



Instructional Strategies
for
K to 12
“Strategies for Teaching”

Created by:

*Otterville Public School Teachers
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Sources:

Bennett, B., Rolheisser, C. (2001). Beyond Monet: The Artful Science of Instructional Integration. Toronto, ON: Bookation Inc.

Bennett, B., Rolheisser, C. (1991). Cooperative Learning: Where Heart Meets Mind. Toronto, ON: Bookation Inc.

(2003). Think Literacy: Cross-Curricular Approaches, Grades 7-12. Toronto, ON: Queen's Printer for Ontario

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Say and Switch

(Grades K to 12)

(Cooperative Learning, page 204 Barrie Bennett - Carol Rolheiser - Laurie Stevahn)

Description

- a cooperative structure in which partners sequentially take turns responding to a question or discussion topic at signalled (and sometimes unpredictable) intervals.

Procedures

- Step 1** Place students into partners.
- Step 2** Identify the discussion topic.
- Step 3** Identify the signal when roles will switch.
- Step 4** Cue first partner to respond to question/topic.
- Step 5** First partner shares while the second partner listens carefully.
- Step 6** Use the signal to switch roles so the other partner shares while the first partner listens.
- Step 7** Several switches may take place throughout the period of time allotted for discussion.

Prior Knowledge Required

- content for discussion
- active listening skills
- taking turns

Classroom Management Considerations

- remind students to use appropriate voice volume so others can hear their partner
- thought should be put into placement of partners around classroom
- thought should be put into who will work well as partners in this situation

Materials

- bell or some kind of noise-maker to signal the switch



Fishbone - Graphic Organizer

(Grades K to 12)

(Beyond Monet, page 102)

Description

- a graphic organizer used to “sort and classify”

Procedures

- Step 1** Present a topic.
- Step 2** Brainstorm ideas related to the topic.
- Step 3** At the head of the fishbone write the topic.
- Step 4** On each bone, label with a factor which is related to the topic.
- Step 5** Under each factor, more specific thoughts can be listed.



Prior Knowledge Required

- background information related to the topic
- experience organizing and categorizing information and ideas
- if using a small group approach, cooperative learning skills

Classroom Management Considerations

- discussion based on focus topic should be conducted as a whole class to provide some knowledge
- students can work alone, in pairs, or groups

Materials

- fishbone template (optional)
- paper (size depends on topic, time, etc.)
- pencils, coloured pencils
- rulers
- materials related to topic (books, posters, etc.)



Say and Switch

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> fosters oral communication skills and active listening skills promotes student participation 	<ul style="list-style-type: none"> use as a structure for reviewing, rehearsing, or checking for understanding 	<ul style="list-style-type: none"> at the end of the session, have students summarize their partners' thoughts or their own thoughts orally with the class or in written form as a check for understanding in Step 6 when the switch occurs, the challenge is for the second partner to complete or continue the first partner's line of thought before introducing new ideas

Teacher Notes and/or Reflections:

Fishbone Graphic Organizer

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> provides a visual display of learning encourages thinking at the analysis and evaluation level of Bloom's Taxonomy 	<ul style="list-style-type: none"> use as a whole class to organize class thoughts through a discussion use in small groups as a lesson follow-up use independently as a culminating activity use in problem-solving use to identify and organize factors use for classification purposes 	<ul style="list-style-type: none"> fishbone can be as long (number of bones) as needed for a particular topic younger grades: one idea per bone which connects to head topic incorporate other graphic organizers (ranking ladder, Venn diagram)

Teacher Notes and/or Reflections:

Round Robin

(*Cooperative Learning, page 205*)

(Grades K to 12)

Description

- a cooperative structure in which students take turns making a verbal contribution in a group setting

Procedures

- Step 1** Place students into groups of 3 or more students.
- Step 2** Explain that students will take turns verbally sharing their ideas in either a clockwise or counter-clockwise direction.
- Step 3** State topic of discussion.

