

101 Learning Strategies

**Mini Grant
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Rationale for working on this mini-grant

In thinking about working on this mini-grant, I decided to compile the best of the best strategies that I have either used, or plan on using, in my teaching experience.

We all know as teachers that the more tools you have in your tool box, the more effective you are as a teacher, and the more successful your students are.

In using any strategy though, the caveat must be stated that what works for one student may not work for another, and what worked well for one class, may not work well for another.

Because of my special education background, I realize how important it is to meet the needs of all of our students, not just the ones that have been identified for services by special education. All of these strategies can be utilized by the best students in your class, struggling learners, or those students who have been identified as needing special education services. When you make class instruction different, all students have the equal opportunity to succeed.

Using strategies is just one very easy step in the teaching and learning process that enables all within the class a fair chance at learning and succeeding.

Enjoy!

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Strategy #1

Sticky Dot Editing

Sticky dot editing is a structure to assist in editing of papers. This strategy provides structure that enables feedback and correction within a process that allows students to reap all of the benefits of peer editing. Peer editing is a tricky task, but with practice students will become more adept at accepting the positives of their writing, as well as the corrective feedback they have received. Peer editing is positive for exploring other perspectives.

To do this strategy, you will need adhesive dots in two different colors. If you can find reusable ones, that is helpful, but not necessary.

Steps:

1. provide each student with 2 sticky dots of the two different colors, for a total of 4 dots: 2 positive comments and 2 corrective feedback comments
2. assign each color a meaning: for example, color 1 means, "I really liked this part", "Well done", "This part was clear", and color 2 means, "consider changing this", or "confusing", or "might you write this in a different way"
3. direct the students to partner with another student
4. explain to students that all four dots are to be used
5. when the reading and editing is done, have the students talk with their partner about why they thought they did
6. The original authors of the paper can then decide if they want to make the changes that have been suggested.
7. decide if a conference needs to take place between students to discuss the sticky dot editing

Strategy #2

Find the Balance

This strategy is useful in developing thoughtful opinions and making good decisions. In this strategy, students must weigh options and their outcomes. This strategy utilizes visual and tactile strengths, in demonstrating opposing ideas and views and their decisions based on the results.

To do this strategy, you will need a two-sided balance, and some chips, pennies, or other small tokens. If one is not available, you can easily make one with a soda can as the fulcrum, and yard stick as the balance. When using a yardstick and soda can, be prepared for the tokens to fall off of one side if it gets too heavy. At this point, discussion can follow to show the “winning” side.

Steps:

1. Label each side of the scale according to the two ideas being compared. For example, if studying government, one side might represent democracy, and the other side communism.
2. Give each student a chip, penny, or other small token. All students must have the same type of token.
3. After discussing the principles of the idea, direct the student to place their token on the side of the balance scale that represents their opinion. For example, if a student believes in a tenet of communism she can place her token on that side of the scale. As student place their tokens, they must give a reason or evidence for their opinion.
4. When everyone has had a turn, ask the students to make observations about the balance of opinions.

Strategy #3

Group Graffiti

Graffiti is a public form of expression with negative connotations. Usually graffiti is done illegally and with the purpose of defacing public property. But, graffiti can also be an artistic way to express strong opinions and ideas.

To do this strategy, you will need 12-foot butcher paper, or 2-6 foot pieces. You will need art supplies such as markers, paint, crayons, and colored pencils. If need be, you may wish to show your students examples of graffiti, if they are not sure what graffiti is. Also, another idea, using an idea I saw at Second Start in Concord, NH, is to use recycled shades to do art work on. The shades can be taken down from the brackets, the graffiti is done, and then the shades can be hung back up on the brackets. A clever and innovative way to use recycled items!

Steps:

1. Clear a large space on the floor in the classroom, and place the paper on the floor.
2. With a wide marker, write the main concept being studied in the center of the paper. For example, "citizenship".
3. Talk with students about graffiti. Discuss the differences between meaningful graffiti and simple vandalism.
4. Have the students each bring a marker or other chosen art supply to the paper.
5. Have the students sit around the paper.
6. Direct the student to draw pictures and use words or phrases to express their feelings and knowledge about the concept.
7. When finished with the art work, have students hang their graffiti up in the class for all to see.

Group Graffiti continued

8. Students can work in smaller groups, but working on the floor is key since it takes down boundaries that are created by working at desks.
9. Let the students know that graffiti does not need to look neat. Writing can be upside down, different angles, and so on.

Strategy #4

4x6 Posters

This strategy allows the teacher to differentiate by student readiness. This strategy allows the teacher to assign tasks at the level of the student without anyone in the class knowing what is going on.

To do this strategy, you will need sheets of construction paper or butcher paper. If large paper is not available, have students work on 8x10 pieces of paper and tape them together when done.

Steps:

1. Develop 6 tasks that represent the content you have taught. Include two tasks for students that are low complexity, two tasks for general level, and two tasks for high complexity. DO NOT mark the tasks in any way that will denote the complexity levels. You as the teacher will be the only one who knows this is being done. Lower-level tasks should have very specific directions and prompts. Be sure to include page numbers where appropriate. Higher-level tasks should be open-ended.
2. After printing out several copies of the tasks, cut them into individual strips of paper.
3. Hand each student a task suitable to her readiness level. Because there are so many different tasks, the levels will be less obvious to students than if there were only three assignments. Wander around the room as you hand out tasks, being sure to make it look like random assignments, rather than being based on ability level.
4. Assign the students to cooperative learning groups, with four students per group. Each group should be heterogeneous, with at least one student from each level represented.

4x6 Posters Continued

5. Provide each group with a large piece of poster board or butcher paper. Direct the student to divide it into four sections and to sit around the board or paper so that they each have easy access to one section of it.
6. Have the student glue their task strip onto the top of their section of the paper. The strips will be facing in different directions.
7. Have each student complete his task in the space under his task strip. Encourage the student to talk as they work, showing each other their efforts. This will allow them to be exposed to the other leveled tasks.
8. Display the posters so that other student can browse.

Examples

Low-complexity

Use social studies page 31 to choose and draw five land forms. Be sure to label each landform.

Use social studies page 94 to draw Michigan and the five Great Lakes. Be sure to label each lake.

General level

Brainstorm and list eight reasons that humans need maps.

Sketch a rift valley. Be sure to label the parts. Write a sentence about where a rift valley can be found in the United States.

High complexity

Draw a contour map of the desk where you are seated. Be sure to include at least four items with their actual heights.

Describe how the continental Divide might affect society. Then, draw a picture of the Continental Divide

Strategy #5

Paired Verbal Fluency, or PVF

In this strategy, students work like they are playing ping pong, or table tennis. If students don't know what ping pong or table tennis is, show them these videos from You Tube about playing ping pong, or table tennis. (The first video is one single match between two rivals, and the second video is a countdown of the top 10 ping pong matches.)

<http://www.youtube.com/watch?v=A8IVASo0umU>

<http://www.youtube.com/watch?v=k6BzyN5p4aM>

In this strategy, one student “serves up an idea”, and then the other student “serves one back”. This process continues for “x” amount of minutes, as determined by the teacher and the purpose of the activity.

Once the “game” is done, the students will tally up their “scores” and report back their findings to the entire class.

Strategy #6

Post Card Connections

In this strategy, you will have to collect post cards to help students activate their prior knowledge. If you cannot find post cards, feel free to “make” postcards using Google images and the like.

For example, if you are studying a unit on the monarchy of England, make or collect post cards from England.

When your class gathers, you will pass out the postcards and have students see if they know where these sites are. In this strategy, it is best if students work in pairs or groups.

The teacher can determine the amount of time that will be spent on this pre-learning exercise. The purpose of this strategy is for students to generate their back ground knowledge of the topic and begin to formulate questions about the topic of study.

Strategy #7

Use “Woordle” to Make Connections to Content and Prior Knowledge

To be creative when trying to build prior knowledge, invite students to go to www.wordle.net/create to create a visual of the connections that they made when brainstorming about the topic.

For example, when doing a lesson on Romeo and Juliet, invite students to go out to “woordle” and have them brainstorm everything they know about Romeo and Juliet.

Instead of writing words on the white board, they are using their creativity to brainstorm using technology.

This strategy can be used in pairs or small groups to help facilitate the connections that are being made to what they know about the assigned topic.

Strategy #8

Insomniac Cards

In this strategy, you are giving students permission to write, draw, and talk about what is bothering them. You can decide to keep it academic or if you want to have it be about anything that will “keep the student awake at night”.

The first step in this strategy is to have index cards and markers. The invitation for the students to then write or illustrate “what is keeping them up at night” follows.

On the index cards, invite the students to write or illustrate what exactly it is that is bothering them. They can free write, make bulleted statements, or draw what it is that is not allowing them to concentrate and meet with success.

Tell the students that they have exactly 2 minutes and 17 seconds to write or draw. Once they have written or drawn out their concerns within this time limit, they have 10 minutes to discuss what it is that is bothering them.

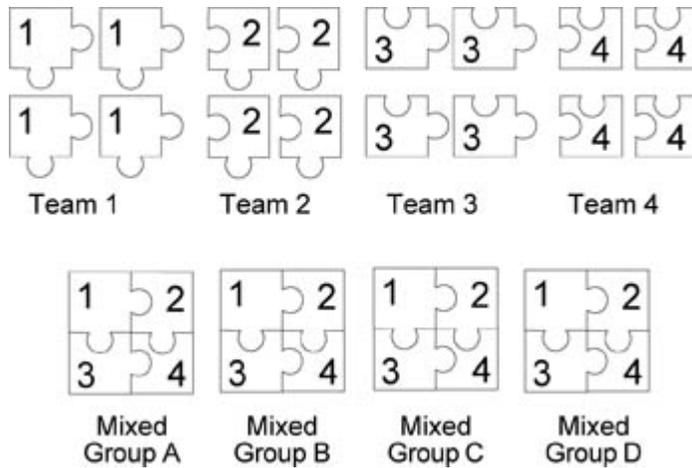
When the 10 minutes are up, class resumes without any distractions or disruptions.

