

# Strategies

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## **2 Minute Write**

This strategy is used after the teacher had gone over the lesson.

- The teacher will have the students get out a piece of paper and write for 2 minutes about the lesson.

Reflection:

- After the lesson is finished the teacher will ask their students to get out a piece of paper. Each student will write for 2 minutes about the lesson. For example, the teacher could have them write about what they learned, what they need help on, or their opinion on the subject. The students will turn these papers in after class and the next class period the teacher will go over any questions the students had.

### 3-2-1

This strategy is used when the teacher is finished with their lesson.

- The students will write 3 interesting facts about the information. 2 questions they have about the lesson and 1 emotion about how they feel.

Reflection:

- This strategy serves as an assessment for the students and the teacher. The questions the students ask should be addressed in the next class and if they rapidly get the same questions year after year the teacher should make it a point to answer that question, so it's not asked. The one word is helpful for the teacher because if someone is not understanding or overwhelmed they call pull the student aside and talk to them one on one.

## **One Word**

This strategy is used at any point in the lesson.

- The teacher will have the students read a passage or a lesson and have them pick out the most important word from that passage.

Reflection:

- This is a quick strategy that is easy to use at any point in the lesson. It helps the students focus in only on the main part and if one student thinks something else is the most important part of the passage they can learn from each other.

## **Luck of the Draw**

This strategy is used at any point during or after a lesson.

- The students write about the lesson and the teacher calls on a random student to pick a paper from the pile anonymously.

Reflection:

- This strategy uses summarization which is a great leaning strategy that is very effective, this also works with multiple exposures to the material when the summary is being read to the class.

## K-W-L

This strategy is used at the beginning and end of the lesson.

- This strategy starts with a 3-column graphic organizer. The first column is the K, which stands for what the students already know about the topic. The next column is W, which stands for what I want to know. This column is for what the students want to know about the lesson and the teacher addresses these questions during the lesson. The last column is the L which stands for learn. The students write down what they learned during this lesson.

Reflection:

- This is a good anticipatory set. This strategy gets the students minds working and tells the teacher what the students don't know. This strategy is also a closure when the students write what they have learned.

Topic: _____		Name: _____	
<b>K</b> What I Know	<b>W</b> What I Wonder	<b>L</b> What I Learned	

## **Did You Hear What I Heard?**

- The teacher will read a passage to the class aloud and the students listen. The teacher reads the passage again aloud as the students take notes this time. The students will then compare their notes with another class mate to see if they came up with the same main ideas.

### **Reflection:**

- This strategy helps with comprehension. This can help with a passage that is about the students reading level; since they are hearing it twice and are working with partners have a better chance to understand what they are reading.

## **Think, Pair, Share**

This strategy can be used at any point in the lesson.

- The teacher will give their students a prompt or ask a question to the class. The student will be given time to think and then they will discuss what their response are answers with their partner.

Reflection:

- This is a good anticipatory set or closure. This strategy allows students to work and discuss their thoughts as a group and get other students perspective.






## Cornell Notes

This strategy can be used before a lesson for vocab words or during a lesson to write down what the students find important.

- The students will divide a paper into two columns with one column being wider than the other. The smaller column is for the vocab words or the main ideas. In the larger column the students will write the definitions or more details about the concepts.

Reflection:

- This note taking strategy is used to organize notes as they are being taken. The students already have the main points to study from so it makes studying go faster and is easier. The teacher can print out a template or have their students make the template.

Cornell Notes		Topic/Objective	Name
		Class Period	
		Date	
		Essential Questions	
Questions	Notes		
Summary			

## Venn Diagram


This strategy can be used at any time during the lesson.

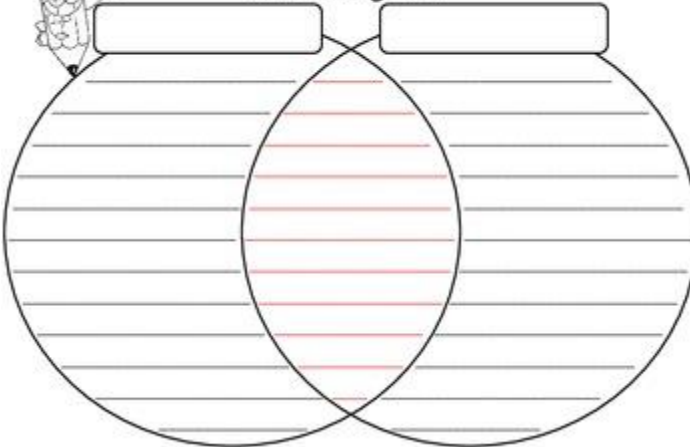
- Venn Diagrams are a form of graphic organizers. There are 2 circles that overlap creating a small area that the 2 circles share. In this circle is where you would put what the topics have in common. In the side circle the information that goes in there is the information from each topic.