Prior Knowledge Required

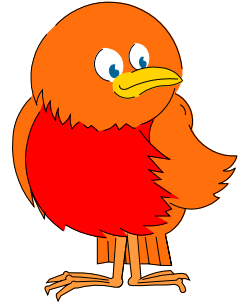
- taking turns
- knowledge of assigned topic to be discussed

Classroom Management Considerations

- prior knowledge of accountable talk
- a cluster of desks suitable for groups to sit around

Materials

- may use a bell or signal for change



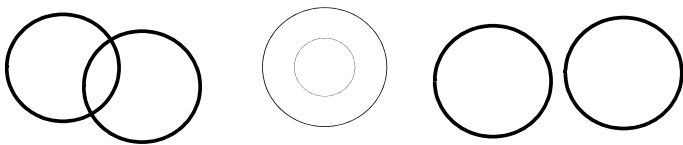
Venn Diagram - Graphic Organizer

(*Beyond Monet, page 103*)

(Grades K to 12)

Description

- a graphic organizer
- invites students to think about how things are the same and how they are different (analysis level of Bloom's Taxonomy)
- e.g.: possible set-ups



Prior Knowledge Required

- background information related to the topic
- understanding that the overlapped parts are for ideas that are the same and separate areas are for the differences

Classroom Management Considerations

- none

Procedures

- Step 1** Begin with ideas to be compared.
- Step 2** Place ideas in correct section of the diagram to represent differences and similarities

Materials

- manipulatives to sort (optional)
- chart paper for whole group work
- templates for individual or small-group work

Round Robin

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> allows each student a turn provides structure where only one student is speaking at a time 	<ul style="list-style-type: none"> use to access prior knowledge or to review learning use to encourage the expression of thoughts and opinions on a topic use to provide structure to a group discussion 	<ul style="list-style-type: none"> designate amount of sharing time per group member, or pass when student has shared all his/her thoughts allow students the opportunity to "pass" to create a safe environment
<p>Teacher Notes and/or Reflections:</p>		

Venn Diagram - Graphic Organizer

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> provides a visual display of learning and understanding encourages thinking at the analysis level of Bloom's Taxonomy 	<ul style="list-style-type: none"> use for a whole class or small group lesson to develop understanding of a topic use as an individual activity to demonstrate learning use as a centre activity 	<ul style="list-style-type: none"> use manipulatives and hoola hoops for sorting can be incorporated into other graphic organizers (e.g., Fishbone, Concept Map) include more categories to make it more complex <div data-bbox="1208 1566 1430 1728" data-label="Image"> </div>
<p>Teacher Notes and/or Reflections:</p>		

Numbered Heads - Group Organizer

(*Beyond Monet*, pages 106-107)

(Grades K to 12)

Description

- a group tactic that allows teachers to identify individual groups and students using a letter/number combination

Prior Knowledge Required

- knowledge of topic being used within group activity
- active listening skills
- taking turns



Procedures

Step 1 Put students in groups.

Step 2 Students: number off (1, 2, 3 . . .)
or letter off (A, B, C . . .)

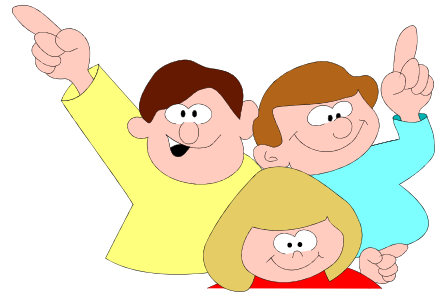
Step 3 If the students numbered off, then letter each group and visa versa.

Classroom Management Considerations

- teacher may wish to number students to prevent disagreement
- enough area for students to sit in their group and hear each member's response

Materials

- none



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Inside / Outside Circles

(*Beyond Monet*, pages 160-161)

(Grades K to 12)

Description

- students talk with each other by standing in two circles - one circle within the other - so that they face each other

Prior Knowledge Required

- active listening skills
- taking turns

Procedures

Step 1 Divide students into 2 equal groups (6 or more students per group).

Step 2 One group will form a circle and the other group will then form another circle around the outside of the first circle.

Step 3 Have the inside circle turn and face a partner from the outside circle.

Step 4 Assign inside or outside circle to share thoughts first.

Step 5 After discussion with partner, students (inside or outside the circle) will be cued to rotate (clockwise or counter-clockwise) and face a new partner.

