them to explore ideas that may be complex or emotionally difficult. In writing classes, the purpose of facilitative questions is to allow the teacher to give assistance to the students without actually contributing new ideas to the work being written. In counseling, the purpose of facilitative questions is to allow the student to generate their own solutions to problems or tasks without being unduly influenced by the counselor's ideas. Facilitative questioning is used most often in situations where there is no right answer but the solution is dependent on what is best for the individual.

- **Finding and Investigating Problems**  
One key element of scientific research is finding and investigating problems. Exposing children to real life data and asking them to "create" problems from this data can result in more meaningful problem-solving and a deeper understanding of "what science is."
- **Finding Clues in a Picture**  
An activity where the teacher guides students to find clues about reading by asking a series of leading questions.
- **Fishbone**  
An organizing tool to help students visualize how many events can be tied to or contribute to a result.
- **Fishbowl**  
Discussion format where students are selected from the class. They sit in front of the class as a panel to discuss topic while class observes. Then discussion is opened to whole class.
- **Five Words - Three Words**  
Students list five topic-related words independently. Students are grouped and share words. Groups pick best three words and explain to class
- **Flipped Classroom**  
The flipped classroom is a model of teaching in which a student's homework is the traditional lecture viewed outside of class on a vodcast. Then class time is spent on inquiry-based learning which would include what would traditionally be viewed as a student's homework assignment.
- **Flow Charts**  
Flow charts are graphical depictions of processes or relationships. Typically flow charts include icons showing particular processes or steps, and arrows indicating paths.
- **Focused Imagining**  
A form of guided imagery where students are led to form mental images under the guidance of the teacher. Can be done either through written directions or step-by-step oral directions from the teacher.
- **Focused Listing**  
Students make lists with the purpose of sharing them during a subsequent discussion or collaborative activity.
- **Foldables**

Study organizers that are 3-dimensional, interactive graphic organizers.

- **Forced Choice (Activity)**

A classroom activity in which a small number of choices are placed around the classroom and students are asked to examine all the choices, then stand next to their choice. Students selecting the same choice then discuss reasons or advantages and disadvantages of their choice.
- **Forecasting**

Forecasting is a kind of extrapolation in which current trends (in weather, or in the economy) are analyzed and predictions are made about future events based on those trends.
- **Formations**

Certain types of information can be illustrated by having groups of students stand in certain positions to make shapes representing answers. If the answer is a "2," for example, students can form the number two by where they stand in the room. In Formations, the teacher asks a series of questions, all of which have "formable" answers, then the students create the answers by their movements.
- **Formulas**

Formulas are mathematical expressions using symbols to represent real-world quantities. Students can generate, use, or solve problems with formulas.
- **Forum**

A panel in which members talk freely with the audience.
- **Gaps**

Students are given sentences or sequences with gaps (missing words, numbers, or symbols) and are asked to fill in the gaps.
- **General Inquiry**

A teaching strategy in which students learn to identify and explore problems, then use the discovered facts to form a generalized response to the problem.
- **Generalizing**

To restate information to show basic principles.
- **Get the Gist with 20 Words**
- **GIST Statements**

Students read newspaper articles obtained from newspaper websites. Students then identify journalism's "5 Ws and 1 H" (who, what, when, where, why, and how) and complete a template with the corresponding information they have found in the article. Finally, students use their notes to write a 20-word summary called a GIST. Once students have mastered writing a GIST using newspaper articles, the strategy is then applied to content area texts to support comprehension and summarizing skills.
- **Group Investigation**

The class is divided into teams. Teams select topics to investigate, gather information, prepare a report, then assemble to present their findings to the entire class.
- **Guess and Check**

One approach to solving math problems is to Guess at an answer, then Check to see if it is the correct solution.

- **Guided Practice**  
 Guided Practice is a form of scaffolding. It allows learners to attempt things they would not be capable of without assistance. In the classroom, guided practice usually looks like a combination of individual work, close observation by the teacher, and short segments of individual or whole class instruction. In computer based or Internet based learning, guided practice has come to mean instructions presented on the learner's computer screen on which they can act. This action may be to perform some task using a program that is running at the same time, or it may be to interact with a simulation that is embedded in the program or web page.
- **Guided Questioning**  
 A form of scaffolding for reading in which the teacher's questions start out with many clues about what is happening in the reading, and then as comprehension improves, the questions become less supportive.
- **Guided Reading**  
 Structured reading where short passages are read, then student interpretations are immediately recorded, discussed, and revised.
- **Guided Writing**  
 Guided writing can take many forms. It can consist of a teacher making suggestions to an individual student, or it may be whole class brainstorming followed by a question and answer session to clarify specifically what will be written. In all forms of guided writing, the teacher's role is to encourage student responses.
- **Higher Order Thinking Skills (HOTS)**  
 In the simplest sense, higher order thinking is any thinking that goes beyond recall of basic facts. The two key reasons to improve higher order thinking skills are first, to enable students to apply facts to solve real world problems, and second, to improve retention of facts. In addition to the basic meaning of "higher order thinking skills" HOTS is also used to refer to a specific program designed to teach higher order thinking skills through the use of computers and the Socratic Method to teach thinking skills.
- **History Frames/Story Maps**  
 .
- **Idea Spinner**  
 Teacher creates a spinner marked into four quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."
- **Illustrating**  
 Using pictures or diagrams to explain or decorate.
- **Induction Matrix**  
 A form of graphic organizer using a grid to compare concepts and categories. The matrix is filled in at the beginning of a lesson and as

students learn more, they correct and update the matrix to reflect new knowledge.

