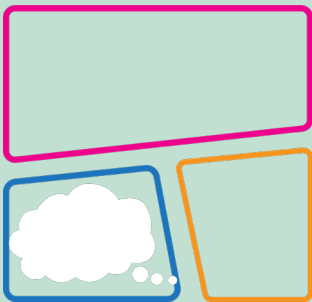


INSTRUCTIONAL STRATEGIES



COGNITIVE COMICS

In this strategy, students create short comics to artistically express their understanding of a concept or share a related experience.

COGNITIVE COMICS

SUMMARY: Students answer a prompt or respond to a reading by creating a comic strip either independently or in a small group. This strategy is often used to check for understanding, to illustrate a student's past experiences, or uncover misconceptions about a complicated concept. Students should know the quality of their artwork is not being judged, only the quality of the response.

PROCEDURE:

- 1.** Provide students with a prompt or reading. Students could also respond to the concepts in the most recent unit of instruction.
- 2.** Each student or group receives a blank comic book template.
- 3.** Students use the template to construct a response to a prompt using artwork and dialogue bubbles.
- 4.** Students can use as much or as little art as they desire in their comic strip.
- 5.** Comic strips can then be shared with the class and/or turned in for assessment.

INSTRUCTIONAL STRATEGIES



I NOTICE, I WONDER

In this instructional strategy, students use guided inquiry to create and answer good questions from the information at hand, activating their prior knowledge and engaging them in higher-order thinking.

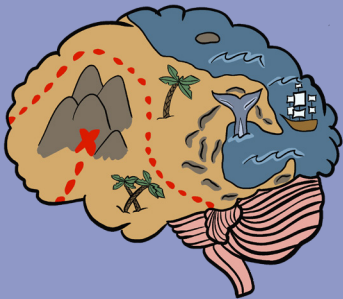
I NOTICE, I WONDER

SUMMARY: Students write things they notice and things they wonder about a topic that has only been briefly introduced to them. After sharing out some of these things with the class, a class-wide list is created for them to refer to while they take part in a task that has to do with the original topic. Once their task is complete, students refer back to their wonderings, the things they wanted answered from the beginning, to ensure they have all been answered.

PROCEDURE:

- 1.** Show students a brief writing passage or image that will be used as part of the task. Do not share the task yet.
- 2.** Have students jot down notices (true statements) and wonderings (questions they have) about what they see.
- 3.** In groups of two or three, have students identify one "notice" and one wondering to share with the class. As they share out, record a list of notices and a list of wonderings somewhere that is visible to all students.
- 4.** Introduce the task. As students work on the task, they can refer back to the list of notices to help them.
- 5.** Once students complete the task, refer back to the wonderings list. Ask students which wonderings they have addressed by completing the task and which wonderings they would still like to answer. If there are wonderings left to be answered, ask students what they could do to answer the wonderings.

INSTRUCTIONAL STRATEGIES



MIND MAPS

This strategy helps students demonstrate content knowledge by creating an illustration using words, pictures, and symbols.

MIND MAPS

SUMMARY: Mind Maps help students create a visual representation of their learning in a non-linear way. Students begin their Mind Map by putting the main idea of the content in the center of the page. Then, they branch out with a combination of words, pictures, and symbols to elaborate on the main idea. Students should use arrows and lines to connect related ideas, as well as a range of colors to make the product more visually appealing.

PROCEDURE:

- 1.** Provide students with a blank piece of copy paper and various colored pencils or markers.
- 2.** Instruct students to write and circle the main idea of the content in the center of the page.
- 3.** Next, have students branch out from the center of the page with more ideas that elaborate on the main idea.
- 4.** Students should use a variety of colors and a combination of words, pictures, and symbols to describe the content.
- 5.** Have students connect related ideas with arrows and lines. They may elaborate on the connections they make with more words, pictures, or symbols.
- 6.** Alternatively, students can use a website like Google Drawings to create a digital Mind Map. .



QUESTION GENERATING

This instructional strategy switches the role of “question generator” from the teacher to the student as students use critical thinking to explore a concept by creating and asking their own good questions.

QUESTION GENERATING

SUMMARY: PA prompt is provided for students and they are asked to provide "good" questions regarding it. This strategy can be used at the beginning of a unit or concept to guide students toward the investigation of a certain topic or it could be used at the end of learning to review material.

PROCEDURE:

1. Explain the purpose of this exercise and discuss what kind of question is considered a "good" question (criteria will vary from teacher to teacher).
2. Provide a prompt for the students. This can be a picture, statement, or problem among many other options.
3. Provide students with time to create "good" questions about the prompt.
4. Discuss the students' questions. Students could volunteer to share their questions; students could pose their questions to the class for a response; several of the best questions could be stored for use in future class periods; or any other method that is effective in assessing, reviewing, or previewing the necessary content may be used.

INSTRUCTIONAL STRATEGIES



I CAN SOLVE THIS
PROBLEM IF...

THIS REMINDS ME
OF...