Classroom Management Considerations

- area for students to form the circles in their groups
- remind students to use a quiet voice so pairs beside them can hear
- allow for the opportunity to "pass"



Materials

- none

Numbered Heads - Group Organizer

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> allows for smoother transitions (e.g., Person B please go get a pair of scissors for each person in your group) promotes accountability because if Student B is called upon to share, he/she needs to be prepared 	<ul style="list-style-type: none"> use with any co-operative learning activities use in small group activities or centres use to assist in handing out or collecting materials 	<ul style="list-style-type: none"> teachers could use colours, animals, etc. in place of letters or numbers you can have Person A begin to share with group and when cued by teacher, have Person B share and so on - which allows each person an opportunity to share teachers could use playing cards to number/letter students (e.g., Hand out cards randomly and ask all 4's to form a group. Distinguish students within that group by suits.)
<p>Teacher Notes and/or Reflections:</p>		

Inside / Outside Circles

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> fosters oral communication skills provides every student with the opportunity to share ideas and thoughts allows students to be up and moving 	<ul style="list-style-type: none"> use to access prior knowledge use to allow students to respond to a question (academic or social) use to discuss a reading, poem, math problem, artwork, etc. 	<ul style="list-style-type: none"> if using more than one inside/outside circle, letter each circle group and number each pair within the circle so that you can call on, for example, Group B, Pair 2 to share their response students can rotate more than 1 space each time to avoid overhearing the neighbour's response
<p>Teacher Notes and/or Reflections:</p>		

Placemat

(*Beyond Monet*, pages 172-173)

(Grades K to 12)

Description

- involves students working both alone and together around a single piece of paper with the goal of reaching consensus on the topic being investigated

Prior Knowledge Required

- social skills related to working on one piece of paper (e.g., working in own assigned space,



Procedures

- Step 1** Divide paper into equal sections based on the number of members in the group and put a square or circle in the centre of the paper.
- Step 2** Each member writes his/her ideas in an assigned section of the placemat.
- Step 3** The groups's central idea (consensus) is written in the centre circle or square after group members have shared their ideas.

Classroom Management Considerations

- desks arranged to allow students to be able to comfortably work on their section of paper

Materials

- paper (size depends on number of students in the group)
- teacher model of page set-up for students to copy OR photocopied page OR teacher-drawn sheets for each group

Jigsaw

(*Beyond Monet*, pages 158-159 *Cooperative Learning*, pages 219-221)
(*Barrie Bennett - Carol Rolheiser - Laurie Stevahn*)

(Grades K to 12)

Description

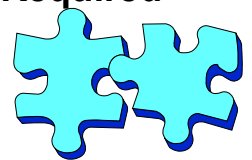
- a cooperative activity in which students are part of a cooperative group/team that is called the Home Team or Home Group
- each member of the Home Team becomes an expert on a different aspect of one topic of study

Procedures

- Step 1** Arrange Home Groups and give each person a letter within the group (e.g., A, B, C, D, E).
- Step 2** Form Expert Groups by having all A's from each Home Group come together (all B's etc.).
- Step 3** Assign each Expert Group different material to learn and become "experts" on.
- Step 4** Experts study material and plan ways to check for comprehension with one another.
- Step 5** Students then return to their Home Groups and take turns sharing their expert knowledge about the material they studied.
- Step 6** The goal is for all Home Group members to become experts on all materials.

Prior Knowledge Required

- active listening
- taking turns
- independent working skills



Classroom Management Considerations

- weaker students/stronger students can be paired
- consideration of timelines depending on topic
- make sure that before students move back to the Home Group, they do a check for understanding within the Expert Group
- teach strategy in simple terms; use topic ideas kids are familiar with at first
- halfway through, the teacher should stop students and ask them to think about how they are doing for understanding

Materials

- material/information on specific topics
- graphic organizer or paper to record important information

Placemat

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> creates a visual display of learning develops and fosters group work with each student accountable for his/her own work 	<ul style="list-style-type: none"> use after reading a story or poem (Have students reflect, write, draw, and share their ideas through a placemat approach.) use to identify what students already know about a topic use for problem-solving (Each student writes his/her solution in his/her section and then shares the solution with the group.) use to come to a consensus on an issue use to assign each student a question or key information to gather from a video, story, or reading 	<ul style="list-style-type: none"> use Round Robin tactic to share thinking within the group weave a social or communication skill into the process (e.g., expressing ideas clearly, active listening, etc.) use with Concept Attainment; As the data set is presented, students write in their hypothesis.