- **Inferencing Chart**
- **Inferencing Map**
- **Inquiry Chart**
  
- **Inside-Outside Circle**

Review technique. Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.
- **Jumbled Summary**

Teacher presents randomly ordered key words and phrases from a lesson to students. Students put the terms and phrases in a logical order to show understanding.
- **List, Inquire, Note, Know (LINK)**

An activity to help students activate prior knowledge before beginning a new topic.
- **Listen-Think-Pair-Share**

Students listen to questions, individually think about a response, discuss their ideas with a partner, then share their ideas with the class.
- **Listing**

Making lists of words, objects or ideas. Can be used to organize thoughts before a writing activity, or as an assessments to demonstrate the ability to recall.
- **Meaningful Sentences**

Given vocabulary terms, students can be shown sentences in which the terms are used in a context that helps them to understand the meaning of the terms, or as an assessment, students can be asked to write meaningful sentences containing key words.
- **Mind Map**

A graphic way of organizing information to show the interrelationships between concepts.
- **Mini-Lesson**
- **Minute Papers**

An end-of-class reflection in which students write briefly to answer the questions: "What did you learn today?" and "What questions do you still have?"
- **Most Important Word**

A during reading strategy in which the teacher reminds the students to think about the "most important words" for a particular reading assignment. The teacher gives some examples of some important words, then students work in groups to identify others.
- **Muddiest Point**

A question used to stimulate metacognitive thinking. Students are asked to name or describe the concept they understand the least (their muddiest point).

- **Novel Study Packet**
- **Nutshelling**

A form of summary. It usually involves asking a student to examine and synthesize a brief statement that captures the essence of all that has been written or stated to that point. Often used in writing classes to help students find the key points in their own writing.
- **Observation Logs**

An observation log is a form of journal kept by a student to assist in guiding observation. Students typically are asked to answer specific questions during the course of keeping an observation log. This technique is often employed in teacher education to guide students during their observation of classroom teachers.
- **One Sentence Summary**

Students are asked to write a single summary sentence that answers the "who, what, where, when, why, how" questions about the topic.
- **One Word Summary**

Select (or invent) one word which best summarizes a topic. Write 2-3 sentences justifying the selection of the summary word.
- **Open Discussion**

Open discussion is the least structured form of discussion. The teacher sets the boundaries by describing the general topic for the discussion, but the direction of the discussion follows student interests within that topic.
- **Paired Comparisons**

A structured method for comparing many objects or ideas that involves creating a matrix, comparing each pair individually, then using the paired comparisons to generate a ranked list.
- **Paired Verbal Fluency**

A form of brainstorming. Used to "warm-up" students before a whole class discussion. Student 1 in pair remembers while student 2 listens. Roles switch. Repeat twice.
- **PBL (Problem-Based Learning)**

Inductive teaching method. No direct instruction. Teacher poses authentic (real-world) problem. Students learn particular content and skills as they work cooperatively to solve the problem.
- **Picture Mapping**

A form of graphic organizer similar to story mapping. Instead of diagramming using keywords, however, the concepts are illustrated with pictures.
- **Picture Word Inductive Model (PWIM)**

Inductive, inquiry-based vocabulary-building strategy that presents new words in conjunction with photographs.
- **Placemat**

A graphic organizer that is placed on the learner's desk and can range in concepts. (examples include: book reviews, classroom management tool, how to solve word problems etc.)

- **PLAN**

A writing strategy by Edwin S. Ellis consisting of the following components: Preview audience, goals, & words. List main ideas & details. Assign numbers to indicate order. Note ideas in complete sentences.

- **Plus, Minus, Interesting (PMI)**

A decision-making strategy devised by Edward de Bono. Students silently list positive, negative, and other aspects of a problem or solution. Aspects are shared as a group list. All alternatives are considered before decision is made.

- **Point Counterpoint**

Presentations of arguments for, then against a particular proposal. Point-Counterpoint formats would encompass essays written by a single person, all the way up to full class debates with teams taking varying opposing viewpoints. This approach is often used in the exploration of controversial topics.

- **Point, Illustrations, Explanation (P-I-E)**

A writing strategy to remind students about the key parts of a paragraph. As a cue, you can ask them if their paragraph has all the pieces of the P-I-E (Point-Illustrations-Explanation).

- **Poll**

- **Positive Profile**

Students analyze characters from reading by completing a personality evaluation form that includes positive characteristics such as "hobbies," "strengths," and "smartest action performed."

- **Precis Writing**

A form of abstraction or summary. A rhetorical précis is a highly specialized, specific type of summary. It differs from the more general summary in that emphasis is placed upon providing the *rhetorical* aspects of the work under consideration. Like the summary, the goal is to provide in clear, precise language, the main points of a piece. Essential information within the rhetorical précis includes the writer's name, the genre and name of the piece, the way in which this information is delivered, the main point, how the point is developed, and the relationship between the writer and audience. This information is presented in four very specific sentences as outlined below.

1. Sentence one provides the name of the author, the genre (essay, novel, etc.) and title of the work with the date (in parentheses), a concise

appropriate verb (claims, posits, argues) followed by a “that” phrase in which the thesis of the work is stated (either paraphrased or quoted).

2. Sentence two provides an explanation of how the author goes about supporting his/her thesis. (Remember that brevity is important—you will not restate the details from the work, but explain the rhetorical method used by the writer to develop these supports.
3. Sentence three states the purpose of the piece (which may reflect the thesis, but should also include the writer’s motive—why is she/he writing this piece?) This is accomplished with an “in order to” phrase.
4. Sentence four explains the author’s intended audience and how the author positions his or herself with that audience.

- **Predict / Check / Connect**  
A reading strategy by Edwin S. Ellis encouraging predictions based on the beginning of a text.
- **Problem Reversal**  
Solve problems by reversing problem and determining what not to do.
- **Problem Vignettes**
- **Recall, Summarize, Question, Comment, and Connect (RSQC2)**  
A summarization technique in which students Recall (list) key points, Summarize in a single sentence, ask unanswered questions, Connect the material to the goals of the course, and write an evaluative Comment.
- **RELATE Table**  
A graphic organizer to help students connect what they learn in the classroom to real world events or issues.
- **RSQC2 (Recall, Summarize, Question, Comment, and Connect)**  
A summarization technique in which students Recall (list) key points, Summarize in a single sentence, ask unanswered questions, Connect the material to the goals of the course, and write an evaluative Comment.
- **S.W.O.T. Analysis (SWOT)**  
Analysis of Strengths, Weaknesses, Opportunities, and Threats (SWOT) in a situation.
- **SCAMPER**  
Creativity technique by that uses the SCAMPER acronym to help students remember to try many variations on an idea. SCAMPER = Substitute, Combine, Adapt, (Modify, Magnify, Minify), Put to other use, Eliminate, (Reverse, Rearrange)
- **Semantic Associations**  
Making connections between words based on meaning and context.
- **Semantic Feature Analysis**  
Chart or grid where students explore their existing knowledge about relations between concepts.

