CONCEPT CARD MAPPING CARDS

Activate thinking and engage students in learning.	Make students' ideas explicit to themselves and the teacher.	Challenge students' existing ideas and encourage intellectual curiosity.	Encourage continuous reflection on teaching and learning.
Help students consider alternative viewpoints.	Provide for a stimulus for discussion and argument.	Help students recognize when they have learned or not learned something.	Encourage students to ask better questions and provide thoughtful responses.
Provide starting points for student investigations.	Signal readiness to transition to formal concept development.	Determine if students can apply ideas and practices to new situations.	Differentiate instruction for individuals or groups of students.
Promote the use of academic language.	Evaluate the effectiveness of a lesson.	Help students develop self-assessment and peer assessment skills.	Give and use feedback (student-student, teacher-student, and student-teacher).

Encourage social construction of ideas.	**Inform immediate or later adjustments to instruction.**	**Encourage and include participation of all learners.**	**Increase comfort in making one's own ideas public.**
Justified List A *Justified List* begins with a statement about an object, process, or concept. Examples that fit or do not fit the statement are listed. Students check off the items on the list that fit the statement and provide a justification explaining their rule or reasons for their selections.	***Frayer Model*** A *Frayer Model* graphically organizes knowledge about a concept into an operational definition, characteristics, examples, and non-examples.	***Justified True or False Statements*** *Justified True or False Statements* involve students in evaluating a set of statements. The students draw on evidence from data, prior knowledge, or other sources to analyze the validity of each statement. Students describe the reasoning they used to decide whether each statement is correct.	***Not Like the Others*** *Not Like the Others* presents seemingly similar items and challenges students to choose which item in the group does not belong. Students are asked to justify their reasoning for selecting the item that does not fit with the others.
S.O.S. Summary The teacher presents a *statement* (S), asks the student's *opinion* (O) (whether the student agrees or disagrees with the statement), and asks the student to *support* (S) their opinion with evidence.	***Muddiest Point*** *Muddiest Point* is a quick and easy monitoring technique in which students are asked to take a few minutes to jot down what the most difficult or confusing part of a lesson was for them.	***Fist to Five*** *Fist to Five* helps students indicate the extent of their understanding of a concept or procedure. Students hold up a closed fist (no understanding), one finger (very little understanding), or up to five fingers (complete understanding; could easily explain it to someone else).	***Two Stars and a Wish*** *Two Stars and a Wish* is a feedback technique used in "comments-only marking." It is a way to balance positive comments with the need for improvement when providing students with feedback on their work. The first element, Two Stars, describes two good features of the students' work. The second element, a Wish, encourages revision or improvements.

Paint the Picture

Students are given multiple sources that reflect a broader theme, concept, or topic. Students analyze each source individually, recording their observations and inferences. Then, students use their observations and inferences ultimately to draw a conclusion—figuratively painting a picture—about the theme, concept, or topic they are studying.

Chain Notes

Chain Notes begin on a piece of paper with a question printed at the top. The paper is then circulated from student to student. Each student responds with one to two sentences related to the question and passes it on to the next student. After receiving the previous "chain" of responses, each student adds a new thought or builds on a prior statement.

Word Splash

This strategy allows students to practice correct application of area-specific vocabulary by activating prior knowledge or making predictions. It promotes summarizing skills through generating connecting statements with the terminology. Students connect important terms by writing one short summary statement of a lesson's content either before or after instruction. This strategy can be used to help students make predictions about new content or to assess student understanding of an already covered topic. As students work to compose statements with the vocabulary, they consider their application of the terms to best summarize content.

Card Sort

A *Card Sort* activity involves sorting a set of cards that contain words, statements, and/or pictures according to a certain characteristic or category associated with a concept. Students sort the cards into two groups: one group contains examples and the other group contains non-examples. As students sort cards, they form explanations about how are choosing to sort the cards. They ultimately come up with a rule, generalization, or reason that can be applied to all the examples.

Partner Speaks *Partner Speaks* provides students with an opportunity to talk through an idea with another student before sharing with a larger group. When ideas are shared with the larger group, pairs speak from the perspective of their partner's ideas. This changes the emphasis from the student's own ideas to consider the ideas of his or her partner and encourages careful listening between student pairs.	***Concept Card Mapping*** *Concept Card Mapping* is a variation on the familiar strategy of concept mapping. Instead of constructing their own concept maps from scratch, students are given cards with concepts printed on them. They move the cards around and arrange them as a connected web of knowledge. They create linkages between the concept cards that describe the relationship between concepts. Moving the cards provides an opportunity for students to explore and think about different linkages.		