Teacher Notes and/or Reflections:

Jigsaw

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> promotes active involvement enhances oral communication skills and listening skills builds confidence provides opportunities for students to share responsibility for teaching and reviewing with each other allows for practise and development of the skills of explaining, rephrasing and clarifying 	<ul style="list-style-type: none"> use to teach new information in subject areas use to solidify concepts/reinforce understanding use as a study strategy use as an end of unit review 	<ul style="list-style-type: none"> use Round Robin tactic to share thinking with the group

Teacher Notes and/or Reflections:

Take Five

(*Think Literacy*, pages 154-155)

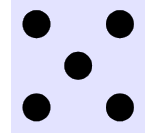
(Grades K to 12)

Description

- students consolidate or reinforce learning by orally reviewing a concept and presenting it to the class

Prior Knowledge Required

- previous day's notes, texts, materials
- Think, Pair, Share**



Procedures

Step 1 Arrange students in pairs, with a designated Student A and Student B in each pair.

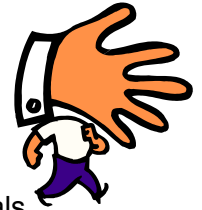
Step 2 Instruct students to engage in a **Think, Pair, Share** with their partner on a concept / formula / term / process, etc. from the previous day's work.

Students review their notes, texts and other materials relating to the concept being discussed for approximately 5 minutes.

Step 3 Randomly ask one pair of students to write the concept / formula / term / process, etc. on the blackboard or chart paper and review it with the class

Classroom Management Considerations

- pair students who are close in their ability or understanding of the material
- let students know ahead of time that one pair will be randomly selected to review the concept / formula / term / process with the class



Materials

- student notes, texts, and other materials relating to the concept / formula / term / process
- chart paper and markers

Timed Retell

(*Think Literacy*, pages 156-157)

(Grades 3 to 12)

Procedures

Step 1 Choose a relevant question or issue that might invite a debate. Students individually jot down ideas about both sides of the question or issue.

Step 2 Put students in pairs, facing each other. Students decide who is Partner A and who is Partner B.

Step 3 Partner A speaks for one minute, speaking on the "positive side of the issue" - Partner B listens carefully.

Step 4 Partner B retells Partner A's arguments for one minute.

Step 5 Partner B then presents the opposing side of the argument for one minute while Partner A listens carefully.

Step 6 Partner A retells Partner B's arguments for one minute

Step 7 Students write each other's side of the issue into a paragraph.

Step 8 Put students into groups of 4 (who all argued for the same point of view in their paragraph). Students read their paragraphs to their group members.

Step 9 Group members comment on the points discussed in each reading - then, as a group, they list common points.

Step 10 As a class, discuss the group findings by presenting the lists of common points.

Description

- students practise their listening, speaking, and retelling skills as they share viewpoints on an issue

Prior Knowledge Required

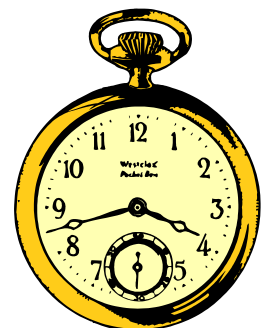
- appropriate background knowledge on the issue
- knowledge of proper paragraph-writing
- how to provide support for opinions

Classroom Management Considerations

- struggling students may feel uncomfortable speaking in front of the whole class
- carefully consider partner pairings

Materials

- paper for paragraph writing
- paper for listing of common points discussed in groups



Take Five

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none">• allows students to share responsibility for teaching and reviewing with each other• allows students to gain meaning and understanding through verbal rehearsal• allows for practise and development of the skills of explaining, rephrasing, and clarifying	<ul style="list-style-type: none">• use at beginning or end of a class period• use to reinforce the learning of subject-specific vocabulary	<ul style="list-style-type: none">• use before a unit test as a study strategy• adjust time according to complexity of concept being reviewed
Teacher Notes and/or Reflections:		