- **Semantic Map**  
Semantic mapping is a visual strategy for vocabulary expansion and extension of knowledge by displaying in categories words related to one another. Semantic mapping is an adaptation of concept definition mapping but builds on students prior knowledge or schema. While it draws on prior knowledge it recognizes important components and shows the relationships among the components. The framework of semantic mapping includes: the concept word, two category examples, and other examples.
- **Semantic Word Map**
- **Sequence Chains**
- **Similarities and Differences**  
A form of comparison in which students first list all the similarities they can find between the two objects or concepts being compared, then they list all the differences.
- **Six Thinking Hats**  
A metacognitive strategy that encourages people to look at concepts from different perspectives. Each hat represents a mode of thinking. The white hat = look at data, red = feelings, black = judgment, yellow = positive attitude, green = creativity, blue = overview.
- **SOAPSS**  
A method to encourage consideration of the context in which a particular piece of writing was created: Subject, Occasion, Audience, Purpose, Speaker, and Style.
- **Somebody Wanted But So**  
After reading activity that uses a graphical organizer to help students evaluate character ("somebody"), motivation ("wanted"), conflict ("but"), and resolution ("so").
- **Sorting**
- **Spider Map**  
A form of graphic organizer to help students see the relationship between details and the main topic.
- **SQ3R** (Survey, Question, Read, Recite, Review)  
An approach to studying and reading to improve comprehension and retention.
- **STOPS**  
Acronym is useful to help students remember which aspects of their writing they should check when editing. STOPS stands for: Sentence structure, Tenses, Organization, Punctuation, Spelling
- **Story Frame**  
A guided reading tool that gives prompts to elicit information about the sequence of events that occur during a story.
- **Story Impressions**  
The teacher presents ten to fifteen terms to students prior to reading. These terms appear in the same order that they appear in the reading. Students

write a passage using the terms that they think predicts what will happen in the reading. Students share their predictions with others. Finally, students read, comparing their predictions (story impressions) with the reading.

- **Story Maps**
- **Story Method for Memorization**

Each word to be memorized is included in a story made up by the student.
- **Story Pyramid**
- **Story Starters**
- **Story Structure Review**

Students are asked to recall key features of a story using a blank story map.
- **Sum It Up**
- **Summaries**
- **Super Heroes**

Problem-solving technique in which students take on the roles of their favorite super heroes, then answer questions from the point of view of that character. For instance, if the class was discussing the problem of how to deal with water pollution from pesticide run-off, a student from the "Spiderman" perspective might propose that she could use her webs to capture insect pests on farms so farmers would not need to spray pesticides. In the same discussion, a student from the perspective of "The Flash" might propose that he could run through the fields at super speed, pick off all the insects, and take them to a place where they would not bother farmers.
- **T-Chart**
- **T-Notes**
- **Tangrams**
- **Ticket to Leave**

Closing activity where students respond in writing or verbally to short assignment.
- **Timed-Pair-Share**
- **Timelines**
- **Transformation of Text**

Supply students with a text and ask them to transform it from its original genre to a different genre. For example, supply prose and ask students to create a poem with the same essential ideas.
- **Two-Column Notes**
- **Unknown Objects**

Bring an object to class that students are unlikely to recognize. Can be used as writing or discussion prompts, as subjects for an investigation, or even in an art class. Useful for encouraging students to ask questions.
- **Venn Diagram**

A form of graphic organizer. Commonly used in mathematics and comparisons.

- **Vocabulary Match List**
- **Vocabulary Review**
- **VSS (Vocabulary Self collection Strategy)**  
As a class, students nominate words they'd like to learn more about.
- **Want Ads**  
Students write want ads. Varieties include "historical," "humorous," and as a famous character.
- **Web Page**  
Writing and design of web pages.
- **Web Searches**
- **Webbing**
- **Webinar**
- **WebQuests**
- **What Is It?**  
The teacher brings an object to class that is unfamiliar or has some historical significance. Ask students to identify the object or describe how it might have been used.
- **Word Associates**  
Similar to the Concept Attainment strategy, where students are shown a series of examples and non-examples. Students are shown a series of cards in which one of the cards does not "fit." Once the students identify the card that does not fit, they attempt to discover the word or phrase associated with the objects or ideas that do belong together.
- **Word Association**
- **Word Chain**  
Game that helps students categorize. Teacher supplies category and a first word, then students supply the next word "in the chain." The chain is formed having the next word start with the ending letter of the previous word. For example: Category = Things found in the kitchen. Words: SinK - KnifE - EggbeateR - RefrigeratoR - and so on.
- **Word Hunts**
- **Word Maps**
- **Word Problems**
- **Word Search**
- **Word Sort**  
Students sort the lists of keywords they are given into logical groups.
- **Word Wall**  
Students make predictions about reading based on a collection of key words and the name of the central topic. "Splash" refers to the random arrangement of the key terms around the topic at the start of the activity.
- **X marks the spot**  
Reading strategy in which students flag passages as important (mark with an "X"), interesting (mark with a "!"), or something about which they have a question (mark with a "?").

## **Interactive Instruction**

Interactive instruction relies heavily on discussion and sharing among participants. Students can learn from peers and teachers to develop social skills and abilities, to organize their thoughts, and to develop rational arguments.

The interactive instruction strategy allows for a range of groupings and interactive methods. It is important for the teacher to outline the topic, the amount of discussion time, the composition and size of the groups, and reporting or sharing techniques. Interactive instruction requires the refinement of observation, listening, interpersonal, and intervention skills and abilities by both teacher and students.

The success of the interactive instruction strategy and its many methods is heavily dependent upon the expertise of the teacher in structuring and developing the dynamics of the group.

