



Instructional Strategy Cafe



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Time Frame 50-60 minutes

Essential Question(s)

- How do instructional strategies enhance student learning?
- How do instructional strategies fulfill components of authenticity?

Summary

In this session, participants will be given a menu of instructional strategies to "taste test." Each of these strategies is research-based and supports components of authenticity. Once strategies have been chosen, the session will be built around a three-course meal of participants' chosen strategies. Each strategy option on the menu is accessible to any grade level and adaptable to any content area. Participants will leave with hands-on tools that they can implement immediately in any class.

Learning Goals

- Participants will explore and identify how authentic instructional strategies presented can be used for engaging, formatively assessing, and extending students' learning.
- Participants will recognize authentic components within the instructional strategies.

Attachments

- [Authentic Learning and Teaching.pdf](#)
- [Infographic - In 60 Seconds.pdf](#)
- [Instructional Strategies Cafe Menu.pdf](#)
- [Instructional Strategy Note Sheet.docx](#)
- [Instructional Strategy Note Sheet.pdf](#)
- [Presentation Slides Instructional Strategy Cafe.pptx](#)
- [Strategy Harvest Note Sheet.docx](#)
- [Strategy Harvest Note Sheet.pdf](#)

Materials

- Presentation Slides (attached)
- Instructional Strategies Cafe Menu (attached)
- In 60 Seconds Infographic (attached)
- Authentic Learning and Teaching Rubric (attached)
- Instructional Strategy Note Sheet (attached)
- Strategy Harvest Note Sheet (attached)
- Markers, pens, and pencils
- Sticky notes
- Poster paper (with one of six "Menu" choices as heading)
- Scratch paper

Engage

Presenter's Note: Preparation

Before beginning this session, have all handouts and materials available on a table for participants. Also, be sure to prepare one or two posters for the following activity by creating six columns across the page(s). Label the columns with the six strategies from the Instructional Strategies Cafe Menu handout.

Welcome participants, and introduce yourself and the session using the attached **Presentation Slides**.

Display **slide 2** to share the session objectives with participants. This will provide a road map of where you will go together during the session and will let participants know what to expect.

Transition to **slide 3** and pass out the attached **Instructional Strategies Cafe Menu**. Ask participants to look through the menu and choose three instructional strategies they would like to explore further.

Presenter's Note: Participant Choice

You may ask participants to choose one strategy from each "course" on the menu ("Starters," "Entrees," and "Desserts"), or you may allow participants to choose any three strategies from the six strategies listed.

Once participants have selected three instructional strategies, ask them to engage in a [Sticky Bar](#) activity by taking one sticky note and placing it on the Sticky Bar poster paper, creating columns above or below the name of the strategy they would like to explore further. You will present and use the three strategies that the majority of the group chose.

Optional Technology Integration

You may use an online tool to gather participants' votes electronically. Mentimeter.com is one example of an online tool you could use (and is the site listed on **slide 4**). However, it is always good to have a back-up strategy like Sticky Bars in case the internet or website does not work appropriately.

Inform participants that several new strategies will be introduced to them throughout the session. These strategies are tools used to support and guide higher-order thinking in an authentic way. Make sure each participant has a copy of the attached **Instructional Strategy Note Sheet**, and encourage participants to use it to jot down their ideas for personalizing a strategy to be used as an instructional tool in their classrooms. Before breaks and after the strategies have been modeled, the presentation will allow time for participants to reflect on how to use these strategies.

Presenter's Note: Strategy Slides

Be aware that, from this point forward, you should skip the slides that were not selected by participants during the Sticky Bar activity. The strategy slides are as follows: Strategy Harvest (slide 6), Strike Out (slide 7), Tweet Up (slides 8–9), Create the Problem (slides 10–11), 3-2-1 (slide 12), and Synectics (slide 13).

Explore

[Strategy Harvest](#) strategy: Show **slide 6**. Present the problem on the slide and instruct participants to solve the problem and record their strategy on the attached **Strategy Harvest Note Sheet**, found either on the table or in their folder. After a couple minutes, tell everyone to find an elbow partner and share the strategy they used. Participants will take turns sharing and recording the new strategies on their note sheets, "harvesting" the strategies others used. Participants will continue to find a new partner one or two more times and record the new strategies shared each time. Bring the group back together and have a few participants share out either their own strategy or a new one they learned and might use in the future.