This strategy is key in teaching students how to empower them and how to look at what their concerns are and how to go about making solutions that will adequately meet their needs.

Strategy #9

Jigsaw

This strategy is excellent because it can be used equally well for assignments involving data analysis and/or in assignments involving reading.



In working with jigsaw, it is the job of the teacher to prepare several different, related assignments for the class. In looking at the jigsaw pictorial example above, there were four assignments created, one for each of four teams. Each team then prepares one of the assignments.

Once each team is prepared and has completed their assignment, the class is then divided into four new groups.

Each group will have one team member from each of the teams. Each member of the group is responsible for teaching the rest of the group what he/she has learned from his/her team assignment.

Once the new groups are formed, and the teaching takes place, the group then puts all of the pieces together and completes a group task that can only be answered once all of the team pieces are together; thus the name "jigsaw". This last part is crucial to the technique.

Jigsaw continued

The reasons that jigsaw works so well are:

- ✓ The assignments are related.
- ✓ Students can complete the individual team assignment successfully to prepare for teaching.
- ✓ The group tackles an assignment that ties the individual contributions together to make a complete picture.
- ✓ Students are actively engaged and must explain what they have learned to their peers.
- ✓ Individuals know their own assignments better than any of the ones presented by their peers.
- ✓ The amount of time devoted to the topic is comparable to coverage in a traditional lecture format.

The benefits of the technique are:

- ✓ Students have the opportunity to teach themselves, instead of having material presented to them. The technique fosters depth of understanding.
- ✓ Each student has practice in self-teaching, which is the most valuable of all the skills we can help them learn.
- ✓ Students have practice in peer teaching, which requires that they understand the material at a deeper level than students typically do when simply asked to produce on an exam.
- ✓ Students "talk" about the topic and become more fluent in use of the specific terminology related to the topic.
- ✓ Each student has a chance to contribute meaningfully to a discussion, something that is difficult to achieve in large-group discussion. Each student develops an expertise and has something important to contribute.
- ✓ Asking each group to discuss a follow-up question after individual presentations fosters real discussion.

<http://serc.carleton.edu/NAGTWorkshops/coursedesign/tutorial/jigsaw.html>

Strategy #10

Think-pair-share

Think-pair-share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material.

This strategy is used best before reading and with small groups.

Why use think-pair-share?

- It helps students to think individually about a topic or answer to a question.
- It teaches students to share ideas with classmates and builds oral communication skills.
- It helps focus attention and engage students in comprehending the reading material.

How to use think-pair-share

- Decide upon the text to be read and develop the set of questions or prompts that target key content concepts.
- Describe the purpose of the strategy and provide guidelines for discussions.
- Model the procedure to ensure that students understand how to use the strategy.
- Monitor and support students as they work through the following:

Think-pair-share Continued

T : (Think) Teachers begin by asking a specific question about the text. Students "think" about what they know or have learned about the topic.

P : (Pair) Each student should be paired with another student or a small group.

S : (Share) Students share their thinking with their partner. Teachers expand the "share" into a whole-class discussion.

<http://www.readingrockets.org/strategies/think-pair-share/>

Strategy #11

Read-pair-share

Read-pair-share is just like think-pair-share, but only students will read first, rather than think. This is a collaborative strategy in which students can either read the required reading together or individually, but then the pairing has to occur.

This strategy works best if students have a set activity or project associated with their reading. Reading and then pairing has to occur for a purpose.

Once the reading has occurred, the pairing is done with either one peer or a small group. When the pairing is done, small grouping is established, and then the sharing takes place. Again, the sharing has to have a purpose for this to be effective.

Strategy #12

Deck of Cards

In this strategy, you will need a deck of standard playing cards.

To begin this strategy, as the teacher, you will have to select only 1 card from the deck. You are only to draw 1 card. Each student in your class then gets to draw a card from the deck.

Once the cards have all been “dealt” out, the students are able to look at their cards. There is no trading of cards, or asking for a new card from the deck.

Once the students have all their cards, you explain to them the way the “game is going to be played”.

You will show the class your card. Any student with a card higher than your card will have to participate in class discussion, question answering and so on. If you, as the “dealer” have the highest card, then you have to continue to do the teaching, questions answering, and so on.

If no student has a card higher than yours, you will have to collect the cards, shuffle them out, and re-deal.

This is a fun way to engage all learners, and it is quite appealing to adults, even if they have never played cards before.

You may have to review the rules of cards before you begin. You may want to establish the value of the Aces, as well as reviewing that Kings are higher than Queens, and Queens are higher than Jacks.

You may also consider shaking up the way you “play” this strategy if you use it more than once. The dealer always can play the “house rules” and you may want to say on some days that it is cards lower than the house or within the range of three

Deck of Cards continued

numbers and so on. It is also a great way to introduce critical thinking skills at the same time as increasing participation in class.

Good luck! Remember, what happens in Vegas stays in Vegas!

Strategy #13

Burning Question Period

When working with adults, we are always trying to help them reach their goals, regardless of what it may be. Sometimes though, it is necessary to put aside the lesson plans that you have developed and talk about current events. This is what the burning question period is. If something has happened that you as the teacher thinks is of great importance, than take the first 10-15 minutes of your class to discuss this particular issue. If a student comes into class and is upset about something happening in the news at the time, take the time to address it.

An adult student needs to know that learning is not just about what the teacher has planned. When discussion current events, there are so many teachable moments that can happen. Do not be afraid to allow the class to take the allotted time to talk and to learn about what it going on in their world.

Once the set time is up, lesson plans will begin, but the most important thing is that the students had the opportunity to be listened to.

Strategy #14

Mini-books for Note Taking and/or Summarizing

This strategy is excellent for merging reading and writing skills. Our adult students need to see that reading and writing do not occur in a vacuum; rather, they go hand-in-hand. This strategy allows students to use a hands-on approach to take notes and/or summarize.

To create the mini-books, you should begin by viewing the video on how to make mini-books. It would also be fine to have your students view the video as well. You can find the video at YouTube. The link is:

<http://www.youtube.com/watch?v=YX5jp1hqUG4>

It is called “hot dog booklets”. Don’t let the name scare you away.

Once you have viewed the video, try to make a mini-book yourself. Once you have done 3 or 4, the process is pretty simple.

The goal of this strategy is to make it fun for the adult learner to take notes or to summarize learning that has taken place that class.

What you will need for this strategy is 8 ½ inch by 11 inch paper. You will also need pens, pencils, markers, and other writing tools.

As the teacher, you will have to decide the goal of using the mini-books. Once you have decided that, then the purpose for the students will be clear.

One example of using mini-books is to use it for reading material. Once the mini-books are made, provide the students with the reading material. On the front cover, have the

Mini-books for Note Taking and/or Summarizing continued

Students write the topic of the reading material. When that is done, have the students write the main idea of the material on pages 1 and 2, and then on pages 3 and 4 the supporting details, as well as on page 5 and 6. On the back cover, have the students write their reflections of the reading material, the process that it took them to get to that point, questions about the readings, or the next steps that need to be taken to complete the process.

Strategy #15

Exit Ticket

This strategy is used to review what was learned during class. In this strategy, students are asked to record one or more things that they learned from the class activities before exiting. Depending upon the time that is devoted to this, a learner has many options in how this strategy is used.

When using exit tickets, the students can share their ticket with the entire group, or with a small group or pairing. The student can hand it to the teacher on the way out of the door.

Exit tickets can be invaluable to the teacher, especially if the right questions are asked. Some sample questions that can be asked by the teacher to the students are: name one important thing you learned today, write a question that was unanswered from today, write one thing that really resonates with you today, and write one thing that you would like to learn more about. The more feedback a teacher can get from their students, the more beneficial the following class content will be for the students.

Strategy #16

3-2-1 strategy

This is a cooperative reading strategy. In utilizing this strategy, the adult learner gets to interact with the text in three distinct ways.

1-the learners summarize the important points from the reading.

2-the learners share the most interesting information they gained from the assigned reading.

3-the learners ask questions to seek clarification around the text.

You might think, this is too simple to work, but it does. The 3-2-1 strategy sets up the student to truly engage with the text.

In 3-2-1 strategy, the teacher is asking the students to do a lot of work.

3-things the learner found out. The learners have to summarize and cite 3 different details that they learned from the reading.

2-things they found interesting. The learners summarize and cite two different details that they found interesting from the reading.

1-question that they still have. The learners write one question they still have from the reading.

This strategy is simple and straightforward, and customized to the learner's individual needs.

Strategy #17

“Say Something”

This strategy allows for “mini bursts” of conversation built around a reading. Per the teacher’s directions, conversation will occur at a designated time, such as per paragraph, page, stanza, section and so on. Once the reading has taken place, the conversation takes place. The purpose of the conversation is to clear up any confusion, talk about a powerful point from the reading, talk about a point that raises a question and so on.

When working with this strategy, there should be a pairing or a triad. When the pairs or triads are made, each person reads each section aloud, then “says something” to the group that others respond to, or all learners can read silently and a designated person must start the “Say Something” process.

Before the “Say Something” strategy is used, post and review the directions/rules before beginning.

Rules for “Say Something”

1. With your partner(s), decide who will say something first.
2. When you say something, do one or more of the following:
 - a. ask a question
 - b. clarify something you misunderstood
 - c. make a comment
 - d. make a connection
 - e. state something you found important
3. If you can’t do one of these five things, then you need to reread.
4. Your partner(s) should comment on what you have shared, by doing one the following:
 - a. answering your question or asking a follow up question
 - b. making an additional comment or connection
 - c. help clarify understanding the content/meaning

Strategy #18 Glove Balloons

This is a fun strategy to use with students when introducing new concepts, or when reviewing new concepts.

To do this strategy, you will need a rubber glove that can be blown up. **Make sure that no student has a latex allergy.** You will also need a permanent marker to label the fingers of the glove.