### **Possible Methods:**

- **Agree/Disagree Matrix**  
A formal approach to discussing and researching issues. Students are polled for agreement or disagreement with a statement and their responses as a group are recorded in the matrix. Students research the topic, and again their responses are recorded. Finally, small groups meet to discuss the results and changes.
- **Agreement Circles**  
Used to explore opinions. As students stand in a circle, facing each other, the teacher makes a statement. Students who agree with the statement step into the circle.
- **Air Drawing**  
Students draw or motion in the air to demonstrate how they will carry out a procedure before they actually do so. Used in science labs, home economics, and classes where students use tools or musical instruments.
- **Alphabet Summary**  
Each student is assigned a different letter of the alphabet and asked to generate a word starting with that letter that is related to the topic being discussed. Students share their terms with the class.
- **Alphabetic Foods Teams**  
Brainstorm the names of 26 foods (apple, bread, etc.). A paper is passed within the group and individuals write appropriate names in alphabetical order. Can be adapted to other categories (authors, cities, etc.).
- **Anonymous Voting**
- **Application Cards**  
At the end of instruction, students write a real world application for the knowledge on a small card and submit the card to the teacher.
- **Applied Imagination**  
Technique to stimulate creativity. Includes the use of questions as prompts to enable people to consider many, apparently unrelated, options.

- **Argument Table**  
A table used to organize logical statements. Used in teaching logic in geometry and in expository writing classes.
- **Artifact Strategy**  
The teacher presents carefully selected objects (artifacts) to the students, poses a problem, and allows students to collect information about the object, then formulate answers to the presented problem.
- **Assemblies**  
Meetings of large groups, typically an entire student body, for the purpose of describing future events, sharing values, and recognizing achievement.
- **Associations**  
Finding or making association between concepts.
- **Assumption Smashing**  
List assumptions, then eliminate one. What might happen? (for example, "All forms of transportation are now free." What is the effect on society?)
- **Attributes**  
Listing attributes of concepts.
- **Audio-visuals**  
Includes many categories of educational materials including: posters, paintings, slides, videos, films, audio tapes, and videotapes.
- **Baggage Claim**  
Members in a new group are asked to write five interesting facts about themselves on a note card. For several minutes, people walk around the room, introducing themselves and sharing the facts on their cards. They then exchange cards (baggage) and move on to introduce themselves to others in the group. When time is up, the teacher or moderator collects all the cards and either returns them to their owners, or reads the facts and asks people to identify the owner of the card (baggage).
- **Bar Graph**
- **Benchmark**  
a diagnostic tool used to assess that students are meeting certain learning goals.
- **Big Books**  
The use by a teacher of oversized books when reading to a group of children. The large size of the text and pictures makes it possible for all children in the group to see interact with the book at the same time.
- **Bloom's Taxonomy**  
An approach to ranking learning by the sophistication or depth of learning required or accomplished.
- **Book Club**  
Groups who meet to discuss books.
- **Book Ends**  
Pairs of students discuss and make predictions before an activity, then meet after the activity to review and compare reactions.

- **Book Talk**
  - The teacher demonstrates book talks before asking students to participate.
  - Students prepare in advance to talk about books of their choosing.
  - Students talk about the book or briefly summarize it, read an interesting or exciting part, show illustrations, dress like one of the book's characters, talk and/or act like one character, or answer questions about the book.
  - Listeners are encouraged to ask questions.
  - Short sessions should be scheduled daily, with only a few participants sharing.
  - Initial participation should be voluntary.
  
- **Brain-based Learning**

An instructional model based on the idea that instructional activities are more effective if they occur in an environment compatible with the way the brain is designed to learn.
  
- **Brainstorming**

Group process where all ideas are accepted and recorded.
- **Bulletin Boards (online or electronic)**

A web-based bulletin board or discussion board is a messaging system through which instructors and students can share information asynchronously.
- **C-4 Yourself**

Collaborative project strategy with four components: challenge, choice, collaboration, and creation.
- **Carousel Brainstorming**

Subtopics or questions about a topic are posted throughout the room. Student groups brainstorm as they visit each of the subtopics.
- **Character Analysis**

Character analysis in education has two meanings. The most commonly used is to describe activities designed to help students understand characters in their fictional reading. The second meaning is analysis of the student's own character with regard to ethics and values.
- **Character Education**

Activities designed to develop character, compassion, ethics, and responsibility in youth.
- **Characterization**

In critical thinking, characterization a form of analysis of critical features of an object or concept. In writing, characterization is the creation of believable fictional characters.
- **Checklist**

Checklists can be used to satisfy many objectives. They are useful as a memory tool or in encouraging creativity. They can also be used directly as assessments, or as a review tool in preparing for assessments.

- **Circle Graph**
- **Circles of Knowledge**  
Graphic organizer that prompts students to write: 3 Facts I Know, 3 Questions I Want Answered, and Answers to My Questions.
- **Climograph**
- **Clock Partners**
- **Co-op Learning**  
Cooperative learning method where teams work to prepare and present a topic to the whole class. Emphasis is on student selection (of topics, partners, division of labor, methods of presentation, etc.).
- **Coaching Model**  
A model of instruction where the teacher is a guide and collaborator in the student's learning, not the sole director.
- **Collaborative Learning**  
Any kind of work that involves two or more students.
- **Collaborative Stories**
- **Colored Paper Grouping**  
A method for randomly assigning students to groups in which pieces of colored paper are passed out to students, then students with papers of the same color get together.
- **Comic Books**  
Useful for engaging visual learners and encouraging a wide variety of students to become involved in discussions of literature and the wide range of social, scientific, and historical topics covered in comic books.
- **Dioramas**  
A three-dimensional scene, usually created by the students, and acting as a miniature model.
- **Discussion Board**  
A web-based bulletin board or discussion board is a messaging system through which instructors and students can share information asynchronously.
- **Discussion Groups**  
In the classroom, a discussion group is formed when a discussion is carried out by only a part of the class. Outside the classroom, discussion groups are composed of individuals with similar interests. These groups meet regularly to discuss a variety of literary or social issues.
- **Discussion Web**  
A form of discussion that starts out with individual students formulating a response, then each student pairs with one other, then the pairs pair to form groups of four. Finally, when the groups have refined their answers, they share their thoughts with the whole class.
- **DVDs**  
See RRCA policy on acceptable DVD usage in the classroom
- **Editing**