Timed Retell

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none">• allows students to share ideas in pairs, in small groups, and with the whole class• develops listening skills• enhances critical thinking skills• makes connections between oral and written skills	<ul style="list-style-type: none">• use to practice listening and speaking skills	<ul style="list-style-type: none">• activity may be used with more extensive subject matter: students are given time to properly research the topic and devise their arguments• use in library or language period to defend or criticize a book they have read
Teacher Notes and/or Reflections:		

Three-Step Interview

(Grades 4 to 12)

(*Cooperative Learning*, pages 206-207 *Beyond Monet*, pages 167-171)

Description

- a focussed way to encourage students to share their thinking, ask questions and take notes
- a cooperative structure in which teammates interview one another on a particular topic

Procedures

- Step 1** Each student is assigned a letter, then each letter is assigned a role: A = Interviewer, B = Responder /Interviewee, C = Reporter/Recorder.
- Step 2** Choose an appropriate length of time for each interview.
- Step 3** A interviews B while C records key aspects of the response.
- Step 4** The roles rotate after each interview until all students have taken on each role.
- Step 5** When finished, do a **Round Robin** and share key information that each student recorded as the reporter.

Prior Knowledge Required

- before interview, good idea to talk with students about adults who interview as part of their work
- possibly show video of an actual interview - discuss types of questions the interviewer asks
- discuss what is meant by open-ended and closed-ended questions

Classroom Management Considerations

- give students a count-down warning to state change in roles or for commercial
- insist on no talking during the interview questions until all questions have been asked
- review responsibilities of each group role

Materials



Round Table

(Grades 4 to 12)

(*Cooperative Learning*, p. 205)

Description

- a cooperative structure in which one piece of paper and pencil are systematically passed around a group

Procedures

- Step 1** Place students into groups of 3 or more.
- Step 2** Explain that students will take turns writing down one idea before passing the paper and pencil in either a clockwise or counter-clockwise direction.
- Step 3** State topic of discussion.
- Step 4** One student writes an idea then passes the paper and pencil to the person on the left.
- Step 5** The next person adds a new idea to the paper.
- Step 6** Continue passing and writing until the time limit is up.

Prior Knowledge Required

- taking turns
- knowledge of assigned topic to be written about

Classroom Management Considerations

- some students may draw pictures or have someone in the group scribe for them
- a cluster of desks suitable for groups to work around possible time limits

Materials

- paper and pencil



Three-Step Interview

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> enhances many other instructional strategies apply as a means to have students share homework promotes listening and communication skills (active listening, open-ended questions, probing, clarifying, etc.) involves simultaneous accountability 	<ul style="list-style-type: none"> use to share key ideas in a report that has just been completed use to interview a student on a concept map /mind map that they have just completed (explain the construction and conceptual flow or connections) use to gather students' thinking on a particular subject thoughts/feelings use to interview each other about how they solved (or could solve) problems use to share homework 	<ul style="list-style-type: none"> use a recording sheet or a pre-made one (<u>Beyond Monet</u>, pg 174) could do in groups of four's (A = Interviewer, B & C Interviewees and D = Reporter) treat this as if you are doing a live broadcast introduce Bloom's Taxonomy of Thinking to encourage students to ask complex questions in order to receive complex responses

Teacher Notes and/or Reflections:

Round Table

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> allows every student to have a turn provides a written record of student ideas for the group and /or teacher 	<ul style="list-style-type: none"> use in all subject areas use to access prior knowledge or to review learning use to encourage the expression of thoughts and opinions on a topic use to provide structure to group discussion 	<ul style="list-style-type: none"> each person holds and uses a different coloured writing tool while the paper is being passed (This visually reinforces that all partners contribute equally and also allows the teacher to document individual contributions.) each person has his/her own piece of paper (He/she write his/her ideas down, then passes it to the person sitting beside him/her. This way everyone is actively involved and each person has a copy of all ideas at the end of the activity.)

Teacher Notes and/or Reflections:

Concept Map

(*Beyond Monet*, pages 292-294)

(Grades K to 12)

Description

- a visual representation illustrating the understanding of relationships between concepts or facts

Procedures

- Step 1** Brainstorm (individually or in a group) the key ideas of a topic.
- Step 2** Put ideas onto cards or post-it notes.
- Step 3** Sort and classify the cards, looking for relationships between ideas.
- Step 4** If working alone, students can do a **Walk-About** to see how others are sorting.
- Step 5** Place ideas onto chart paper, starting with the major idea at the top.
- Step 6** Each idea extends from a more complex idea to a less complex idea, often ending with an example.
- Step 7** Draw lines between concepts.
- Step 8** Linking words are placed on the lines stating the relationship between concepts.
- Step 9** Look for cross-links between different concepts.