Some types of labeling that you can do on the fingers are: who, what, when, where, why, or setting, character, main idea, detail, action, or Renaissance, Baroque, Classical, Romantic, Contemporary, and lastly, noun, verb, adjective, adverb, preposition.

This strategy can be used with the entire class or small groups.

Once the fingers have been labeled, let the class know the process that will take place.

The teacher will toss the hand to someone, and the person that is able to catch the hand, must do so by the fingers. Depending upon which finger is used is the type of question that either needs to be answered, or formulated, depending upon how the teacher would like to do the strategy. Make sure that all questions are open ended, which will ensure richer discussion of the material.

Once the question is answered, or formulated, the student can either toss it back to the teacher to begin the process again, or the student can toss the hand to another student.

Strategy #19

Subtraction Summary

Summarizing is a necessary skill for positive learning experiences. Many students do not know how to summarize effectively. Many students continue on and on writing unnecessarily. Sometimes, our students miss the main idea entirely. This strategy enables students to learn how to summarize effectively, while providing necessary review of material.

In this strategy, you will need a white board for each student, or if not available, overhead transparencies. This is not necessary, since notebook paper works just as well; it is just the use of a different modality to see the words being “erased” off of the page. Each student will need a marker as well.

You will need 10 cards from a playing card deck, with the values of 6-13, meaning only the number cards 6-10 are used, and the Jacks are 11, the Queens are 12, and the Kings are 13.

To begin this process, have each student get a whiteboard, a transparency, or a piece of notebook paper. If you are fortunate enough to have technology, feel free to use laptops with a projector or a SMART board, if available.

Read a passage to the students.

Have the students summarize what you have just read to them. Allow for enough time for the students to write their summary.

Once the summary is written, ask for a volunteer to read their summary. Tell the student that you are going to write their summary word for word on either the overhead, the computer with the LCD projection, or the SMART board.

Count up the words and list that on the page of the summary.

Subtraction Summary continued

Draw a card from the deck of 10 cards.

Subtract that number from the total number of words in the summary. For example, if the summary had 56 words, and you drew a 9, subtract 9 from 56, resulting in 47. At this point, have students only write a summary with the 47 words only.

Then do the card subtraction again.

Follow this pattern until the summary is between 9-15 words only.

This strategy can be used to summarize write text, videos, and class activities.

Develop “challenge words” that students do not see. See if they can summarize using words that you might have used in your summary.

Strategy #20

Shrink It

This is a powerful visual strategy that allows students to see how the main idea is the most powerful part of a writing piece.

Before beginning, ask students if they have ever seen the commercial for "Space Bag" on TV. If not, watch this You Tube informational so that students can see what it is that you are referring to. http://www.youtube.com/watch?v=7ASlqUWre_c

This strategy is great if an individual whiteboard can be used, or transparencies, or a piece of paper.

A piece of yarn needs to be had, one for each student.

To begin this strategy, a student needs to make a slip knot. If you do not know how to make a slip knot, go to You Tube and watch this video.

<http://www.youtube.com/watch?v=3NcOewm7qAA>

The purpose of the slip knot is for students to put the largest circle that they can make around their whiteboard, transparency, or piece of paper.

After that is done, a text is read so that students may then practice summarizing and then finding the main idea.

Once the students are done writing, show them that they need to shrink what they just wrote, so that it will fit into a small circle.

Strategy #21

Participation Punch

In this strategy, students get a visual representation of how often they participate in class. The most tactile student in the group could be the puncher, since this is their strength. The puncher role might be rotated, since it might be one that many students would like to try out.

In this strategy, you need to put students into groups.

Once the students are in groups, ask one person to be the recorder of the names of the members of the group.

The recording of the names needs to be done on a rectangle piece of paper in the exact order that students are sitting.

Once that is done, the group then needs to tackle a discussion question.

The role of the puncher is to take a hole punch and put a punch near the person's name whenever someone participates, whether it be a question or comment.

After 10 minutes, have the group quietly reflect on the punches on the card. Let them process the visual silently of how the group dynamic is working.

Strategy #22

“Stand Up” Response

This is a fun way to get students engaged in the learning. Research suggests that attention and retention diminish after 20 minutes of focusing on a task. Do this strategy every 20 minutes to keep students engaged!

This strategy requires no supplies and no preparation.

All that is needed is creativity on the part of the teacher to use it at the appropriate times.

As you are teaching, ask students to “Stand up” if they:

- Have a connection
- You know the answer
- You agree with another student’s answer
- You disagree with the teacher
- You have ever
- And any other questions you can formulate

You would want to develop stand up if questions that fit your curriculum.

This is a great way to assess what your students know and who knows what.

Strategy #23

Cup Stacking

Cup stacking is also known as speed stacking. In this strategy, you are going to have students speed stack or cup stack, cups that they have created that review material already presented in class.

This strategy works best when material has a correct sequence or hierarchy. Ideas that can be used for cup stacking are: time lines, steps in a process, numerical or alphabetical order, the periodic table of elements, periods in music or history, musical note values, or the sequence of a story. Cup stacking can also be used for categorizing and sorting.

You will need 20 oz, plastic-coated cups, one for each student in class, or more depending upon if students will work in small groups, pairs, or individually.

You will need water-based markers, so that you can reuse the cups.

Have each student write one word on the cup.

Once that is done, have students get ready to stack their cups. You will have to determine the amount of time that students will have to stack their cups.

The object of the cup stacking is to have the stacks in the correct order, as well as the highest of the stacks. Continue to do cup stacking for a set amount of time.

Strategy #24

Board Relay

Research states that after 15 minutes of sitting, blood begins to pool in the lower half of the body; if students have been sitting and listening to a lecture for over 15 minutes, this means that their brain is not receiving the amount of blood it should!

This strategy gets students up and moving, and it does not take any planning or preparation on the part of the student.

To do this strategy, the teacher will have to divide the class into four relay teams of equal number, if possible. If need be, the teacher may assign the groups. This would be one suggestion to assist members of the class that is struggling with the material. They would be able to be part of a group that would be successful. Also, you may want to pick the member of the group that will be the anchor, since that person can be chosen to “correct” any information that they see within the problem that is incorrect. A student that struggles may be in the second or third position of the relay team.

You can determine “rules” for your class if need be, such as taking turns, no yelling out the answers, capping the dry erase marker and so on, if need be.

The most important concept that your students need to remember is that speed is not the determining factor “winning” the relay: it is accuracy!

Once the students have been grouped in their relay team, place them in sections along the dry erase board. If dry erase boards are not available, use paper taped to the wall.

The teacher will have determined the task for the relay teams to compete in. Examples might include, list 10 concepts learned today, use a vocabulary word in a sentence, list the 5 steps needed to solve a particular math problem.

Board Relay continued

Tell the students that individual times will be kept for each relay team.

Determine a scoring system for the relay teams and discuss this with the students. A scoring system might be as follows: first place is 100 points, second place is 90 points, third place is 80 points, and fourth place is 70 points. For every error, the team loses 15 points.

Determine your own scoring system if you feel that these points are too stringent.

Start the board relay, and keep time of finish times.

Mark the finishing time for each of the teams. When the last team has completed the task, engage the entire class in reviewing the work of each relay team for accuracy.

Note the scores for each of the teams.

Continue the process if desired.

Some changes that can be made to board relay are to work with partners. In using parts, the teacher may pre-select the partnership so one student may be paired with a more able student.

Strategy #25

Pass the Plate

This strategy helps students to think creatively and generate a wide range of ideas on a certain topic.

To do this strategy, you will need a plastic disposable plates, as well as water-based markers.

To begin, place students in heterogeneous groups (mixed ability groups).

Explain to the students that you will announce a word. One of the group members is to write the word in the center of the plate.

Once the word has been written in the center of the plate, tell the students that they have 2 minutes to generate as many synonyms for this word as possible.

The caveat is, each student is to write at least one word on the plate. The plate is to be passed around as quickly as possible. If a student cannot think of a word, they can pass, but as soon as they think of a word, the plate is to be passed to them.

Tell the students that points will be earned for each word on the plate, but bonus points will be earned for those words not found on any other plate.

You can decide beforehand what the point value will be for each word they write, and for the bonus words.

When the activity is done, just rinse off the plates and use again.

Strategy #26

TP the Room

In this strategy, you will have to have completed a unit of study.

Explain to the students that you will be reviewing material in a new and unique way, but first, they must answer a question: what does it mean to TP a room, a home, a car and so on?

For this activity to work, they must know what this means.

Once you have had this discussion, you will then have them form into groups of the desired number that works for your class.

Once they are in groups, have the students begin to review the material orally. Once you have heard discussion of the review, pass out the TP! Explain to the students that for however much they take, they must be a review fact on each sheet.

To save money, ask the custodians when they change the TP rolls if they would save them for you. Also inform the custodians that you will be doing this task, and that you are responsible for clean up.

Once the students have their TP, let them begin writing their review. Do let students know that writing on TP is not as easy as it sounds!

When the review is complete, have each group review orally the facts on their TP, and then once each group has done so, let them TP the room!

Strategy #27

Stump the Expert

This is a fun and engaging strategy that taps into the class's natural competitiveness. This strategy takes little to no preparation and also costs nothing! This strategy completely reinforces concepts taught over a period of time.

In “stump the expert”, you will tell the class that you are going to have them prepare three highly difficult questions for a panel of experts to answer.

This strategy works best once students have a grasp of the material and can develop higher order thinking questions.

Once the students have developed their questions, they are to keep them and prepare to “stump the experts”.

The panel of students can vary in size; use your discretion. You can pick the panel of students, or they can self-select; whichever method is best suited for your class. Once this has been done, the play begins!

If the student that asks the question is able to stump the expert, then they have to answer the question themselves.

If a student is on the panel and they can answer the question, they can get a “reward” if you see fit. This can be in the form of bonus points, candy and so on. Use a motivator that will work best with your students.

If the student answers the question correctly on the panel, they can decide if they want to remain on the panel, or go back to their seat.