Possible Response

"I drew a picture to show the 12 on the top, and I knew that, by making an array for 3×4 and 2×6 , the side would either be two, three, four, or six."

Presenter's Note: Purpose

This strategy is similar to allowing students to share out how they solved a particular problem in a whole-class setting. Strategy Harvest allows students to explain their strategies multiple times, which reinforces learning and provides an opportunity for students to view the processes of others and compare them to their own. While students observe other processes, it allows for the new strategies to build and connect to their own prior knowledge, thus creating a deeper understanding of the content being taught.

[Strike Out](#) strategy: Show the **slide 7**. Have participants get into groups of four with proximity partners. Ask the question, "What skills do you need for college readiness?" Instruct the participants to list as many skills as they can in their small groups. Then, pass papers to the group on their right. Based on the answers given, strike out one item that does not meet the criteria or that is the least important. Participants will continue to pass papers to the right, and groups will continue to mark off one item from the list until only the most important skills remain. Allow groups time to share out the skills that are remaining on their lists.

Optional Activity

If time allows, you may instruct participants to "revive" one skill they feel is important for college readiness. This is something teachers need to do with their students. It provides an opportunity to critically think about what is most important to the topic being discussed or taught. What one item would hold its own or fit best with the items that survived the strike-out portion?

[Tweet Up](#) strategy: Show **slides 8-9**. Participants will write an opinion statement about the concept presented in the infographic. It must contain fewer than 140 characters and include a hashtag. Read the example from the slide: *Students today must learn how to move beyond basic comprehension. #CriticalThinking*

Move to the next slide and identify the infographic "In 60 Seconds" by GO-Globe, located either in participants' folders or on the table. Participants will use this infographic to write their tweets and share them with the whole group.

Possible Response

"Teachers today must be trained and knowledgeable in technology. #InformationOverload"

Presenter's Note: Update the Infographic

This infographic will need to be updated each year and can be found at <http://www.go-globe.com/blog/60-seconds/>. Also, you can use a website like Padlet to create a forum so participants can post their Tweet Up statements for all to see and scroll through simultaneously.

[Create the Problem](#) strategy: Show **slides 10–11**. Present this instructional strategy, letting participants know that they are going to use the information on the next slide to create a problem, in context, that would result in the given solution.

Move to the next slide with the graph.

Possible Response

"The temperature on the days before and after the wedding rose steadily. The day before the wedding, it was -20 degrees outside, and the day of the wedding, it was -8 degrees. What was the temperature the day after the wedding? Draw the graph to represent the change in temperature if this were to continue. Write an equation representing this graph. *Possible equation, $y = mx + (-b)$ or $y = 12x + (-8)$.*"

Presenter's Note: Encouraging Creativity and Flexibility

This strategy allows for creativity in subjects that often just present one type of problem for each given answer. Instead, Create the Problem switches around a normal problem and allows for the answer to be the catalyst for a multitude of possible problems. This strategy lends itself to math, but can be used in other subjects as well. In social studies, teachers can name the solution to any kind of disaster, economic problem, or war and ask students to come up with the problem(s) that necessitated a solution.

[3-2-1](#) strategy: Show **slide 12**. Introduce this slide as the Engage portion of a lesson that could be used when teaching about the Dust Bowl. Inform participants that they are using the 3-2-1 strategy with a picture deconstruction. Ask participants to write down three things they notice about the picture, two things they can infer based on their prior knowledge of the Dust Bowl, and one question they have about this picture.

Possible Response

3: "Three things I notice about the picture are a woman and two children. They are sitting down, and they seem to be sitting under a fabric used as protection from the weather elements, supported by a large branch or small log."

2: "I presume they are traveling west because their land is no longer able to produce crops. Also, they may have lost their husband/father on their travels due to the hardships of traveling during that time."

1: "Will they survive their westward journey?"

Presenter's Note: Strategy Versatility

The 3-2-1 strategy can be altered for use in many contexts, to fit any lesson or content area. It can be used as an Engage piece or as an Exit Ticket during the Evaluate portion of a lesson. It can be used in class for students to gather information and questions while reading a passage or excerpt. It is a quick strategy that doesn't take much time to complete or explain. Students are always encouraged to share out part of what they have written.