- **Feedback**  
Any means by which a teacher informs a student about the quality or correctness of the student's products or actions. Different forms of feedback include formal assessments (Example: a written grade on a student project), oral and written guidance (Example: "Good, but needs more work on the Conclusion"), and casual comments or nonverbal signals (Example: a nod indicating correctness or agreement).
- **Find Someone Who**  
A variation of the Human Scavenger Hunt. Usually this activity is used to encourage students to seek out the students in class who know the answers to specific content questions. This works most effectively if each student is an "expert" on a different topic or sub-topic than the others in the class.
- **Find the Fib**  
Team activity where groups of students write two true statements and one false statement, then challenge other teams (or the teacher) to "Find the Fib."
- **Find the Rule**  
Students are given sets of examples that demonstrate a single rule (like "i before e except after c.") and are asked to find and state the rule.
- **Find Your Partner**  
A method for assigning students to groups and at the same time reviewing previous concepts. Equations, sentences, or questions and answers are written on a single piece of paper, then the parts of the sets are cut apart. The parts are distributed to students who compare papers with other students until they find their match.
- **Four Corners**  
Label the four corners of the room with "Disagree, Strongly Disagree, Agree, Strongly Agree." Read a controversial statement and have students write on a piece of paper whether they agree, disagree, strongly agree, or strongly disagree with the statement. When all are finished writing, have students go to the corner representing their point of view. All students sharing a point of view work together to collect evidence and present an argument supporting their beliefs.
- **Free Write and Share**  
Students write in response to some stimulus (music, topic oriented, question oriented), then share their writing with the class.
- **Graffiti Walls**
- **Graphic Organizer**  
Graphic organizers are visual frameworks to help the learner make connections between concepts. Some forms of graphic organizers are used before learning and help remind the learner of what they already know about a subject. Other graphic organizers are designed to be used during learning to act as cues to what to look for in the structure of the resources or information. Still other graphic organizers are used during review

activities and help to remind students of the number and variety of components they should be remembering.

- **Hands-On**  
Hands-On means any instructional activity that emphasizes students working with objects relevant to the content being studied. Variations include: Hands-On Science, Hands-On Math, and so on.  
Making an educated guess to reduce the amount of time needed to solve some types of problems.
- **Hidden Word Game**  
Writing sentences in which a word is hidden. For example: The school mouse ate a cherry for her morning snack. has the hidden word TEACHER (The school mouse aTE A CHERry for her morning snack.)
- **Interactive Student Notebook**
- **Interactive Writing**  
Collaboration between the teacher and the student, with both writing parts of the final composition.
- **Jigsaw**  
Cooperative activity. The basic steps include: reading, meeting with expert groups, report back to main team, demonstrate knowledge through a test or report.
- **Learning Log**  
Students write responses to teacher questions as summary of what they have learned or what they do not understand. Used for reflection and to inform teacher of progress.  
While each of us learns differently, we can categorize an individual's strength and weaknesses for a number of different factors which affect the way we learn. It is possible to refer to someone as a "visual learner" or a person who prefers "step-by-step" directions. By assessing, and then planning for each student's individual learning style, a teacher can improve the chances that each student will learn.
- **Letter Activities**  
Activities designed to help young children make connections between the appearance of letters and their sounds. Usually includes a tactile or kinesthetic component (making a snake out of clay and forming it into the letter "S" for example).
- **Letter and Sound Relationships**  
Letter activities that concentrate on pairing letters and letter combinations that result in the same sound.
- **Letter Games**  
Letter activities to which an element of competition or fun has been added.
- **Life Chart**
- **Line-Up**  
Student teams are given concepts that can be put in order. Each team member holds one concept and the members line up to represent the correct order.

- **List - Group - Label**  
An activity to help students activate prior knowledge before beginning a new topic. Student teams divide list of key words into groups, then label each group.
- **Mix/Freeze/Group**  
In this activity, the teacher poses questions to which the answer is a whole number and the students (as a group) answer the question by moving through the classroom to form groups of that size. For example, if the question were, "How much is 24 divided by 8?" the students would cluster to form groups of 3.
- **Pair Problem Solving**  
A problem-solving technique in which one member of the pair is the "thinker" who thinks aloud as they try to solve the problem, and the other member is the "listener" who analyzes and provides feedback on the "thinker's" approach.
- **Pair Project**  
Pair projects take two basic forms. In the commonest form, two students work together to accomplish some task. The task may be to produce a tangible object (like a poster or model) or may be to make a presentation to the class. The more global form of pair project is for classes in different parts of the world to collaborate on a project. The students perform similar activities in both locations then compare results.
- **Pair Review**
- **Pairs Check**  
Pairs work together and check each other's work.
- **Panels**  
In a panel discussion, a small group acts as experts to answer the questions of the people in the larger group. In a classroom setting, students are selected to become experts on a topic and are given at least a day to prepare for the discussion. Panel discussions can also be held using outside experts.
- **Paper Pass**
- **Paragraph Shrinking**  
Partners read in pairs. For the first paragraph, one reads and the other summarizes by stating the main idea of that paragraph. The partners then switch roles for the second paragraph.
- **Partner Discussion**  
Any discussion involving exactly two people. This is a flexible strategy that allows the maximum number of students to verbally express their ideas at the same time. Typically, partner discussions are prompted by a single question, but longer partner discussions can occur if the partners are assigned a larger project.
- **Partner Reading**  
Pairs of students read together and the listener corrects the active reader. One special form of partner reading is called "Reading Buddies." Reading buddies are pairs whose members are several years apart.

- **Peer Editing**  
Students read and give feedback on the work of their peers. Peer editing is not only useful as a tool to improve students' analytical skills, but also provides students with an alternative audience for their work.
- **Peer Questioning**  
Students ask questions of each other. Often occurs during student presentations.
- **Penpals**  
A long term arrangement to exchange letters with another individual. Used in classrooms to improve literacy, encourage exploration of ideas from other cultures, and sometimes to learn new languages.
- **Phillips 66**  
Divide students into groups of six and give them six minutes to perform some task. Tasks may range from simple discussion to the solving of complex problems.
- **Prediction Pairs**  
Students are paired as they listen to the teacher read a passage aloud. At each pause in the reading, the teacher prompts students to discuss with their partner what they predict will happen next in the reading.
- **Pros and Cons**  
Students generate lists of arguments for or against certain ideas. These can either be actions proposed by a class, or a listing of arguments for and against ideas of historical or scientific interest.
- **PWIM (Picture Word Inductive Model)**  
Inductive, inquiry-based vocabulary-building strategy that presents new words in conjunction with photographs.
- **Question / Check / Connect**  
A strategy by Edwin S. Ellis for learning more about reading by asking questions about the graphics associated with the text.
- **Question Stems**
- **Question the Author**
- **Quickdraw**  
Pair activity in which students have a short period (typically 30 seconds) to share all they know by writing with symbols or drawings.
- **Quicktalk**  
Pair activity in which students have exactly 30 seconds to share all they know.
- **Quickwrite**  
Pair activity in which students have a short period (typically 30 seconds) to share all they know by writing in a graphic organizer.
- **Reading Guides**
- **Reading Response Log**
- **Reading Roadmap**  
Map to guide students in their reading. Shows when to skim, when to read carefully, questions to consider.

