

Strategy	Purpose	Procedure	Tips
Partner Protocol	<ul style="list-style-type: none"> *To process new learning *To build or strengthen relationships across the community *To practice reflection 	<p>For any activity requiring that students have a chance to reflect on new learning. Partners can be self-chosen, teacher-chosen, chosen by random drawing, or other method.</p> <ol style="list-style-type: none"> 1. Partners must physically get together 2. Each partner must have at least 60 seconds to speak without interruption. 3. Each partner must ask at least 1 question after the other has finished speaking. 4. Partners must thank each other when through and return to seats without disrupting others. 	<ul style="list-style-type: none"> *Explain the rationale for the given protocol to encourage students to follow it correctly *Make sure to allocate enough time for the protocol *Monitor time to ensure equitability.
Give-One-Get-One	<ul style="list-style-type: none"> *To access and validate prior knowledge, experience, expertise *To build community *To engage participants as teachers and learners *To build in physical movement *To expand students' repertoire of knowledge and skills 	<p>For any activity where students are looking for multiple strategies to approach a problem. Grids should allow space for student to offer 2-3 strategies, plus enough additional grids for writing in more (usual 8 to 12 grid spaces is plenty for anything).</p> <ol style="list-style-type: none"> 1. Students must first write down 2 or 3 strategies they might use. 2. Students must stand up and find one other person to give one strategy to and get one strategy from so each can fill in a grid spot. 3. This is not simply a "copying" exercise, each student must take time to explain their strategy to the other student before they write them in their grid. 4. When finished, they should thank the person who gave them one, and move on, mingling around the room to repeat the same exercise with multiple partners. 	<ul style="list-style-type: none"> *Be clear about the instructions (participants have to GET UP to do the exchange) *Allow time for students to first jot down 2-3 of their own ideas before getting up and sharing. *Set a time limit and keep the activity moving, otherwise it can easily become a time to chat *Stop the activity before everyone is done and acknowledge that having all boxes filled is not necessary and not the goal of the activity. *Acknowledge the value of learning from others.

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Journey Map	<ul style="list-style-type: none"> *To create a visual illustration of learning over time. *To support reflection upon and analysis of experiences. *To offer the opportunity for all students to think creatively when representing their thinking process. 	<p>A journey map is a metaphoric representation of the learning process of a concept. Students usually create a “land” that will be able to encompass all of the “places” and “physical features” that are symbolic of the students’ learning journey.</p> <ol style="list-style-type: none"> 1. For use at the end of the learning activities for a knowledge of theme, unit, idea, concept(s) or skill(s) acquired. 2. Students reflect back to the beginning of the unit or lesson and bring into consideration their feelings about the skills and knowledge they possessed. The journey map should include metaphoric representations of challenges, breakthroughs, help, and new ideas, skills, or knowledge acquired along the way. 	<ul style="list-style-type: none"> *Can be done either individually or as a team *Encourage creativity in representation and media *Consider providing a model(s) *Structure in some time to share these maps with everyone (Gallery Walk, Partner Share, etc.)
Gallery Walk	<ul style="list-style-type: none"> *To strengthen sense of community *To affirm commonalities *To broaden students’ perspective 	<p>In a Gallery Walk, students individually “walk” the room to view the array of projects presented by others.</p> <ol style="list-style-type: none"> 1. They must be quiet (if walking with a partner, they may talk quietly with only each other) 2. Must carry a post-it pad and writing utensil 3. Must make at least 3 constructive comments about each project on post-its 4. Must ask at least 2 constructive questions about each project on post-its 	<ul style="list-style-type: none"> *Partner gallery walks increase accountability and focused participation. *Establish a meaningful outcome by having a specific focus for the walk *Make sure post-its are distributed and require their use. *Provide specific guidelines for feedback and questions – consider modeling some.