Reflection:

- This strategy works well because it has the students find differences and similarities between two different topics.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

 **Venn Diagram**



#### 4-2-1

This strategy is used at the end of the lesson.

- The students read a passage and pick out the 4 main ideas. With a partner they pick out the 2 main ideas from each of their 4. Lastly, they determine the main idea.

Reflection:

- Finding the main idea of a long passage can be hard. This strategy allows students to narrow it down to 4 ideas and from their narrow it down to one main idea. Going over this main idea multiple times can help students find the one main idea faster.

## **Pearls of Wisdom**

This strategy is used at the beginning of the lesson

- The students use the pearls of wisdom handout to take notes. They write the main idea in the larger pearls and in the smaller pearls they put the details that go along with the main idea.

Reflection:

- This strategy forces students to find the main ideas of the reading or lesson which helps information transfer from working memory to long term memory.

## **New American Notebook**

This strategy is used during the lesson for the students to take notes

- The teacher gives the students the New American Notebook handout. The teacher gives questions to the students before the lesson begins. These questions go in the question column of the note sheet. The students will fill in the answers in the next column. The teacher then collects the sheets and return them after looking over their response.

Reflection:

- This strategy is very useful because of its added checking for understanding with the monitor section. This only works when the teacher collects and views the results.

### **Get one, Give one**

- Students divide paper into two columns. They write what they know regarding certain topics. They get into groups of 2 and read what they have. If they hear something they don't have the students write that down.

#### Reflection:

- This strategy can be used as an anticipatory set to get the students thinking about the topic and leaning a small amount already. This is a good strategy as well because it allows students to move around the classroom and the students must discuss with each other.

## **Take Notes**

This strategy is used during the lesson

- This is a memorization strategy. The students will write down during the lesson what they think is important. They can look back at these notes at any time during the lesson.

Reflection:

- This is a common strategy for memorization if it is used correctly. The students need to be taught how to take proper notes and how to understand the material that they have written.



## **10 and 2**

This strategy is used during the lesson

- For every 10 minutes of instruction the teacher leaves 2 minutes for the students to process what they went over.

Reflection:

- This allows the student to understand the information given to them before new information is given. This is so they can pay attention to each new section of information given to them.

## **Stand up Sit Down**

This strategy is used at any time during the lesson.

- The teacher will ask the students a question or prompt. Once they have an answer they standup. The teacher will call on one student and if someone has the same answer that students sits down.

Reflection:

- This is a great closure or anticipatory set. It allows the students to get up out of their seats and get the blood flowing. This also gets all students involved in the activity, and make sure that everyone learned at least one thing during the lesson.

## Double Entry Journal

- This strategy is based upon a series of columns. The small one on the far left is the key words from the reading or lesson is located. The middle column is used for the definition of the vocabulary words. Finally, the last column is used for the student's own definition of these words.

### Reflection

- This is helpful for students that do not understand words as they read. This is powerful because it forces the students to understand the word and make one's own definition with it.



From Our Classroom Strategy Library

## Double-Entry Journal

Name \_\_\_\_\_

Topic \_\_\_\_\_

As you read the text, select a few phrases that you find meaningful or interesting. Write each phrase in the first column below, then write your reaction (a comment, question, connection made, or analysis) each quote in the second column.

Page in text	From the text	My thoughts

## **Jig Saw**

- Students divide into small groups. Each group is assigned a different reading passage. The students read the passage and take notes. One member from each group meets to discuss the main ideas of their passages. Once each student explains their section all students will have the main ideas from all the readings.

## **Reflection**

- By dividing up the class into groups it allows for the class to double their reading productivity. This strategy also allows for students to teach other students which is the best from of understanding.

## **CAMP**

- This is a memorization strategy. It stands for **chunk** and categorize which is to break information into small sections to make it easier to memorize, **association** which is when you connect information to prior knowledge, **mnemonics** are memorizing tactics, and **picture** is simply a visual image.

### Reflection

- This strategy allows students to memorize information that is given to them.