After a pre-determined time, it is best to have the panel switch, so others may have the opportunity to answer questions.

Strategy #28

The New-Fashioned Spelling Bee

This strategy can be used for spelling or vocabulary, but also for a review of terminology from a unit of study.

To begin this strategy, you will have to have a box or ziplock bag that contains five sets of alphabet letters. It is best if alphabet letters can be printed out on card stock so that they are durable.

The class must be divided into teams. It works best if the teams are of an equal number and of a size that it not too large, so that everyone can have input in spelling out the correct answer. This strategy also works in pairs.

The teams need to be separated from each other so that they can only see the letters of their own teammates. You must also be in a position of being able to see equally all of the different teams and its members.

Each member of the team must have access to the letters in the spelling box or zip lock bag.

Once the teams are ready, tell them the “rules” of the game, which are, each member must participate and have a letter. Once the group has the letters, they have to stand up in the order that the letters go in. The team that spells the word first correctly is the “winner” of that round.

At times, not all members of the group will be needed, and sometimes a member may have to hold more than one letter. That is ok. What counts in this strategy is teamwork and good decision making.

Strategy #29

The Three-Ring Binder

This is an organizational strategy that allows students to keep all of their materials in one place and accessible. If students can “buy into” this strategy, their academic life can become much more manageable.

To have a three-ring binder work best, students must have it divided into sections, use dividers with pockets, a plastic pouch for pencils, pens, and a calculator, and a calendar.

If a student does not understand the need for organization, then this strategy will not work.

Once the student sees that carrying around a three-ring binder with all of their important notes, papers, and assignments is actually helpful, they are more apt to use it.

Strategy #30

Differentiate between “Can’t” and “Won’t”

This is a practical pointer to all adult education staff working with adult students. There is a difference between “can’t” and “won’t”.

When a student says that they can't, they are lacking the ability to do so. When a student says that they can't, then we need to look at the material and modify it to the extent necessary for them to be able to do the work. Many times though, can't can be quickly turned around into can.

When a student says they won't, they are saying that they won't do it, would rather not do it, would like someone else to do it, or later. For students who say that they won't do, adult ed staff needs to work with them on developing independence.

Students need to be able to do 80% of the assignment independently for it to be a workable lesson.

Students need to recognize their own ability and work towards this end. Students need to learn effective strategies that will allow them to work independently. Students need to be “put in charge” of their own learning.

Strategy #31 **Skip a Final**

Try this strategy on for size! What do you think about giving those students who have no absences, and a B average the option of skipping a final?

What do you think would happen to your class participation and effort if students knew from day one that if they had no absences and had a B average, they would not have to take a final?

Students would earn this privilege by working hard and meeting the class expectations, and their reward would be most rewarding!

What a great way to teach students to be in class, be on time, and be prepared to work! Isn't this the best life skill we could teach our students: to work hard and to held accountable?

Strategy #32

Avoiding Assignment Abandonment

Many students need to learn that the word “due” has great importance in the academic world. When something is due, it is time to pass in. If students can master this simple three letter word, then their personal life will become much more manageable. If students can learn that an assignment is due, and if it is not done there are consequences, then they are more readily accepting that bills are due, rent/mortgage is due, and so on.

Here are a few suggestions to reinforce the concept of “due”:

- Collect it: when the time is up, collect what the student has done. If they want to finish at home, take what they have done, and let them continue at home, but at least you will have in hand what they have done.
- Call home and leave yourself a message.
- Text yourself and leave yourself a message.
- Email yourself and leave yourself a message.
- Back up all computer work.

Strategy #33

Task and Time Priorities

Many of us make lists. Many of us like lists and get a sense of accomplishment in crossing things off of the list.

Here is a twist on the old list making strategy.

Make your list of what needs to be done.

Assign values to the items on your list.

A=needs to be completed today

B=some time today, but not finished today

C=placed on the back burner, but worked on if there is time

Eventually, as you cross off the A items, the B items will take the place of the A. The C items will take the place of the B items, and new items for your list will become the C, unless it has to be relegated to a higher status.

Teach students that they cannot work on A, B, and C at the same time. A's must be done and crossed off, followed by the B's and then lastly, the C's.

Strategy #34

The “I Did It List” vs. the “Don’t Do It List”

The “I Did It List” and the “Don’t Do It List” are two great ways for students to focus on what needs to be done in their lives, while managing all of its aspects.

In the “I Did It List”, students take the time at the end of the day to list all that they have accomplished, whether it is personal or academic. In taking the time to write out this list, students can see how much they can achieve in the course of one day.

In the “Don’t Do It List”, students take the time to list all of the things in one day that they should not be doing. This is an invaluable way to see how much time is wasted in non-important tasks that are taking away from necessary tasks in their life.

Strategy #35

Sentence-by-Sentence

This is a fun, hands-on strategy that allows students to see their writing take shape.

In this strategy, you will need post-it notes, but if you do not have access to post-it notes, index cards or cut up recycled paper works fine.

In this strategy, you want students to write one sentence per post-it note, index card, or piece of paper.

Tell students to keep in mind this process while they are writing.

Once the students have finished writing on their post-it notes, index cards, or paper, have them place their sentences one by one on their desk.

This is a kinesthetic and tactile experience. It allows the students to see their writing take place, and it allows them ease in moving sentences around and making edits to their writing, without having to rewrite the entire essay.

Once students have placed their post-it notes, index cards or pieces of paper in the order they want, they are now free to write their good copy.

Strategy #36

The 60-Second Rule

This rule is quite simple!

Whenever you are showing a visual, whether it is notes, a PowerPoint slide, a YouTube video, or something on the SMART board, allow students to see it for 60 seconds. This seems like an eternity in the world of academia, but it is not!

The wait time allows students to process the information and assimilate it into their own knowledge.

Allowing students the 60 seconds enables them to take the appropriate notes and most importantly, fully comprehend the material that is being presented visually.

Strategy #37

Catch the Language!

Listening vocabulary far exceeds visual vocabulary until a student reaches an 8th grade reading ability.

If a student is not reading at an 8th grade reading ability, their ability to orally comprehend the material that is being presented far exceeds their reading ability of that same topic.

Easily said, students that are in your class are below the 8th grade reading level are still able to participate in higher order thinking activities if they are given the chance to hear the material being presented.

Students who are not at the 8th grade reading level, hear and understand higher level material, as compared to what they are able to read.

Students who are not reading at the 8th grade reading level depend primarily on what is spoken and what they can do with hands-on learning.

Keep this in mind when planning lessons.

Do not short change your students who may be below the 8th grade reading level by not utilizing different modalities to get the information across. Just because a student cannot read the material does not mean that they do not comprehend the material.

Strategy #38

Literary Lunch

This strategy utilizes food to get the point across!

Who does not like eating and drinking while discussing a good book? Isn't that the point of book clubs? Isn't this why people who participate in book clubs return? What is the point in reading a good book in isolation?

This strategy allows students to munch and talk at the same time. This strategy works best if students do the reading prior to class, but if not, it still works since others who have done the reading can help facilitate the literary lunch.

For this strategy to work, you must have a pre-determined class time that this will occur. If possible, ask for volunteers to bring in munchies and drinks. If not, provide simple food and drink for this strategy.

Tell the class before hand that the following class will be a literary lunch. Review for students what book clubs are and what the point is when one belongs. Talk about book clubs and see if any of your students belong to a book club.

Once students understand the concept, invite them to read the "required" pages for the following class.

When students arrive the following class, have the class set up in such a way that it is inviting for dialogue.

Do not "force" students to participate in the discussion. Use the comfort of the food and the non-traditional setting to invite discussion of the reading.

Strategy #39 Magazines!

Magazines serve an important function in reading for pleasure. So many of our adult students do not read for pleasure. Why not invite them to read freely for 10-20 minutes in your class a magazine that they self-select?

Bring in many different kinds of magazines and note which magazines get read by which students.

Observing what your students read can lend itself to many rich discussions and also some curriculum ideas to be added to your curriculum plans.

Strategy #40

Place Cards From Above

Many students use a place card to keep their place while reading lines of text.

Students who do this read one line and then move their place card, and then read another line. This format tends to make reading choppy.

It is more efficient for the student to use the reverse; have the student use the place card on the top of the line that they are reading. This placement of the card allows students to slide their card down the text, rather than blocking the text above it. This causes the reader to scan the reading material and make their reading more fluent.

Strategy #41

SQ3R (Survey, Question, Read, Recite, Review)

This is a necessary strategy for students to acquire the skills necessary to read differently expository text as compared to narrative text.

In this strategy, a student must first **SURVEY** the expository text. Students should be shown how to look at pictures, text boxes, and bolded headlines and so on.

Once the student has surveyed the material, students are to **QUESTION** the material. The more connected a reader can be to the text, the more they will understand the material. By taking the time to form questions, a reader is honing in on the material within the text.

Once the student has done the question part, the student must **READ**. The reading can be done independently, in small groups, or teacher led. The goal of this step is to read the material!

Once the student has read the material, the student has to **RECITE** information. This will highlight how much of the information the student was actually able to take in and synthesize for their learning.

Lastly, a student has to **REVIEW** the material. If a student only gets a one-time shot at the material, there will be limited repetition. A student must review, and review and review and continue to make connections to their life.

Strategy #42

The SQ3R Spin Off!

In this spin off on a classic, students will formulate questions at the end of each paragraph, rather than at the end of the assigned text.

This strategy works well with pairs, since the reading is done more quickly, and the pairs can assist each other in developing questions for each paragraph of material read.

The SQ3R method is easy to teach, and once students have mastered it, it can become a life-long strategy. Good readers develop strategies that work for them, and this is an easy one that takes no preparation at all.

Once students learn to survey the text for graphics and bold faced statements, the questioning takes on a natural form of its own since hopefully, the surveying will produce questions to answers that will be found within the text.

Strategy #43 KWL

This is a classic!

If you are not familiar with the KWL strategy, it is a great strategy to use as a pre-assessment, assessment, or post-assessment tool.