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Metaphor Prompt	<ul style="list-style-type: none"> *To consider different approaches to a concept *To invite creativity and playfulness *To support the “inventor” learner 	<p>The Metaphor Prompt can be useful when introducing a concept that the students have some background familiarity with.</p> <ol style="list-style-type: none"> 1. Teacher provides a prompt that forms the beginning of a simile or a metaphor, “A _____ is like a _____”, or “A _____ is (a) _____”, - Teacher fills in the first blank. 2. Students can work alone or in pairs to complete the statement. 3. Individuals or teams must present their completed phrase, and explain it to the class. 	<ul style="list-style-type: none"> *Don’t overuse. *Maintain a non-judgmental environment in which to share sentence completions.
Think, Write, Pair-Share	<ul style="list-style-type: none"> *To process new information or experience *To access prior knowledge, understandings, experience or purpose 	<p>Think-Write-Pair-Share is a process by which after a “chunk” of new information has been given to the students, the teacher prompts them with an open-ended question about the learning that requires some critical thinking and personal interpretation.</p> <ol style="list-style-type: none"> 1. Write the question down 2. Allow the students to write silently for about 5 minutes (modify as needed) 3. Students pair up (can be teacher paired or student paired). 	<ul style="list-style-type: none"> *Vary the prompts *Be sure to include time to think before writing. *Vary writing times as needed *Connect with another “active” strategy, such as a stand-up meeting.

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Plusses & Deltas	<p>*To analyze a concept from the standpoint of benefits and liabilities</p> <p>*To collect evaluative feedback</p>	<p>Plusses and Deltas is a useful strategy when teacher is presenting a concept that is problematic in that it is controversial, or has more than one solution.</p> <ol style="list-style-type: none"> 1. Draw a T-Chart on the board or poster paper that has the headings “Plus” and a delta (change) sign. 2. By writing directly on the board (taking turns) or writing on post-it notes and posting, students must write down a predetermined amount of benefits of a particular solution or point of view, and a predetermined amount of deltas – that is, ways it could be changed or looked at differently (this prevents the negativity of “cons”, or “minuses”) 3. When all comments are collected, teacher reviews them for potential further class discussion. 	<p>Whole group feedback helps individuals see how their analysis or evaluation compares to others.</p>

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Post-It Feedback	<ul style="list-style-type: none"> *To capture ongoing feedback *To assess and respond to student needs *To encourage greater ownership of the lesson 	<p>Post-It feedback is usually used when the teacher is finishing something a lesson or unit (strategy, media, activity, project, etc.).</p> <ol style="list-style-type: none"> 1. post a chart at the back of the room that is divided in half. Label one half with a “plus” sign, and one half with a “delta” sign. 2. At completion, direct the students’ attention to the chart. 3. Have them take a few (quiet) minutes to consider what components of the activity they particularly enjoyed or felt good about, and also components of the activity that made them uncomfortable, unsuccessful, or confused. 4. Have them chart their ideas on separate post-it notes (no name required) and put them in the appropriate “plus” or “delta” section. 5. Review the notes, and prepare to address them at the next class session specifically, to inform the students how you plan to honor their comments and concerns. 	<ul style="list-style-type: none"> *Post-its invite short responses and may increase the number of responses *Put the feedback charts in a location away from the front of the room and easily accessible by the participants *Be sure to acknowledge the feedback soon, specifically, and publicly.
Individual Practice	<ul style="list-style-type: none"> *To help make current learning meaningful for participants and relevant to their needs. *To actively engage participants in applying new learning. 	<p>Individual practice is any type of activity that allows individual learners to practice or put to use new information or skills. This can come in a variety of forms such as a worksheet, a short answer response(s) to question, many of the activities we have traditionally defined as “seat work”, or individual mini-projects or demonstrations.</p>	<ul style="list-style-type: none"> *Be sure that the practice allows for some differentiation or adaptation to the individual context. *Build in some low-risk accountability. *Allow for processing time after the practice event.

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Cross Community Insights	<ul style="list-style-type: none"> *To synthesize data from many smaller groups. *To articulate cross community learning. 	This activity is simply a time where the teacher invites the class to share out a new insight, learning, or reflections. The teacher, or a student helper adds each comment to a chart at the front of the class that can be seen clearly. In this way, all input is validated and can be seen and reflected on by others.	<ul style="list-style-type: none"> *Consider using these reflections to inform next steps. *Chart maintains focus and validates insights.
Quotes	<ul style="list-style-type: none"> *To extend or deepen thinking *To introduce provocative “big” ideas. *To stimulate discussion. *To provide a set for new learning. 	Choose quotes to put up that relate to the new idea being taught. The quote should be one that will stimulate new thinking about the concept before, during, and after the lesson. Quotes can be used at the opening of a lesson for students to try to interpret or make guesses, or at the end of a lesson to prompt reflection or deeper thinking.	<ul style="list-style-type: none"> *Don’t over use. *Choose quotes that are succinct and clear. *Consider using quotes that introduce provocative ideas that stimulate discussion without diverting attention and/or focus. *The most effective quotes tend to introduce large concepts, not specifics or details.