- **Rotating Review**
- **Round Robin**
- **Round-Table Discussion**
  - At a table, 4 or 5 participants informally discuss topic among themselves and with the audience.
- **Share-Pair Circles**
  - Divide class into two equal groups and each group forms a circle. The inner circle faces outward and the outer circle faces inward, to form pairs of facing students. In response to teacher questions, each pair discusses their ideas, then one of the circles rotates to create new pairs. Repeat until the original pairs are again facing each other.
- **Share/Check Work/Review/Discuss**
- **Shared Writing**
  - Each student contributes one or two sentences to a story written by the whole class.
- **Show and Tell**
  - Students bring in personal objects to share with the class.
- **Silent Scavenger Hunt**
- **Slip Writing**
  - Individual brainstorming on paper followed by sharing of the written ideas in small groups.
- **Socratic Method**
  - Rather than "telling," teacher leads students to concept through a series of ordered questions.
- **Socratic Questioning**
- **Sort Cards**
  - Words and images associated with topic are put on individual cards. Groups sort cards into categories and label and discuss categories.
- **STAD (Student Teams-Achievement Divisions)**
  - Highly structured cooperative learning method following a "Teach, Team study, Test, Team recognition" strategy.
- **Sticking Dots**
  - A method that allows individuals or groups to vote for their favorites from a list by sticking colored dots next to their choices.
- **Stir the Teams**
  - Students are assigned to teams and each student in the team has a number (typically 1 through 4). Teams discuss their group answer to the teacher's question, then when the team is done they give a signal. When all teams are done, the teacher calls a number (from 1 to 4) and the students with that number rotate to the next group to share their team's answer with their new team. The procedure then repeats through the series of questions.
- **Stump the Teacher**
  - Game where students make up questions based on a reading assignment. The teacher gets a point if he or she can answer the question, and the students get a point if the teacher fails to answer the question.

- **Suchman Inquiry**  
Like twenty questions. Teacher poses problem then helps students solve problem by answering "yes" or "no" to student questions.
- **Test A Friend**
- **Think Ink Pair Share**  
Like Think-Pair-Share but with writing component.
- **Think Sheets**
- **Think-Pair-Share**  
Students think individually, then pair (discuss with partner), then share ideas with class.
- **Thinking Aloud Pair Problem Solving (TAPPS)**
- **Three Minute Pause**  
After or during instruction, ask students to pause and reflect on what was learned for three minutes. Students might work individually, in pairs, or in small groups to build summary.
- **Three Step Interview**  
Groups of four (a, b, c, d). Teacher assigns question. Step 1: a interviews b, c interviews d. Step 2: b interviews a, d interviews c. Step 3: All in group share what they've learned in their interviews.
- **Three-Two-One (3-2-1)**  
Writing activity where students write: 3 key terms from what they have just learned, 2 ideas they would like to learn more about, and 1 concept or skill they think they have mastered.
- **TIC Sheet (Things in Common Sheet)**  
Team building activity where groups explore the foods, places, activities, TV, and movies they all like and all dislike.
- **Tic-Tac-Toe**
- **Toss a Question**
- **Tournaments**
- **Trash or Treasure**
- **Triangle Review**
- **Turn to Your Partner**  
Teacher gives directions to students. Students formulate individual response, then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.
- **Twenty Questions**
- **Two Minute Talks**
- **Value Line**  
Group members position themselves along a labeled line to reveal their opinions on particular topics, then group organizers assign members to heterogeneous groups based on those opinions.

- **Voting Cards**

Students can be given laminated cards at the beginning of the year to be used to express their opinions in class. When they agree with a statement, they might hold up a green card, disagreement could be signified with a red card, and yellow could be used to show indecision or uncertainty.

- **Where Am I?/Where Is It?/Where Were You/Who am I?**

Pair activity where partner1 points to a place on a blank map and partner2 selects the location from a list or names the location. Partner1 checks the response with a key. Partners switch roles halfway through the list.

Alternative approach: partner1 describes location (no maps)/who/etc. and partner2 guesses where it is.

## **Experiential Learning**

Experiential learning is inductive, learner centered, and activity oriented. Personalized reflection about an experience and the formulation of plans to apply learning to other contexts are critical factors in effective experiential learning. The emphasis in experiential learning is on the process of learning and not on the product.

Experiential learning can be viewed as a cycle consisting of five phases, all of which are necessary:

- experiencing (an activity occurs);
- sharing or publishing (reactions and observations are shared);
- analyzing or processing (patterns and dynamics are determined);
- inferring or generalizing (principles are derived); and,
- applying (plans are made to use learning in new situations)

### **Possible Methods:**

- **Act It Out**
- **Acting Out a Problem**  
Students can act out mathematical, scientific, or social problems to improve their comprehension.
- **Active Learning**  
Any approach that engages learners by matching instruction to the learner's interests, understanding, and developmental level. Often includes hands-on and authentic activities.
- **Author's Chair**  
Students sit in a chair at the front of the class and present their work to the class.
- **Autobiographies**  
Students can write their life stories as a writing activity, or explore the lives of prominent people by reading published autobiographies.
- **Basketball Review Game**
  1. Write at least 25 'easy' review questions.
  2. Write at least 25 'hard' review questions.
  3. Buy or make a small (3-4 inches diameter) ball. .
  4. Set up the room with a (clean) garbage can in the front. This will be the 'basket'.
  5. Place a piece of masking tape on the floor approximately 3 feet from the basket.
  6. Place a piece of masking tape on the floor approximately 8 feet from the basket.
  7. Divide the students into two teams.
  8. Explain that each student must answer the questions given to them. Easy and hard questions will be evenly interspersed.
  9. Keep score for the questions. Easy questions are worth 1 points each and hard questions are worth 2.