In KWL, you will have students make three vertical folds or lines on their paper. In each column, you will have students mark a K for what do you Know, a W for what do you want to learn, and an L for what did you learn.

Once that is done, have students take 5 or so minutes to fill in the K.

After the K is filled in, ask students to think about the topic and generate questions that they would like to be answered. This can be a difficult part of the process since many students have not developed the skill of generating questions. Teacher modeling may be helpful for this part of the strategy.

Once the L is filled in, the content is covered. After the content has been covered to completion, students are then asked to revisit their L and fill in what they have learned.

The KWL is a comprehensive strategy that allows students a visual of where they were before starting the material and where they are now at the end of the material.

Strategy #44

Carousel Your Way Through a K-W-L

In this activity, you are utilizing the K-W-L procedure, but in a differentiated way.

To do this activity, you will need to decide upon a major unit and the topics that you want to cover within that unit.

Once that is done, you are ready to go!

On large pieces of chart paper, write each of the individual topics that you want to address.

Post each different sheet of paper in different areas of the class.

Divide the learners equally based on the number of chart papers that you have. For example, if you have 4 chart papers, make 4 groups.

Give each group a different colored marker and have them each go to a different chart paper.

Ask each group to appoint a recorder.

After a few minutes at their chart paper, have each group rotate to another chart paper.

Ask the group to review the statements left by the previous group. Have the recorder place a checkmark next to statements that the group knew. At this point, have the recorder mark new comments from the group that is at the current chart.

Carousel Your Way Through a K-W-L continued

Tell the groups that they are not looking to disprove statements that are there. All they are to do is check off information that they knew, or add new information to the chart paper.

This process continues until the groups are back to their chart paper that they started with.

Now the group needs to select a reporter.

Once that is done, the reporter has to give the class a brief verbal summary of the information on the chart that the group started at.

After each group reports out, ask the class to think of some question they have about each of the topics.

These additional questions should be recorded on additional chart paper so that the learner can see them and refer back to them during the unit.

After the unit is complete, have the learner return to the chart paper to make comments about the questions and what they have learned.

Strategy #45 Watch It First

In this strategy, you would go against the tried and true teaching grain by having students view a movie based on a book of the same tie, FIRST!

Many teachers have students view the movie when the reading is completed, but for those students who are struggling readers, or for those students who like visuals, sometimes watching the movie first helps them to understand the reading better.

This strategy allows all in the class to complete tasks and to develop background knowledge to the reading material.

Once the movie has been viewed, reading the text may be less daunting, especially if you can have student search for ways in which the movie was different from the book.

Strategy #46

Reading Tests Aloud

As a teacher, we all give tests. Have you ever thought about reading the test aloud to students? It would not have to be all students if they did not want this, but have you ever considered asking the whole class if anyone would like to have the test read to them, and if so, to go to a designated area in the class.

Many students who struggle with reading benefit from this, but some students might like the reassurance that they are reading the question correctly. Also, auditory learners might like the opportunity to have the test read to them.

Strategy #47 Comic Strip Writing

With the rise of graphic novels, have you ever considered having your students create comic strip writing in place of a writing assignment?

Comic strip writing would engage your students due to the lessened demands of writing, and higher demands of creativity.

This strategy could be used individually or with pairs, or small groups.

The trick with comic strip writing is to get students to be able to express themselves through concise writing and clever drawings.

Access this free website if your students are technically savvy and want to give their comics a modern twist.

<http://www.pixton.com/company#video>

Strategy #48
Understanding Retention

When we learn by lecture, we retain 5%.

When we learn by reading, we retain 10%.

When we learn by audio/visual presentation, we retain 20%.

When we learn by answering questions, we retain 30%.

When we learn by discussion, we retain 50%.

When we learn by immediate use, we retain 90%.

Strategy #49

Skeletal Notes

This is a good strategy to be used in class when taking notes. Many of our students have difficulty in taking notes. The process itself can be laborious, and the effort that is spent in taking notes exempts them from participating in discussion and retaining information.

In using skeletal notes, you will provide for the students a skeleton, or framework for their notes.

For example, if you know that there are 15 items of notes to be taken in class, you would present to the students a skeletal outline with every third note left blank.

By doing this, you are allowing the students to hear what you are saying, absorb it, retain it, and then have time to copy the notes.

Strategy #50

Paper Airplane Learning

In this fun strategy, you will doubly enforce the note-taking and learning process done within your class.

In this strategy, students will have to take notes on a particular content.

Once that is done, you will instruct students to take the notes that they just wrote and turn it into a paper airplane. Make sure that the students put their names on the notes, since at some point, the notes will be returned to them.

For those students who have never made a paper airplane, please feel free to access this website to get free printable paper airplane templates:

<http://www.funpaperairplanes.com/>

Once the students have made their paper airplanes, they are to launch them into the air.

The students are allowed to catch one of the paper airplanes.

Now here comes the rub! Once they have the paper airplane, they are to compare the notes that were given to them with the notes that they are now in possession of.

If notes are missing or are incorrect, the person in possession of the airplane is to fix it. Once the notes have been reviewed for accuracy, they are returned to the original owner.

Strategy #51

Write, Listen, and Tell

In this strategy, the class will have numerous opportunities to “write, listen, and tell”.

The way this strategy works is that at different periods of time within the class, the teacher will stop the class to “write”. The writing can be in complete sentences, graphic organizer form, or visually depicted. The purpose of the writing is to put down on paper what has been learned up to that point in class.

Once that has been done, the students are to partner up and “listen” to what their partner has learned, and then they are to “tell” what they have learned.

This is a great strategy to get students to pay attention to the material in class, since they never know at what point they will be asked to “write, listen, and tell”!

Strategy #52

Stop! Draw!

In this strategy, you will be encouraging students to visually depict what they have learned.

Before beginning class, instruct students to divide their paper by folding into either fourths or eighths, depending upon the complexity of the material.

Once that is done, tell the students that they are NOT going to write down notes while they are being presented. Instead, as the lecture is being presented, they will be asked periodically to Stop! Draw! At that point, they will be able to depict what they have learned to date by either utilizing words, graphics, illustrations and so on.

When class is done, this visual representation will provide a chronological order of notes that were taken, and it will have been done in a creative way that did not utilize much writing, but utilized much engagement.

Strategy #53

Bluff

This strategy is a whole class centered strategy. In this strategy, you will be using a question-review process that engages the entire class. This is a team-centered strategy.

This strategy does not take up much time, but it can if you so choose. What works best with this strategy is the flexibility.

To use this strategy, you will have to divide the class into two heterogeneous groups.

Designate one person from each team to come to the board and be the scorekeeper.

Use materials that are familiar to the students so that it will enable them to be able to answer questions.

State the question.

Any person from the group may stand to answer the question.

Any person can stand to answer the question, and anyone can stand who does not know the answer, and wants to call a “bluff”. You may ask, why would anyone want to bluff? Well, the more people who stand, the more opportunity for earning points. This is a great way to encourage participation of the group since the focus is not necessarily on any one particular person to answer a question. If you feel the need, you could work with a few students individually and develop a “code” that lets you know that they know the answer. This would help to build self-confidence in students who don’t usually know the answer. A “code” might be hands in pockets, and I know the answer.

Bluff Continued

If the person called upon answers the question correctly, then every person standing gets one point. The moderator, usually the teacher, will choose who will state the answer.

If the moderator calls on someone and the wrong answer is given, that team does not lose any points, and the opposing team gets an opportunity to answer the asked questions.

If that team does not know the answer, it can go back to the original team.

In Bluff, no team ever loses points; it is always about encouraging participation, team building, and learning the material.

Strategy #54

Toss It!

This is a variation of the beach ball toss strategy. In this strategy, you will need to get a soccer ball and write numbers within each quadrant shape of the soccer ball.

As a class, you can develop a set number of questions that will help them learn the material at hand. Once the questions are generated either as a whole group or individually, or in pairs or small groups, have students submit the questions.

Once that is done, the questions will have to be numbered to correspond to the numbers on the soccer ball.

After the questions are numbered, you are ready to play ball!

Explain to students that they are to catch the soccer ball, and the number under the thumb of their left hand is the number that they will have to answer. You can vary up the way in which you want students to answer questions. That part of the process does not matter, what matters is engaging students in the learning process!

Strategy #55
Blizzard, Snow storm, Sleet or Flurries

This is a fun way to reinforce concepts after learning.

In this strategy, students are to come up with questions that would fit the following categories:

Blizzard: the most difficult questions worth 4 points each

Snow storm: the next level of questions worth 3 points each

Sleet: the next level of questions worth 2 points each

Flurries: the next level of questions worth 1 point each

Students can either work individually or in pairs or small groups to develop questions.

Questions can either be numbered, 1-4 or labeled with the categories, or colored paper could be used to denote the different levels of difficulty.

Once the questions are done, the class can be broken down into teams or can be kept as individuals.

What works best about this strategy, is that each person in the class gets to choose the level of questions that they want to answer. Each person gets to participate in the best way possible.

Strategy #56

Tic-Tac-Know

This is a variation on tic-tac-toe.

In this strategy, you will have partners create a tic-tac-know board. What they need to do is make a tic-tac-toe board, but instead of keeping the boxes blank, they have to write questions in the boxes.

Once the partners have created the tic-tac-toe board with questions, they are to pass it along to a different partnering to see their question can be answered.

Once a different group gets the tic-tac-know board, the partners that have the game can play by the rules of tic-tac-toe, except, the only way to put x's and o's on the board is if they can answer the questions.

Strategy #57

Draw a Card

This strategy is full proof in picking groups. All that is needed is a deck of cards, and a small amount of prep work before class begins. Make sure that you have enough cards for each member of the class and that it is equal. For example, if you have 20 students in class, be sure to have 5 sets of 4 of the same cards, such as all of the aces, kings, queens and jacks. Be ready with the cards before students enter class.

As students come in, have them pick a card. Tell the students that there is no trading.

Once all the students have cards, have them partner up.