Prior Knowledge Required

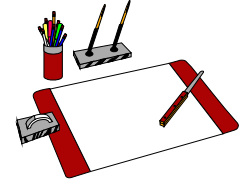
- knowledge of assigned topic
- knowledge of linking words
- prior knowledge of how to sort and classify information

Classroom Management Considerations

- if working in groups, know how to take turns
- know how to disagree agreeably

Materials

- post-it notes or small cards
- pencil and pencil crayons
- rubric (*Beyond Monet*, pg 294)
- a paper at least 11" x 17"



Concept Formation - Inductive Thinking

(*Beyond Monet*, page 256)

(Grades K to 12)

Description

- a process that encourages students to organize information by having them group items, words, pictures, formulas or processes into categories based on common characteristics (or attributes)

Procedures

- Step 1** Teacher presents a set of data or has students help to generate a set of data.
- Step 2** Students group the data into categories by identifying common properties and deciding what belongs together and what criteria allows them to be together.
- Step 3** Through questions and discussion, students identify labels for the categories.
- Step 4** Students share their hypotheses about their categories as well as how they came up with their categories.

Prior Knowledge Required

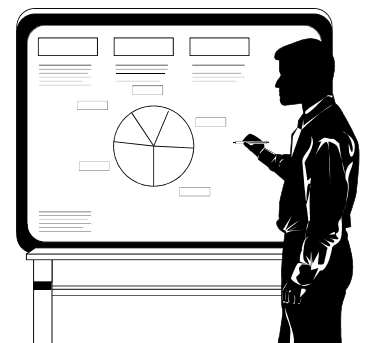
- background information related to the topic
- an understanding of classifications

Classroom Management Considerations

- working in groups
- active listening
- knowing how to disagree agreeably

Materials

- data sets (either pre-made or generated by the class)



Concept Map

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> increases students' abilities to organize, represent and connect their thoughts and learning helps learners activate and retrieve prior knowledge provides a visual display of learning 	<ul style="list-style-type: none"> use to determine a student's current understanding of the topic (end of unit) use as an individual or group activity use to determine what students already know about a topic use as a summative task 	<ul style="list-style-type: none"> colour to clarify segment areas or ideas that are related include an example at the end of each branch to communicate that the student understands the concept (aids in the retention of the information) include pictures along with written information
<p>Teacher Notes and/or Reflections:</p>		

Concept Formation - Inductive Thinking

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> encourages students to involve themselves in complex mental operations gives students experience identifying critical relationships for grouping data helps students to make sense of information 	<p>Sample Uses:</p> <ul style="list-style-type: none"> classifications in science sorting math problem types classifying music/art periods or styles word sorts 	<ul style="list-style-type: none"> students do an initial sort and then do a Walk About to see how other groups sorted have students do a concept formation at the beginning and the end of a unit in order to compare their ways of thinking
<p>Teacher Notes and/or Reflections:</p>		

Thumbs Up, Thumbs Down

(*Beyond Monet*, page 58)

(Grades K to 8)

Description

- invites students to share their opinions in a non-threatening environment
- must defend their choice (if they agree or disagree)

Procedures

Step 1 During the discussions about any topic, say, “Thumbs up” if you agree, “Thumbs down” if you disagree, or a horizontal hand wobble if you are unsure, and be prepared to defend your answer.



Prior Knowledge Required

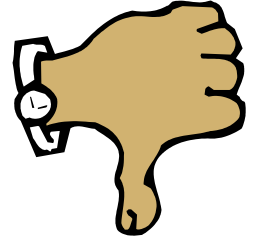
- background information related to the topic

Classroom Management Considerations

- allow students to respond with an “unsure” hand signal
- have students hold their hand close to their chest to keep the responses private so others don’t copy their friend’s response

Materials

- none



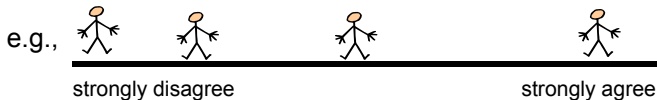
Value Lines

(*Beyond Monet*, page 107)

(Grades K to 12)

Description

- a thinking / emotions organizer where students stand on a line which represents their opinion / feeling on a topic



Procedures

- Step 1** Introduce the students to an issue for discussion.
- Step 2** Provide students with information around the issue.
- Step 3** Designate an area where the line will form, and state which end will represent which opinion.
- Step 4** Have the students move and stand on the line according to their personal opinions or feelings about the topic.