10. If a student gets an easy question correct, they have a chance to shoot for an 'extra point'. They will shoot from the tape mark that is furthest from the basket.
11. If a student gets a hard question correct, they have a chance to shoot for an 'extra point'. They will shoot from the tape mark that is closest to the basket.

- **Beach Ball Questions**
- **Benchmark**  
a diagnostic tool used to assess that students are meeting certain learning goals.
- **Bingo**
- **Class Meetings**  
When students are allowed to contribute to the operation of the classroom through class meetings, they have the opportunity to learn responsibility and decision-making skills.
- **Class Museum**
- **Class Publication**  
Students collaborate to create a written work to be published. Formats might include: magazine, newspaper, brochure, map, newsletter, or yearbook.
- **Clean Up Song**  
To signal to students that it is time to begin cleaning up for the day, start a song for them to listen to while they clean up.
- **Competitions**  
Competitions can be useful in motivating some student to learn. Team competitions especially effective in the classroom if they are tied to a collaborative practice or review activity before the competition.
- **Computer Games**  
Educational computer games can be purchased for students to use to review or explore concepts. Student can also design and create educational computer games to share with fellow students.
- **Computer Simulations**  
Simulating events or situations on a computer enables students to experiment with concepts or materials quickly and safely.
- **Concentration**  
Pairs of cards are created (name of concept on one, description on other for instance). Students take turns. On each turn student chooses 2 cards from face- down arrangement. Students keep pairs which they correctly identify as matching.
- **Conferences**  
Conferences are face-to-face discussions. Conferences may occur between teachers and students to enable teachers to give individual guidance, or they may be meetings between parents, teachers, and (sometimes) the student for the purpose of discussing the student's progress and issues relating to how to improve the educational experience for the student

- **Constructions**  
Geometric constructions involve the copying or manipulation of geometric shapes using only a straightedge and a compass.
- **Cooperative Review**  
Groups take turns asking other groups questions. Often conducted as a game where points are awarded.
- **Corners**  
Students are asked to select (by standing next to their choice) from four options which are posted in the corners of the room. Students then defend choices and listen to others' choices.
- **Crawford Slip Writing**  
Students are provided with a pad of papers with text and graphical prompts to which they should respond as quickly as possible. Can be used with older students to generate ideas, or with younger students as a form of ungraded assessment.
- **Creative Thinking Reading**  
Teams of students work together to solve assigned problems using text provided by the teacher.
- **Debates**  
Debates are arguments carried out according to agreed upon rules and used in the classroom to engage students and help them make connections to the curriculum.
- **Demonstrations**  
An activity to show students how things work or how they happen. Demonstrations are often used in science classes.
- **Dissections**  
To cut apart and analyze an animal, plant, device, or idea.
- **Dramatizing**  
Students act out roles from stories or historical events.
- **Experiments**  
Tests to demonstrate or discover something.
- **Fairs**  
A theme-based event that includes exhibitions of products or skills, along with some "fun" aspects. The tone can range from purely academic (as is typical of science fairs) to carnival-like (as is typical of culture fairs). Fairs provide an opportunity for students to perform and to learn about long-range planning of events, in addition to the underlying subject content that forms the theme of the fair.
- **Field Guides**  
A useful student project is to guide students in the creation of a field guide. Field guides typically provide information that would be needed outside the classroom in the study of such diverse fields as plants, animals, architecture, cultures, or business practices. Normal components of a field guide include: common names, formal names, definitions, graphic illustrations, explanations of the range (where you expect to find things), relevant dates, key facts, warnings, and "interesting notes."

- **Field Trips**  
A field trips is any activity that occurs outside the classroom for the purpose of providing hands-on experience with objects or people that only occur in certain places. Target locations for field trips can include museums, zoos, places of business, farms, nearby colleges, theaters, historical monuments or buildings, forests, wetlands, nature parks, or the grounds of the school itself.
- **Gallery**
- **Games**  
Games can take many forms, but in the classroom, any activity that involves a competition, social interaction, and some form of prize or award would be considered a game. Classroom game activities are typically not graded, and student participation is based on the desire to contribute to a team or to individually achieve some prize or recognition. Usually games have "winners." Ideally, even the "losers" of the game should feel that the experience was enjoyable.
- **Gardens**  
Students plan, plant, and tend a garden. As a side activity, students also will need to plan what to do with the products of the garden and how (if necessary) to return the land to its original state.
- **Guest Speakers**  
Guest speakers come into the classroom to share specialized knowledge about their profession or their hobbies. Guest speakers help to form connections between knowledge acquired in the classroom and real-world applications.
- **Jeopardy**  
Like the television game. Many variations (individual or team competitions). Board with "answers" is prepared in advance (for overhead or on large cardboard sheet). Students respond with acceptable "question."
- **Literature Circles**
- **Live Plants and Animals**  
Providing live plants and animals in the classroom gives students the opportunity to learn respect for living things. Caring for living things enables students to learn responsibility. Careful observation and handling of living things in the classroom enhances the learning of many concepts.
- **Manipulatives**  
Manipulatives are objects used in the classroom to allow students to make connections to concepts through touch. Examples might include a bag of beans for counting, or a microscope for scientific inquiry.
- **Map Making**  
Student map making can be tied to many objectives related to mathematics, social studies, art, reading, and problem solving.
- **Medium Size Circle**  
First, 5-10 volunteers share something important they learned. Second, volunteers remember (restate) what one first person shared. Continue until each of the original speakers have been "remembered."