Strategy #58

Bring the Card

In this strategy, you are going to be demonstrating to students how to find the most important information needed. This can be used for a summarizing strategy, a main idea and supporting details activity, a test taking strategy, or a note taking strategy. The purpose of this strategy is to take lots of information and bring it down to what is essential.

On the first class meeting, you will present to students a wealth of information that they will have to sift through.

Students can work in small groups to facilitate the work.

One member of the group is the recorder, and will be given one sheet of 8x11 paper that they can use. They will only get one sheet of paper to take down all of the information.

On the next class meeting, students will be given a ½ sheet of paper in which the same recorder can do the writing, or another person can.

On the third class meeting, the recorder will be given a note card to put their information on.

By the end of the third class meeting, students will have worked through the information and discussed it, that they will now possess knowledge of the material.

Strategy #59

Up and Moving

This is a fun way to get students to work together on a concept and see that two heads are better than one.

Have students go up to the board to work on a problem, to spell words, to do just about anything.

The purpose of this strategy is for students to begin to see each other as part of a team.

This strategy works since while the pair is at the board trying to solve the problem of the day, the class is working at their seats trying to do the same.

If the pair cannot come up with the correct solution to the problem, invite another pair to go up to the board and try their team work.

Strategy #60

The Movable Test

Have you ever considered giving the students the opportunity to move around the room while taking a test or working on new concepts?

In this strategy, students can either work alone, in pairs, or with small groups. The point of the strategy is to challenge them to answer as many questions as they can while they are moving around the room.

This strategy takes preparation beforehand, but the results can be remarkable.

To do this strategy, the teacher will have to develop questions beforehand, or have students develop questions. Once the questions are formulated, the questions are placed around the room, for all to see.

After the questions are placed, the individuals, pairs, or small groups then rotate around the class looking at the questions and working at solutions to the questions.

You can decide how you want to have students keep record of their responses.

Strategy #61

H.E.L.P. Partners

This is a strategy that allows students to learn how to help each other effectively. Sometimes the best teacher in the classroom is another student.

H=Hint. Have the student that is able to help the student who is having difficulty by giving a hint.

E=Encourage the partner to guess. It is ok to guess. Sometimes our guessing leads to correct answers.

L=List some options. The partner gives the other partner who needs help some options to answer the question. It is like giving multiple choice options to help guide the partner to the correct answer.

P=Provide the page number or other resource to help the partner find the answer. The end step is to point the partner in the right direction and not just give the answer.

Strategy #62

5 Finger Reading Gauge

In this simple strategy, tell students that on any given page in a book, novel, text, and so on, if there are five words on a page that they cannot read, the text is too difficult for them.

This strategy is not done to discourage students, but a strategy that allows them to pick new reading material to meet their needs or to utilize strategies to be helpful to them to learn the material presented within the text.

Students need to know that it is ok to change books and read something that is to their ability so that they can learn the material and hopefully, begin to enjoy reading.

Strategy #63

Handshake or High 5?

This strategy builds community within the class, as well as making a statement to your students that you are welcoming them and noticing them as individuals.

Every person likes to feel welcome and part of a group and this simple strategy does just that.

This strategy could not be any simpler: stand at the door of your class and shake or high 5 every student that comes in to class, calling them by name.

So simple, yet so effective in making your classroom feel like a safe and welcoming place!

Strategy #64

Word Toss

This strategy is great to use, and it is in its simplest form a great way to learn new material or to build background knowledge about a topic before the material is covered.

To utilize this strategy, you must first select several words from a unit of study. Then the words are to be placed on the overhead, LCD projector, or SMART board if you are so fortunate.

Once that is done, have students work independently or in pairs, or small groups to determine what the words mean. Have students stretch their thinking in relation to the words.

After the students have worked on the words, discuss the words and how they were accurate or not, and how they came about the meaning of the given words.

Strategy #65

Business Cards

This strategy employs creativity to find out about the strengths of the students within the class.

To begin this exercise, find out if students know what business cards are and what the purpose of having a business card is.

Once this is done, have students create business cards so they can share with the class their expertise in both academic and non-academic tasks.

Ask each student to identify his own strength in areas such as math, vocabulary, and reading.

After this dialogue is done, have the student design a business card for him or herself on an index card. The business cards can be posed in a photo album or on the wall. When students need help, they can consult the “resident expert” for the appropriate topic.

For those students who are tech savvy, go out to this website to create FREE business cards. This might even enhance the strategy since students could then pass out multiple copies of their business card for future reference.

<http://businesscardland.com/home/>

Strategy #66

Snowball Fight

This strategy involves movement and engages learners. It can be used for reviewing, predicting, summarizing learning and more.

In this activity, you will need to start by telling the learners that you want them to reflect on the day's course content. Ask each learner to put his or her name on a piece of paper and then to write on that paper something learned in class that day. (Encourage the learners to write clearly so that all can read what was written on the slip of paper.)

Have learners bring their slips of paper and join together in a large circle.

Instruct the learners to then crumple up their paper so that they resemble a "snowball".

At this point, have each learner "throw" their snowball into the center of the circle. Have each learner get another snowball and throw it into the circle. Depending upon the class chemistry, one time of throwing the snowball may be enough!

At the call of time, have each learner pick up a snowball from the center of the circle.

Have learners read their snowballs. As the teacher, comment on correct statements, such as, "that statement really shows that you were listening", and for incorrect statements, you might say, "Let's discuss this further".

Collect all snowballs for assessment purposes.

Strategy #67

What's My Name?

This activity is designed to help learners review material.

In this activity, each learner gets a name tag, but they do NOT put their name on it. Instead, they put a word from the unit that has been studied.

For example, if you have just studied geometry, have learners write such names as “dodecahedrons, trapezoids, cones, and other geometric shapes”.

Once that is done, have learners circulate around the class and introduce themselves to others as their “new” name.

A variation to this idea is to have learners write out their “name” on their name tag, and also the “answer” on an index card. As the learners are circulating, each learner has their name tag on, but also the index card. The learner is then to match up the index card to the correct name tag.

Strategy #68

Five Questions to Ask Strategy

Reading and writing are not done exclusive to themselves. Good readers continually ask questions while reading. This strategy is helpful to boost reading comprehension, but also writing expression. This strategy “invites readers to stay focused, engaged, and thinking” as they read.

The Five Questions are:

1. Visualization: what mental pictures do I see?
2. Connections: what does this remind me of?
3. Inference: What do I know now, even though I wasn't told the information in the text?
4. Prediction: What might happen next?
5. Summarization/conclusion: What was this mostly about?

Strategy #69
T.H.I.N.K Strategy

In this activity, you are challenging your students to “think”.

T.H.I.N.K stands for:

T: thoughts, feelings, opinions, point of view questions

H: how come questions

I: what if questions

N: name and next questions

K: kind of alive and kind of different questions

Strategy #70

What Next?

Many adult learners have never learned critical thinking skills, or have not practiced these skills enough to be proficient in them.

For this strategy, the students are given a set of incidents or a story (written in parts or with its end undisclosed).

Students are asked to explain the logical connection between the events of the story and think of ways to extend it.

They are also asked to suggest a title and a sign-off line for the passage and add to it, content of their own.

This strategy requires the students to think logically and reason every possible occurrence that can connect with the story. The students can be asked to extend the story by adding characters and incidents to it.

This strategy is thought-provoking as the open-ended story can be concluded in many different ways. Each one may have his own ways of extending the story and ending it. To better exercise thinking, you can have each student come up with more than one ways of extending the story.

Strategy #71 Socratic Thinking

Socratic thinking is a process of disciplined questioning that triggers thinking.

This strategy can be implemented by challenging the students with questions on complex issues or hypothetical problems. The students are asked to analyze the concepts, distinguish between facts and assumptions and give solutions for the problems. It can be an imaginary problem or a social or environmental issue on which the students are encouraged to think and voice their opinions.

The Socratic thinking strategy prompts them to reassess their views and look at their opinions objectively.

Here is an example that our adult students may find interesting and engaging: the effects of returning to school and meeting the requirements.

In the Socratic method, you then ask the students to give their views on the subject and then give them this set of questions.

- Explain your view further.
- Why do you think so?
- Why do you think what you say is right? Are there examples that support your point of view?
- Is what you say always the case? How do you prove that?
- What's the counter-argument to what you think?
- How would you defend your point of view?
- What made you form this opinion?
- Are your opinions subject to change? What can make them change?
- Why do you think I asked you these questions?

Which of them were the most useful?

Strategy #72 Scenarios

In this strategy, you are developing critical thinking skills that are greatly missing in the academic lives of our adult students.

In this strategy, you are to give the students hypothetical scenarios and have them come up with out-of-the-box solutions. Thinking out-of-the-box is a natural way to develop critical thinking skills in our students that are necessary for the education, but also for their daily life.

Scenario 1: If you were to die tomorrow, what are ten things you would do today?

Scenario 2: You are left stranded on an island. Your Higher Power grants you three things that can be kept with you when alone. What would they be?

Scenario 3: If you were given the chance to exchange roles with your best friend/partner, would you like it? Why? What changes would you bring in yourself?

Scenario 4: Imagine you have just 5 years of your life left. What would you do with the time you have?

Scenario 5: Imagine you were born in the 18th century. What would life be like?

Scenario 6: Give 10 uses of a pen other than writing.

Scenario 7: Other than storage, in what different ways can a bottle be used?

Scenario 8: If you were able to go back in time and change *one thing in the past*, what would it be and why?

Scenario 9: If you were a non-living thing, what would you want to be? Why?

Strategy #73 **Fact or Perception**

Having the ability to differentiate between facts and perceptions or truths and opinions is important for developing critical thinking.

As a strategy to strengthen this ability, give the students a set of statements. In each set, include a mix of both truths and opinions.

Facts are truths while perceptions are subjective. A perception is what someone believes to be true. An opinion is what someone thinks as right. Opinions two people have may be completely different. As against this, truths are truths; they don't change from person to person. But then, they may change over time.