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Anecdotes	<ul style="list-style-type: none"> *To provide examples of a concept. *To confirm teacher's knowledge, skill, or experience (credibility). *To build personal relationship with the audience. 	Anecdotes are those little "stories" we tell to back up or illustrate an idea – it puts it into the context of the personal. Anecdotes can be personal to the teacher, but keep the audience in mind. The anecdotes can also be a student's (or someone unknown in their peer group). Tell this little "story" at a strategic point in the lesson where it will best illustrate the point being made.	<ul style="list-style-type: none"> *Use sparingly since personal anecdotes will unduly (and inappropriately) focus the audience's attention away from them and on the individual presenter. *Consider that the most important anecdotes might be those of the audience members. *Plan ahead and tailor the anecdote to fit the concept you are trying to illustrate. *Make sure the anecdote makes the point clearly. *Use other people's anecdotes (credit doesn't always have to be given) as long as they are effective in illustrating a point. *Anecdotes can be VERY powerful – a good (verbal) picture is worth 1,000 words, as long as it doesn't take 1,000 words!

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Post-It Lecture	<ul style="list-style-type: none"> *To convey large quantities of input quickly *To highlight key ideas *To provide visual assistance and memory hooks for lecture *To assist teacher in conveying input. 	<p>When delivering a lecture, plan ahead making a graphic organizer on the board or chart paper. This is the organized format for which you want to present the content. Make post-it notes that have the key vocabulary or key concepts written on them. Arrange the post-its in a stack in the order you will address them in lecture. As you come to each concept in the lecture, stop and place the post-it in the appropriate place on the graphic organizer. This will help students have a visual arrangement of the ideas to assist them in thinking about the new information being given.</p> <p>This can be extended in an activity where students may choose specific post-its (or “points” from the lecture to extend or work with further).</p>	<ul style="list-style-type: none"> *Make sure the graphic organizer is clear, and easily understood. *Use light-colored post-its and dark, broad-tipped marker. *Consider color-coding post-its. *Identify the <u>essential</u> concepts or words for the post-its.
Concept Sort	<ul style="list-style-type: none"> *To provide guided practice of new concepts. *To provide kinesthetic learning experience with manipulatives. 	<p>Type up a list of the key concepts or ideas being taught. This can also be a list of sample scenarios or examples that fit the concepts being taught. Make several sets so that students may work in several groups with each having a set. Cut them up into strips and distribute a set to each group. Have the students arrange the concepts into categories that aide in understanding of the concept. If using scenarios or examples, have them match them with the appropriate concept.</p> <p>A variation would be for the students to sort the sets of ideas into self-identified categories as a way of applying fundamental principles. This is called “Concept Formation” and is a much more open-ended version of the activity.</p>	<ul style="list-style-type: none"> *Consider ahead of time whether or not there is ambiguity or only one right answer. If the latter, consider having a “key” when done. *Debrief accordingly. *Consider providing a graphic organizer for sorting.

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Graphic Organizer	<ul style="list-style-type: none"> *To create a visual memory hook. *To provide visual organization of key ideas. *To support English Language Learners. 	<p>On the board or on a piece of poster paper, create an open, large-sized graphic organizer for students to see as an aide to visualizing how the information is to be chunked.</p> <p>(This could be extended by applying a Post-It Lecture to the graphic organizer, having students use it as a basis for a Concept Sort, or as an extension or jumping off point for many other strategies.)</p>	<ul style="list-style-type: none"> *Chunk the content into big ideas and supporting details. *Sequence and/or show relationships between ideas. *Consider visual or graphic illustrations to aid memory.
Know/Want to Know	<ul style="list-style-type: none"> *To bridge prior knowledge with new learning *To help learner focus new learning. 	<p>On a sheet of paper, have students take a moment to respond to a prompt about their new learning. The prompt should be phrased to elicit either the “big picture” idea or a specific important piece of learning. The second prompt for response should elicit thinking about what the student would want to know in order to apply their new learning to some other setting, situation, or discipline.</p>	<ul style="list-style-type: none"> *Provide follow up to “Want to Know” whenever possible.
3-2-1 Protocol	<ul style="list-style-type: none"> *To synthesize new learning *To narrow a focus for new learning. *To process concepts in a variety of ways, depending upon prompts 	<p>In this activity, students can individually or in pairs list 3 things in response to a prompt, 2 things in a related prompt, and then 1 thing in a related prompt. The prompts tend to go from eliciting “surface” level learning on the first prompt, to “higher level” thinking on the final prompt.</p> <p>For example, at the end of a lesson or unit the students might list 3 new ideas they have learned, 2 things they already knew but now know more about (or two things they feel strongly about), and 1 thing they can extend or apply.</p>	<ul style="list-style-type: none"> *Can be used nicely at the beginning or end of a lesson or unit. *Consider choosing prompts that support a variety of learners
One Sentence Summary	<ul style="list-style-type: none"> *To synthesize new learning 	<p>Exactly as the name implies – give students time to think and jot notes if necessary, but summarize the key idea(s) in one sentence.</p>	<ul style="list-style-type: none"> *Can be used as a quick processing device at any time during the lesson. *Sharing out in some fashion allows learners to hear how others have synthesized the learning/concepts.