[Synectics](#) strategy: Show **slide 13**. Explain that this is a science strategy, but it can be adapted to any content area. It is similar to making a simile or metaphor in Language Arts—but it uses things you wouldn't normally compare and explains the connection between the two objects or ideas.

Use the example on the slide for participants to explore: *A cell is like a _____ because _____*. Ask participants: *Is it most like a shopping mall, a bowl of gelatin, a brick wall, or an iPod?*

Participants will choose one of the four answer choices and then write an explanation of why a cell and the chosen object are most alike. After participants have written their explanations, have them share out what they wrote.

Presenter's Note: Strategy Versatility

This strategy can be used in all content areas. It is a great strategy for the end of a unit or lesson to assess how a student can make connections to their learning. It also can be used to jumpstart learning and engage students in a creative way to link prior knowledge to new information.

Explain

Show **slide 14**.

Now that three instructional strategies have been presented, have participants find someone in the room they haven't talked to yet and share one idea of how they would use each strategy to enhance student learning and achievement in their classrooms. Have partners share out each other's ideas. Repeat this process two or three times.

Possible Responses

Answers will vary depending on the represented content areas and the instructional strategies presented.

Extend

Show **slide 15**. Ask the group: *Which of these four components of authentic teaching do you see represented in the use of these three instructional strategies?*

Use the attached **Authentic Learning and Teaching Rubric** to support participants' answers.

Possible Responses

Answers will vary depending on the three strategies that were explored.

- "Construction of knowledge or higher-order thinking is part of each of these strategies. We ask students to use their prior knowledge to build and connect new knowledge, based on discussion and discourse, throughout the task and activities the strategies present."
- "There is also value beyond school in all of these strategies. In one way or another, they present opportunities for students to create and communicate ideas based on their prior knowledge. Some of them also allow for the assistance of others to help explore new meanings and real-world applications."
- "These strategies allow for student ownership and shared control of the learning environment."

After the discussion of authenticity and authentic teaching, give participants time to fill out the Instructional Strategy Note Sheet. Explain that the note sheet provides an opportunity for participants to dig deeper and individually reflect on how they might use the strategies in their own classrooms.

Evaluate

Presenter's Note: TREK

TREK evaluations will be used in place of the evaluation activity when available. If you don't have access to a TREK evaluation, continue with the activity below.

Go to **slide 16**. As an [Exit Ticket](#) at the end of the session, ask each participant to use a sticky note to explain how they will use one strategy they learned about in their own classroom by the end of the week.

Have participants briefly explain (on the sticky) how they will implement the strategy in their classrooms. Participants should post their sticky notes on the wall or poster paper for all participants to see as they leave the session.

Follow-up Activities

Research Rationale

Instructional strategies engage and provide opportunities for students to make connections to new information using their prior knowledge as a foundation. They make thinking visible to themselves, peers, and teachers (Keeley& Tobey, 2011, p. 171). Teachers can use instructional strategies to gain an idea of what the students know and need to learn. By doing this, they can target instruction and provide opportunities to build on students' prior knowledge. Instructional strategies can be used as a formative assessment, quickly assessing the students' understanding and providing teachers with a guide to develop further instruction and support as needed, and they can help students identify and monitor their own learning throughout lessons and units. Instructional strategies create an authentic learning and teaching environment for all students.

Resources

- GO-Globe Web Design Co. (2005-2016). Things That Happen Every 60 Seconds 2016 [Infographic]. <http://www.go-globe.com/blog/60-seconds/>
- K20 Center. (n.d.). 3-2-1. Strategies. <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5059a7b>
- K20 Center. (n.d.). Bell ringers and exit tickets. Strategies. <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505d6f2>
- K20 Center. (n.d.). Create the problem. Strategies. <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f506ae04>
- K20 Center. (n.d.). Sticky bars. Strategies. <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505ee0f>
- K20 Center. (n.d.). Strategy harvest. Strategies. <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5062662>
- K20 Center. (n.d.). Strike out. Strategies. <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5062cdf>
- K20 Center. (n.d.). Synectics. Strategies. <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505b6b0>
- K20 Center. (n.d.). Tweet up. Strategies. <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505fb94>
- Keeley, P. & Tobey, C. (2011). Mathematics formative assessment: 75 practical strategies for linking assessment, instruction, and learning. Thousand Oaks, CA: Corwin.