You can include such examples in the list and have the students distinguish between facts that are subject to change and facts that are not.

Some examples are:

- The square of 12 is 144. *Answer: A fact*
- The attendance in class today was good. *Answer: An opinion*
- She looks so much like her mother. *Answer: An opinion*
- The distance to the Church from your place is 4 miles
Answer: A fact
- Mother is in the kitchen. *Answer: A fact that can change*
- The third letter of the alphabet is 'c'. *Answer: A fact*

A deviation of this is to have students come up with fact or perception about themselves and use as a way to build community within the classroom.

Strategy #74

I'm In

This is a fun strategy that will engage the learners in the task at hand since it employs the excitement of gambling!

To do this strategy, you will only need poker chips. Explain to the class, or let them explain to you, what the chips are used for in poker.

After students have an understanding of the poker chips, it is up to you to determine their worth.

In poker, the different chip colors represent different values of money. In "I'm In" they will denote different parts of the lesson. For example, red chips are summarizing, blue chips are main idea, and white chips are supporting details. If you are teaching science, it might be red chips are hypothesizing, blue chips are procedure, and white chips are conclusions. If you teach grammar, red chips might be nouns, blue might be verbs, and white might be adjectives.

You can customize the chip representation for anything that you do. The great thing about this strategy is that everyone will get chips, and then they can work in small groups playing poker, with the given material!

This strategy allows students who normally overtake the conversation to be limited and to those who don't like to participate, a set number of times they have to participate.

Strategy #75

S.N.A.P Shot

This is a strategy that all of our students can relate to, since we have all been exposed to some sort of digital photography of some kind.

To be sure that all of your students know what digital photography is, take in a digital camera, or enlist a student who has the capability of taking pictures on their phone to assist you.

Once all the students are sure what digital photography is, introduce this visual learning strategy called S.N.A.P.

In S.N.A.P, each letter represents a part of the strategy.

S=scan

N=notice

A=attributes

P=paste

In each step of this strategy, the student will look at the content in a new way.

In scan, the student will scan the material, looking for specifics that you will identify.

In notice, the student will notice and attribute the specifics that are being pointed out to them.

In paste, the students will then purposefully close their eyes and imagine what they have just scanned, noticed and attributed.

This strategy is a must for visual learners!

Strategy #76 Flashlight Tag

This is one of those strategies that must be used when students are starting to lose their momentum in learning. It is certainly a way for them to be engaged in the lesson.

To do this strategy, you will need index cards, tape, bold colored markers and 1 flashlight for every five students.

You can do the prep, or you can have the students do the prep in small groups.

On the index cards, words need to be written to reflect the content of the class. Markers need to be used so that the words can be seen from the floor to the ceiling.

After the index cards are written, the students, or you, can tape the words on the ceiling in a near area to where they will be seated or participating. Index cards should not be spread around the entire room. Before you shut off the lights and turn on the flashlights, read out the words that have been used.

The teacher as facilitator should quickly write down the words so that they know what types of questions to ask. The explanation of how this is to work will occur next. Tell students that they are to look at the ceiling and try to remember where the words are so that when questions are asked, they will know where to direct their flashlight beam. Students are able to scan over the words. When students are sure of the word, they are to keep their flashlight beam directly on this word so it can be checked for accuracy.

If all the students understand the procedure, the lights are turned off and the questions begin!

Flashlight Tag Continued

Each person within the group gets to have a chance with the flashlight. After every person in the group has had a turn, the lights go back on and the classroom returns to normalcy!

The class has then participated in a strategy that allowed for visual learners and kinesthetic learners to learn the content.

Strategy #77

Stand, Move, and Deliver

This is a fun way for students to think about what has been done in class, free write for 5 minutes their understanding, but then sharing with another member of the class their concerns.

This strategy requires NO PREP! All you need is a little time to do this, and you are all set.

To better facilitate this strategy, it is nice to have some music to play while students are moving.

To do this strategy, have students thought about a particular prompt at the end of class, such as “what confused you”, “what was the best part of the lesson”, “what was the most important thing you learned”. Have students free write for 5 minutes on this prompt.

When that step is completed, have the students get up and move while music is playing. When the music stops, the student must talk with the person closest to them about their free write. The student does not have to read their free write, but a dialogue needs to begin with the two partners.

Continue this for a few rounds so that multiple partnerships can be formed.

Strategy #78

C.A.P.S Off! to Editing

This is a great strategy to introduce to adult students because typically when they have been told to take their caps off, it was because they were breaking the rules somewhere and taking their caps off was the correct thing to do at the time.

In C.A.P.S Off!, students quickly learn that this is a device to help them with editing of papers.

In C.A.P.S Off!, the letters all represent a part of the editing process.

C=Capitalization

A=Agreement

P=Punctuation

S=Spelling

If students can remember C.A.P.S Off!, their papers should be error free!

Strategy #79 **Copy, Pair, Share, Respond or C.P.S.R**

This strategy works well when students have all read the same material.

After students have done their reading, ask them to go back to a certain part of the text that they were puzzled with, intrigued with, loved or hated. Have students copy, word for word, that sentences that they are dealing with.

When that is done, have students trade papers with a partner.

Each partner will then read what the other has written. This is a silent read, and then the partner will respond back in writing to what the partner had originally recorded.

This back-and-forth conversation can last as long as is deemed necessary.

Peer response through a silent, written conversation is social and motivational.

Some C.P.S.R response starters are:

- I liked this part because
- I didn't like this part because
- This scene made me think of
- I wonder
- I didn't; understand why
- I can't believe
- I think
- I feel
- I wish _____ happened
- If I were (character's name), I _____

Strategy #80 Duelling Charts

This strategy employs teamwork to review material.

This strategy is excellent too, since it does not take any planning or prep.

All that is needed is chart paper, and if that is not available, a large piece of construction paper.

In this strategy, you will have students break into an even number of only two groups.

Once this is done, the facilitator will then write down one key concept on the opposing chart papers or construction paper.

For example, the word Civil War would be put across the chart paper.

When that is done, the method of this strategy is then like an acrostic poem.

Each member gets to have a turn at the chart paper and each member has to fill out a letter in the word Civil War that they know a fact to.

The letters do not have to be done in order.

The goal of the group is to fill in each of the letters with information that has been learned.

Strategy #81

I S.A.I.D, "S.O.D.A"

This is a strategy to help students with vocabulary development and the understanding of meaning of words.

If students can remember either mnemonic device, their life will be greatly improved in regards to learning new vocabulary.

In S.A.I.D, the letters stand for:

S=synonym

A=antonym

I=interesting facts

D=definition

In S.O.D.A, the letters stand for:

S=find a word that means the SAME thing

O=find a word that means the OPPOSITE thing

D=a definition of the word, even though it may not be right there

A=anything else, such as a picture, a graph, the way the word is used and so on.

Strategy # 82 Throw a Ball

Here is how the activity works:

- ✓ First, the teacher asks a question and learners raise their hand if they know the answer. At that point, the teacher throws the ball to the learner that has his/her hand raised.
- ✓ If the answer is incorrect, the teacher corrects the information so that they class does not have false information.
- ✓ Second, the learner who caught the ball throws the ball to anyone, since they are going to repeat the information that was just stated.
- ✓ Then, the teacher will ask another question, and the learner that has the ball will then throw the ball to anyone who raises their hand.

This activity works because you are calling everyone to task, but no one has to answer a question that they do not know. Those that know the answer raise their hands, and get the ball. Then, everyone has to be ready since the answer has already been given, and they are to repeat the information.

If you want to differentiate this further, offer learners “lifelines”. These can be used by the learner that has to repeat the information.

The three lifelines are: the person who just answered the question, anyone in the classroom, and the teacher.

After getting the lifeline, the learner must repeat the answer. There is no “passing” allowed.

Strategy #83

Timed Pair Paraphrase

In this activity, learners are in pairs and they are timed during class participation.

As the teacher, you can make the pairings, have learners select their pairings, or assign the pairings. The pairings are not what is important in this activity, but what is important is the timing.

In this activity, the timing has a purpose: to get the two learners to share their knowledge and participate in the class discussion.

Once the learners have been paired up, the learners need to decide who is “A”, and who is “B”. The “A” learner is the learner who will answer the question, the prompt, the discussion. The “B” learner is the one who will have to paraphrase the information when the timer goes off.

In this activity, you have a participant who is orally discussing the topic at hand, and one who is listening to the topic at hand. The caveat is, the listener will then have to paraphrase what has just been said.

In this activity, both the learners need to pay attention and be active participants in the discussion.

Strategy #84

Snowball Fight

This activity involves movement and engages learners. It can be used for reviewing, predicting, summarizing learning and more.

In this activity, you will need to start by telling the learners that you want them to reflect on the day's course content. Ask each learner to put his or her name on a piece of paper and then to write on that paper something learned in class that day. (Encourage the learners to write clearly so that all can read what was written on the slip of paper.)

Have learners bring their slips of paper and join together in a large circle.

Instruct the learners to then crumple up their paper so that they resemble a "snowball".

At this point, have each learner "throw" their snowball into the center of the circle. Have each learner get another snowball and throw it into the circle. Depending upon the class chemistry, one time of throwing the snowball may be enough!

At the call of time, have each learner pick up a snowball from the center of the circle.

Have learners read their snowballs. As the teacher, comment on correct statements, such as, "that statement really shows that you were listening", and for incorrect statements, you might say, "Let's discuss this further".

Collect all snowballs for assessment purposes.

Strategy #85

Vote With Your Feet and Not Your Hands

This activity is best used when you are trying to clarify values and stimulate thinking among the group. In this activity, learners will not be “voting” by raising their hands, but by physically going to the different areas in the room that correspond to their decisions.

To begin this process, a statement needs to be made, such as, “Individuals over the age of 18 should be required to serve in the military.”

Tell learners that they should go to either the corner of the room that says, “agree”, “disagree”, or “unsure”. The corners of the room should be labeled prior to doing this activity since the learners may forget which corner they were to go to.