- **Mock Trials**  
Students learn about the legal system by assuming the roles of lawyers, witnesses, and judges to act out hypothetical legal cases.
- **Modeling**  
Teachers model behaviors or skills.
- **Nature Walks**  
A form of field trip in which students explore and observe objects in their natural environment.
- **Newsletters**  
Ask students to make suggestions or write parts of the class newsletter to be sent home to parents.
- **Newspaper Assignment for Cooperative Learning**  
Groups make their own newspapers following guidelines from the teacher.
- **Newspapers**  
Newspapers as a real world source of content, or as a product produced by students.
- **Pantomime**  
The expression of ideas using only movement and gestures. One form of pantomime commonly used in the classroom is the narrative pantomime. In narrative pantomime, the leader (usually the teacher) reads a passage of text and the others in the groups act out the passage to demonstrate the ideas using their movements.
- **Plays**  
Planning and performing plays in the classroom can improve reading and performance skills and help to motivate learners who benefit from social interactions and the hands-on aspects of drama.
- **Reader's Theater**  
Students adapt some of their reading to present to other students in the form of a play. These productions can be simple or elaborate and include posters, programs, sets, and costumes.
- **Reader's Workshop**
- **Scavenger Hunt**
- **Schematic Drawings**
- **Script**  
Student-generated scripts and screenplays.
- **Sculptures**  
A group problem-solving technique in which members add to three-dimensional models that depict either the problem itself or a potential solution to the problem. In the general sense, any three-dimensional figure or design.
- **Simulations**
- **Speeches**

- **Videotaping**  
Students produce videotapes then review their presentations. Useful in improving metacognitive and communication skills.
- **Walking Tour**  
Passages from reading are posted on individual pages around the room. Groups tour the room and discuss each passage, then summarize.
- **Writing Conferences**

## **Independent Study**

Independent study refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. While independent study may be initiated by student or teacher, the focus here will be on planned independent study by students under the guidance or supervision of a classroom teacher. In addition, independent study can include learning in partnership with another individual or as part of a small group.

### **Possible Methods:**

- **Accelerated Reading**  
A commercially produced reading program that includes quizzes administered via computer and student selection of books.
- **Authentic Assessment**  
Educators define authentic assessment as an approach to measure student performance in a direct, relevant way to see if the learning objectives were met. Educators might use projects such as reports, journals, speeches, videos and interviews with the students to measure their understanding of the subject material.
- **Authentic Instruction**  
Instruction which is meaningful to students. Focuses on higher order thinking, depth of knowledge, real-world applications, and social interactions.
- **Authentic Questions**  
Questions generated by learners in response to natural curiosity about the content. Questions spontaneously asked by learners without prompting by teachers.
- **Benchmark**  
a diagnostic tool used to assess that students are meeting certain learning goals.
  
- **Book Box**  
Boxes of books, kept in the classroom, to be explored by students at their own pace.
- **C-SOOPS**  
Acronym is useful to help students remember which aspects of their writing they should check when editing. C-SOOPS stands for: Capitalization, Sentence structure, Organization, Overall format, Punctuation
- **Calculate**
- **Calculator**  
For use in computation, or for demonstrating skill with the calculator.
- **Capitalization/Organization/Punctuation/Spelling (COPS)**  
Acronym is useful to help students remember which aspects of their writing they should check when editing.
- **Computing**  
Finding solutions to problems involving numbers by carrying out the indicated operations.

- **COPS** (Capitalization/Organization/Punctuation/Spelling)  
Acronym is useful to help students remember which aspects of their writing they should check when editing.
- **Drafts**  
Students complete writing or creative work in stages to facilitate progress from capturing ideas quickly to the use of more detailed revision and editing skills.
- **Drawing**  
Students can illustrate text they have read, draw diagrams of problems they have heard, or simply draw to stimulate creativity.
- **Drill**  
Practice by repetition. Often used to reinforce grammar and basic math skills.
- **Elaboration**  
A thinking skill that involves adding to, improving, or completing an idea or process.
- **Flash Cards**  
Traditional flash cards are note cards with a question, problem, or fact on one side, and the answer or a related fact on the other side. Flash cards can be used by individual students for independent practice, or can be used by pairs of students to practice as a team. More recently, online flash cards have appeared on the Internet. Online flash cards take many forms, but typically include either a box where you can type in your answer, or have sets of answers to choose from.
- **Freewriting**  
Freewriting is a timed activity to stimulate the flow of ideas and words. Students are given a topic and must write everything they can think of about the topic. The rules are that students must not stop writing, even if they "run out of things to say," and they may not do any editing or criticism during the writing. After the time is up, you can either read the writing aloud, or scan what you have written and pull out ideas or phrases you can use.
- **Haiku**
- **Journal**  
A form of writing. Typically done for a few minutes each day. The writing is done in a notebook and is often used to encourage reflection or exploration of ideas of interest to the students. Journal writing is typically not graded, and in some instances, is not read by anyone but the student. In other instances, the journal can be used to establish an ongoing written dialog between the student and the teacher.
- **Learning Centers**  
Individual stations where individual or paired students explore resources. Designed to extend knowledge introduced in whole group instruction.

- **Pictorial Autobiography**  
Students create collages representing their interests, background, or culture. Students can either share them and explain them to the class, or post them anonymously to allow students to try to guess which collage belongs to which student.
- **PORPE** (Predict, Organize, Rehearse, Practice, and Evaluate)  
A strategy to help students prepare for exams by having them predict the questions on the exam.
- **Portfolio**  
Portfolios are carefully selected samples of student work accompanied by formal criteria to allow the reader to judge the materials in the portfolio.. Portfolios typically include work selected by the student to show their best work, some pieces to show progress, and other work that reflects on what was learned and what remains to be learned.
- **Position Paper**  
A form of writing in which students take a position, then use information from one or more written materials to support that position.
- **Quintilian Progression**  
Model to guide assessment of writing in progress. 1st product: freely generated ideas and words. 2nd: student decides on organizational form of paper. 3rd (first written draft): student should aim for clarity. 4th: revise for correctness. 5th: revise for eloquence.
- **RAFT** (Role/Audience/Format/Topic)  
Post-reading activity in which students demonstrate understanding by writing for a specific audience.
- **Reflection**  
A metacognitive activity. Learner pauses to think about, and organize information gathered from reading, discussions, or other activities.
- **Reflection Logs**
- **Reports**
- **Research Papers**
- **Research Project**
- **SCOPE** (Spelling, Capitalization, Order of words, Punctuation, Express complete thoughts)  
A proofreading strategy.
- **Self-Assessments**  
Students reflect on their performance and assess themselves.
- **Self-Selected Reading**  
Students select the materials to read. Improves motivation because students can select materials of interest to them.
- **Spelling Notebook**  
A student-generated list of words maintained by the student to remind them of words they need more work on.

- **Spelling Pictures**  
Students copy their spelling words by writing them in a pattern that "traces" a picture.
- **Sustained Silent Reading**
- **Task Cards**  
Specific instructions or guides for student use at learning centers. May be an assignment, or how to practice skills.
- **Work Sheets**

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