I WAS
SURPRISED
THAT....

SAY SOMETHING!

This reading strategy has students pause to discuss a text, optionally using specific sentence starters. It also can be adapted for math.

SAY SOMETHING!

SUMMARY: This strategy promotes reading comprehension and can be modified for use with mathematics. Students read a text or a set of problems in pairs and pause along the way to discuss the content, optionally using the provided sentence starters.

PROCEDURE:

1. Have students form pairs and take turns reading sections of the provided text aloud.
2. After the first section, the reader should pause and say something about what was read. The reader may make a prediction, ask a question, clarify a source of confusion, comment on what's happening, or connect the text to something that's already known. If readers aren't able to do one of those five things, they should reread the section.
3. Optionally, students may use the sentence starters provided below to help them initiate the conversation.
4. The listening partner offers a response to what was said. Then, the listening partner continues reading the next section until they pause to say something.

Math adaptation: Have student pairs take turns reading problems. After each problem, the reader should pause and say something about the problem. The reader may summarize the information, ask a question, clarify something that was misunderstood, make a comment, make a connection, or suggest a strategy to solve the problem.

INSTRUCTIONAL STRATEGIES



S-I-T: SURPRISING, INTERESTING, TROUBLING

Using this strategy, students identify something they find surprising, interesting, and troubling about the selected stimulus. Using S-I-T, students can summarize and demonstrate their interaction with a text, an image, or a video.

S-I-T: SURPRISING, INTERESTING, TROUBLING

SUMMARY: Using this strategy, students identify something they find surprising, interesting, and troubling about the selected stimulus. Using S-I-T, students can summarize and demonstrate their interaction with a text, image, or video. This strategy can help students gather their thoughts to be shared in small-group and/or whole-class discussions.

PROCEDURE:

6. Select a stimulus (text, video, or image) with which you would like your students to engage.
7. Optionally, provide three 3x5 index cards to each student or a similar means of letting students record their thoughts.
8. After students have interacted with the stimulus, ask them to identify one surprising fact or idea, one interesting fact or idea, and one troubling fact or idea.
9. If using index cards or similar, have students write their responses on separate index cards and write their initials on each.
10. Ask students to share their S-I-T responses in small groups and/or as a part of a whole-class discussion.
11. As an alternative, consider collecting and reading students' responses to gauge how they are feeling about the content presented in the lesson.

INSTRUCTIONAL STRATEGIES



TWO STARS AND A WISH

Two Stars and a Wish is a reflection strategy designed to provide student feedback via peer- and self-assessment. Students consider a recent activity, lesson, event, etc., and respond with two positive (stars) and one hopeful (wish) reflection.

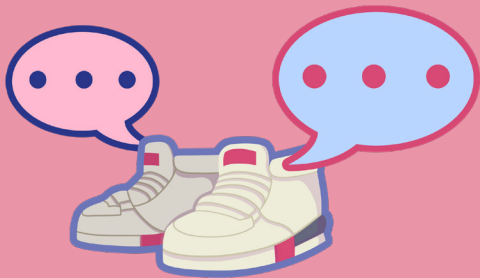
TWO STARS AND A WISH

SUMMARY: This instructional strategy gives students an opportunity to self-reflect and provide feedback to peers. This strategy can be used at any point in a lesson, but is best utilized following an activity or a presentation, when peer-reviewing a classmate's work, or for self-reflection on an assignment. Prompted by one of these events, students identify two areas that went well (stars) and one area that could be improved (a wish).

PROCEDURE:

- 1.** First, have your students take a moment to quietly reflect on the activity, presentation, event, etc.
- 2.** Next, have students work individually to write down, or share out, two areas which they liked, or feel positive about—the stars.
- 3.** Finally, have them write down, or share out, one area that they feel could be improved—the wish.

INSTRUCTIONAL STRATEGIES



WALK AND TALK

The Walk and Talk Strategy promotes physically moving as learners of any age discuss content. Get your learners moving while they engage in purposeful talk!

WALK AND TALK

SUMMARY: Use the Walk and Talk strategy to encourage learners of any age to get up and move while discussing content. Introduce a prompt based on something you have had your learners read or do. Then pair them up to walk around the room as they talk. When they come back to the larger group, ask them to share the highlights from their conversations.

PROCEDURE:

- 1.** After reviewing content, introducing new content, or giving learners a text to read, introduce a discussion prompt.
- 2.** Pair up learners. This “walk and talk” activity is a great opportunity for learners to find a partner whom they don’t know or don’t usually get a chance to talk to. If space is limited, move the groups to a different room or outside.
- 3.** Set a time limit and instruct partners to walk around the room discussing their responses to the prompt.
- 4.** Younger learners may need more structure about who talks first or tips on active listening to ensure that both partners have an equal chance to discuss the topic.
- 5.** Adult learners who want to leave the room to walk elsewhere need only a reminder of when to return for group discussion.
- 6.** When time is up, bring the group together and have them share out highlights from their discussions.