Once learners are placed where they are, discussion can follow. Allow learners to move from their position if as the discussion continues, they have changed their opinion.

Strategy #86

D.E.A.Q.

In this activity, D.E.A.Q., you and your learners are going to “Drop Everything and Question”.

The process of this activity calls upon the use of a timer. As the teacher, you will decide how long you want the learners to “question”.

An assigned topic has to be given to each of the groups. Learners will work in groups to help facilitate the question generating.

When the timer starts, each group has to come up with as many questions as they can pertaining to the topic.

When time is called, each group has to pass in the questions that have been generated.

All of the questions are reviewed, and then the most pertinent ones are used for the discussion that will follow.

It is at this stage, that you as the teacher, will determine easy, medium and difficult questions.

When reviewing questions, be sure to ask the appropriate level of difficulty for each learner in your class.

Strategy #87

Anticipation Guide

In this activity, you will have already determined the topics that you want learners to come away from the unit of study with understanding.

An anticipation guide is a way to help learners read statements, formulate an opinion about them, and make a decision about the topic.

To prepare learners for this, you will have to design 3-7 statements about the unit of study that you want learners to “key into”.

The statements need to be designed in such a way that they can agree or disagree with them.

The learners are to receive these statements handed out to them so they can mark off their selections.

Have learners fill out their papers, and then proceed with the discussion.

After that is done, read the text and begin to learn about the topic at hand.

Once the reading has been completed, give the papers back to the learners give them the opportunity to modify their papers based on what they have learned.

Strategy #88

Cup It

In this strategy, you are going to be able to visually assess the amount of knowledge the learners have about a particular topic, or to use it as a review of a topic to see how much they have learned.

In this strategy, you will need cups of different colors: red, yellow, and green. Red is meant for “no knowledge”, yellow is meant for a “moderate amount of knowledge”, and green is meant for “knowledge of the topic”.

You will pose a question to the class, and the class will stack the cups in the order of how much they know about the topic. The top color of the cups is the color that is the indicator to you.

Ask several questions that you need to help you assess the learner’s knowledge.

You are giving the chance for the learner to assess what they know and demonstrate that to you.

Strategy #89

Thinking Inside the Box Strategy

This strategy can be used after any type of reading, or also for watching a video. This strategy helps to build on prior knowledge and enables students at any level of ability to answer questions.

The materials needed for this strategy are simple: one 8 ½ x 11 inch square piece of paper, one for each student.

How to do this strategy is as follows:

1. Give each student a 8 ½ x 11 paper square.
2. Ask the students to fold their paper in half and then in half again, creating a sheet with four equal-size boxes.
3. Determine how you want the learner to respond, and then provide students with a variety of response “starters” on the board. Examples should range from simpler choices, such as “I think...”, “I wonder...”, “This reminds me of...”, and “I feel”, to higher level choices, such as “The ending should be changed to...”, “I could apply this knowledge to...”, “I can compare and contrast this to...”, and “If this story took place in the 1900’s, or your choice of time period, it would ...”.
4. Have students self- select four response starters, write one in each box on their paper, and then write their response to each one in the appropriate box.

Strategy #90

The Main Idea Hand Strategy

This strategy is an excellent way to get students to identify the main idea. This strategy can be used during or after a reading selection.

The only materials that are needed are a blank piece of paper and a pencil or pen, and of course, the student's hand!

To begin this process:

- Have each student trace their hand.

- Ask each student to write the question words or phrase on the digits of the hand as follows:

- **Thumb:** Who?

- **Pointer:** Did what?

- **Middle:** Where?

- **Ring:** When?

- **Pinky:** How?

Explain how the answer to these five questions combines to tell the main idea of the story.

When this is done, they have a visual representation of the main idea, and this can be used as a beginning tool for a writing exercise.

Strategy #91

Have a Ball with Questions

In this strategy, you will need a beach ball to facilitate the learning process. In this strategy, students will generate questions based on a story that they are reading and use the beach ball to facilitate the answers.

A permanent marker will be needed to write the following questions on each of the alternating colors: who, what, when, where, how, why.

This strategy is so simple!

The beach ball is tossed to students and the way in which the ball is caught is the question that the student must answer. For example, if their right hand lands on “why” that is what they have to generate for an answer.

A variation to this is to have a question box. Instead of throwing a ball around the class, have the student roll a dice, made of cardstock, and write the words: who, what, when, where, why, how on the card stock dice. Whichever word comes up is the question that they have to answer.

Another variation to this is if the student is unable to answer the question, he or she is able to ask for “help” from someone in the class, but they need to repeat the information and then add to it if possible.

Strategy #92

DRTA

In this traditional strategy, you will model the process of DRTA, which stands for directed reading think aloud.

In this process, you will direct the class' attention to certain aspects of the book that are critical to comprehension of the material. At that point, you will model the process.

For example, “on page 13, when the author write, the trees are dead, and that is how I feel inside”, I get the feeling that the author is foreshadowing their own death.

By highlighting a key passage from a book, students get to see that the language of the text is integral to the meaning that the reader gets from the text.

For students to be successful, they have to have a multitude of strategies that they can employ. By seeing a teacher model the DRTA, they can to see first hand what good readers do.

Strategy #93

Riddle Writers

This strategy is a great and fun way to reinforce vocabulary and spelling of any word.

In this strategy, you will need a pre-determined set of vocabulary words that all of the students are working on.

Tell students to develop riddles based on the words that are being used. For example, if the word is volcano, some of the riddle clues might be, "I am seven letters long, I have two "o"'s in the word" and so on.

This strategy gets the students thinking about their words and how they can best get other students to figure out, or not, their riddle.

Strategy #94

Character Interviews

This strategy is a great way for students to begin to really connect to the written word.

In this strategy, you would read an excerpt from a novel or short story, and you really want to highlight within your reading the struggle of the character.

When that is done, the students would have a discussion about what it must be like to be that particular character in that particular circumstance.

Generating questions as a group would be helpful figure out the character and why they did what they did.

This strategy lends itself greatly to “day time TV”. Students could extend this strategy by making a role play with the character being interviewed by a “host”.

Strategy #95

Graphing Word Usage

This strategy is useful for writing. When students write, they have a tendency to repeat words; this strategy will give them a visual on how frequently they actually use words.

To do this strategy, you will need a student's writing, a highlighter, and graph paper.

Have the student read their paper, and highlight any word that repeats itself.

When that is done, have your student take a blank piece of paper and write the word that repeats and then count up how many times it repeats within the paper.

When that is done, have your student create a graph for the repeat words. On the horizontal axis, have the student write the most repeated words, and on the vertical access, have the student number it from 1 to the highest amount of repeats.

When that is done, have the student again use the highlighter to visually depict how many times a word is used. This is a great visual prompt to show how words are repeated both on the paper and on the graph.

When this is done, have a dialogue with your student about how to improve vocabulary within writing.

Strategy #96

Vocab Acrostic

This strategy utilizes vocabulary words with knowledge of what the word means.

Students will work on vocabulary and then the content that will support the vocabulary.

As the learning takes place, have students develop acrostics that help to define the vocabulary word, while using the content to support the definition of the word.

For example, if the word is “prey”, then p would stand for predators eat this, r would stand for rabbits are prey for coyotes, e would stand for even large animals like deer can be prey, and y would stand for Yellowstone National Park has predators like wolves.

By using this strategy, students are synthesizing the information from the content and putting it into their words and understanding.

Strategy #97

Most Wanted

After reading a novel or short story, pull out this strategy for a little fun in your class.

Discuss with students what a *Most Wanted* poster is and why it is used. Talk about the purpose behind a most wanted poster and why the police utilize this.

After the class has an understanding of the concept, tell the students that they will create a most wanted poster for one of the characters within the novel or short story that was read.

With the most wanted poster, be sure to include a mug shot, a careful description of the character, including physical looks and behavior. Students will also have to support what they write with proof from the short story or novel that they read.

Strategy #98

Gallery Walk

This strategy will appeal to the artists in the class. To use this strategy, first have a dialogue with the class about what a gallery is and what its purpose is.

If you want to be creative with this, have the students view the Louvre at this website:

<http://www.youtube.com/watch?v=g2kNtCdUJwA&noredirect=1>

Or the Boston Museum of Fine Arts at this website:

<http://www.youtube.com/watch?v=fXZk-CUPO50>

Once that has been done, explain this strategy. Tell the students that on the chart paper that is hanging, they are to make a piece of art, based on the topic listed on the paper. For example, if you are studying rocks and minerals, each piece of chart paper may have a different type of rock listed on it, and the students need to make a gallery piece of this.

When the students are done with their masterpiece, make sure that they sign it!

Strategy #99

Wordless Books

This is a strategy to utilize when the topic has been difficult and the writing has been dense.

In wordless books, you create a “book” that has absolutely no words, but the content of the book has to be factual and accurate.

This strategy will appeal to visual and hands-on learners.

With the advent of computer technology, most students are comfortable with art work, since they can use the computer for most anything that they want to design.

Allow the students the freedom to search online for graphics, images, and experiment with fonts to bring this wordless book into action.

A great resource for images and visual depictions is Google images. Check it out, and let your students' creativity flow!

Strategy #100

Background Groups

This strategy employs teamwork and collaboration among the students.

This strategy is used before concepts are taught.

The class will have to form groups of at least 4 members, since the goal of the group is to develop as much background knowledge on the topic as possible before meeting back as a large group.

In this strategy, it is best if the teacher circulates around to see if the group is discussing the topic. The teacher may have to give prompts if the group has absolutely no collective knowledge of the topic.

In the groups, have one person be the recorder of the information and one person is the reporter. This will ensure that conversation is geared around the topic at hand, since there is accountability for the information being presented.

Strategy #101
Fair is Whatever You Need to be Successful!

You made it to the end of the strategies!

This is probably the most important one, and the one that will end this journey. Not every student needs everything, but what a student needs to be successful only enhances the learning experience for the student, for you as the teacher, and for the class.

**Fair is
Whatever
You Need
to be
Successful!**

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