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Application Activity	<ul style="list-style-type: none"> *To provide application of new learning to personal context and needs. *To engage learner actively *To make content relevant *To build skills and deeper understanding *To increase likelihood of implementation 	These activities can be individual, paired, or in small groups. Any application (or choice of several) that allows students to actively use new concepts they have learned. These can be in the form of projects, presentations, experiments, papers, or a combination of any. The idea is that students will take what they know and put it into a format that shows their understanding and knowledge of application and allows them to demonstrate/explain this.	<ul style="list-style-type: none"> *Provide structure and accountability. *Make instructions very, very clear. *Consider building in the application activity over the course of the lesson or unit (not just at the end). *Provide adequate time. *Make environment as risk-free as possible. *Allow for variation and contextualization so that every learner feels supported.
Personal Reflections	<ul style="list-style-type: none"> *To draw applications to personal context *To access prior knowledge and experience. 	Provide a reflective prompt that allows students to think, reflect and write about new ideas gained through new learning.	<ul style="list-style-type: none"> *Consider whether sharing is appropriate/needed or not. *Choose meaningful and powerful prompts. *Don't over use *Allow time *Consider providing a journal for students. This allows for students to examine learning over time.

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Artifact Exploration	<ul style="list-style-type: none"> *To provide a kinesthetic experience for processing concepts or new ideas. *To invite metaphoric thinking *To deepen understanding 	In these activities, artifacts (actual tactile objects) are used to support new ideas or concepts being taught. Students must examine the artifact(s) and then respond to directions. These can be a direction to demonstrate how an artifact is used, to tell about the various aspects of the artifact, or to use the artifact in some metaphoric representation of a new idea being taught.	<ul style="list-style-type: none"> *Develop activities or prompts that support all audiences. *Make the activities similarly complex so as not to favor or overburden one sort of learner. *Consider allowing for choice (for differentiation) *Encourage learners to try more than one to challenge them to go beyond natural comfort zone. *Allow for sharing so participants see other types of thinking and processing.
Round Robin Share	<ul style="list-style-type: none"> *To encourage equity of voice *To validate insights and ideas across the community *To build community. 	At the end of any session where students have problem solved, processed, or reflected in groups – each group comes to a consensus about a few key ideas they have arrived at. Each group has one representative who shares out that group’s ideas – this is done in round robin fashion.	<ul style="list-style-type: none"> *Use when you want to get out ideas efficiently. *Ask each table or group to identify a reporter in advance. *Limit the number of “rounds” to two to avoid dragging.
Guided Practice	<ul style="list-style-type: none"> *To provide application of new learning *To build skills in a controlled setting *To check for understanding. 	Any activity where students may apply and practice new learning. This can take the form of projects, presentations, demonstrations, role play, etc. – anything that allows students to realistically apply new learning and put it to actual practice.	<ul style="list-style-type: none"> *Create a context and a structure that supports full participation in the practice. *Provide a risk-free environment, especially if the practice is public. *Provide clear, step-by-step instructions

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Connector	<ul style="list-style-type: none"> *To prepare for new learning. *To connect to prior knowledge and experience. *To make connections across the community of learners. *To allow time for students to become cognitively present. 	Connectors can come in many forms – prompts that elicit prior knowledge and allow for reflection of that knowledge, prompts that elicit anecdotes, prompts or activities that call to attention specific prior experiences that may demonstrate “expertise” or even familiarity with an idea.	<ul style="list-style-type: none"> *Choose a prompt or activity that is meaningful, yet not essential. This doesn’t put latecomers at a disadvantage. *Keep it under 20 minutes, otherwise participants may feel that too much time is being wasted before they get to the “meat” *Allowing for some sharing out helps create a sense of community and validate ideas.
Foreshadowing	<ul style="list-style-type: none"> *To help prepare for new learning *To make connections across concepts being presented *To reinforce key concepts *To provide sense of direction 	Early in the lesson or unit, state, present, or have posted allusions to a “bigger idea”. This would usually be the cross-curricular idea or scenario to which students could apply new learning at the end of the unit or lesson. Initially, when these big ideas are presented, students will only have part of the knowledge necessary to understand it, but can be assured that these are ideas they will understand more fully by the time their study is finished.	<ul style="list-style-type: none"> *Build it in intentionally and strategically *Be clear about what you want to stress or highlight.
Outcomes and Agenda	<ul style="list-style-type: none"> *To convey and clarify purpose *To provide focus for learning. *To support learners who need clear outcomes and a “road map” – a scaffold 	Outcomes are simply a list of new skills, ideas, and understandings the student will have at the end of the lesson/day. Phrase in the form of “Learners will understand...”, or “Learners will be able to...”. An agenda is simply your schedule – what will come first, second, etc.	<ul style="list-style-type: none"> *Limit number of outcomes *Use clear, understandable language *Realize that the language you use conveys more than just your outcome *Keep agenda posted *Avoid posting times to allow for flexibility *Refer back to agenda or outcomes at the end of the class/day whenever possible.

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Assigned Partners	<ul style="list-style-type: none"> *To build community *To encourage new perspectives *To allow for cross-community learning and teaching *To add physical movement. 	Guiding students through a structured choice in choosing a working partner. This activity should encourage students to choose different partners often because it will benefit all. It is important to set clear expectations about behavior during this activity, and also to emphasize the importance of looking for new and different partners.	<ul style="list-style-type: none"> *Set up a place where those without partners can easily find one (a “singles bar”) *Set very short time limit for finding partners, or else it will quickly become chat time; model briefly. *Given an odd number of participants, acknowledge ahead that one triad will have to be formed in order to avoid anyone feeling left out. *Don’t over use, but try to use all partners *Give clear directions and model briefly.
Corners	<ul style="list-style-type: none"> *To assess audience *To allow participants to get a clear picture of community *To build community *To add physical movement 	Set aside corners or spaces in the room. Use prompts that will elicit information in a public way about the group. “Everyone who has please stand in corner number one”, etc. You may want to shift through several rounds of these questions so that you and the audience may see a physical representation of experience or expertise in the group. Possibly follow up with a “What did you notice” sharing about the experience.	<ul style="list-style-type: none"> *Plan prompts to assess what you want to know or what you want the audience to know about itself. *Word prompts carefully. *Consider having a “none of the above” corner or space to allow for those who can’t decide.
Self-Assessment	<ul style="list-style-type: none"> *To link content to students’ learning needs and goals *To encourage and build toward personal application *To reinforce learning outcomes 	This can come at the beginning, middle or end of a lesson. Self-assessment is simply a way for the student to look at their current level of skills or knowledge in a way that is relative to the learning process, to determine what they still need, and possibly how they can best learn. This can be elicited through a prompt, a checklist, a survey, or a simple rubric.	<ul style="list-style-type: none"> *Sharing out validates and clarifies students’ learning needs. *May not want to share out in a high-risk or low-trust environment

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T-Chart	<ul style="list-style-type: none"> *To compare and/or contrast ideas *To analyze two perspectives 	Post the T-Chart at the front of the room where it can be seen. This can be used at the beginning of a lesson to elicit prior knowledge, or during and after a lesson to do comparisons or analysis using new knowledge.	<ul style="list-style-type: none"> *Can be a strategy to access prior knowledge *Provide a graphic organizer for note-taking *Lends itself nicely to charting up
Cartoons	<ul style="list-style-type: none"> *To create a “memory hook” for long-term retention *To illustrate a concept *To enhance learning through humor 	Provide cartoons via a projector that support or illustrate a point, or that encourage new thinking or a different perspective. Be sure that cartoons are age-appropriate for audience.	<ul style="list-style-type: none"> *Abide by copyright laws *Avoid overuse *Make the connection between the cartoon and the concept explicit (don’t assume everyone gets it) *Consider inviting students to share the connections they note *A good way to present the cartoon for consideration - cover the caption, describe the picture, uncover the caption, then read aloud.