Prior Knowledge Required

- knowledge of the topic

Classroom Management Considerations

- have individuals or small groups go to stand on the line - a few at a time (to avoid a free-for-all)
- make sure there is enough room for all students to stand where they need to
- have students record their position on a sheet of paper before going to the value line to reduce “peer choice”

Materials

- masking tape if you wish to have the students record where they stand



Strongly Disagree

Strongly Agree

Thumbs Up, Thumbs Down

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> allows every student to respond to the question holds each student accountable provides a quick visual for the teacher enables students to give opinions on a topic 	<ul style="list-style-type: none"> use in all subject areas use to access prior knowledge or review learning 	<ul style="list-style-type: none"> students write the answer on a piece of paper / small chalkboard / white board, and flip their answers up (yes, no, unsure)
<p>Teacher Notes and/or Reflections:</p>		

Value Lines

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> allows for movement allows for each student to share his/her opinion / feeling pushes the analysis and evaluation levels of Bloom's Taxonomy 	<ul style="list-style-type: none"> use in all subject areas use with any discussion where opinions / feelings are developed 	<ul style="list-style-type: none"> after students have shared their opinion on the value line, have them do a Think-Pair-Share to discuss why they decided to stand where they did could move into Academic Controversy where students debate both sides of the issue. Following the debate, return to the value line to see shift in thinking have students record name on masking tape to show stance on value line, then discuss (Think-Pair-Share - Academic Controversy) and sign on a new masking tape line to note shifts in thinking "fold" the value line so students discuss their opinions with others who feel the opposite
<p>Teacher Notes and/or Reflections:</p>		

Gallery Tour

(Beyond Monet, page 44)

(Grades K to 12)

Description

- a strategy to be used at the end of a lesson as a way of sharing completed group or individual work

Procedures

Step 1 Display the student work.

Step 2 Have students move around and look at the displayed work.



Prior Knowledge Required

- none



Classroom Management Considerations

- understanding that only positive comments are made about student work
- look with your eyes not your hands
- put students into groups and give a signal each time the group is to move to the next "station"

Materials

- student work



Walk About (Building Relationships)

(Beyond Monet, page 109)

(Grades K to 12)

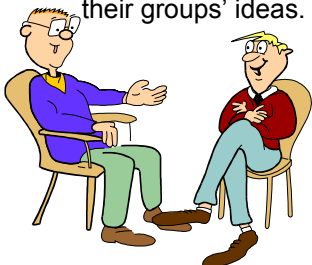
Description

- an activity involving a member of one group joining another group in order to gain ideas
- a process that links other more complex processes

Procedures

Step 1 Students complete an activity within a group (discussion, placemat, etc.).

Step 2 Teacher then asks one person from each group to visit another group and share some of their groups' ideas.



Prior Knowledge Required

- students must feel SAFE
- students need to be skilled at actively listening and paraphrasing



Classroom Management Considerations

- having students numbered or lettered-off will make for smoother transitions when asking students to move to another group
- students need to be aware that one of them may be randomly chosen to move and share with another group

Materials

- only the materials needed for the group activity which takes place prior to the walkabout

Gallery Tour

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> enables students to see many work samples allows students “show off” their work 	<ul style="list-style-type: none"> use any time student work is completed and can be observed through a brief glance 	<ul style="list-style-type: none"> group activity - one member stays behind to explain and discuss the group’s work with the students who are touring can be done with individual work only half the class tours and then switches (also have different classes come to tour)

Teacher Notes and/or Reflections:

Walk About (Building Relationships)

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> builds individual accountability, provides physical movement and variety develops oral communication skills promotes active listening allows students to hear a wider range of ideas and see more samples of work 	<ul style="list-style-type: none"> use after virtually any group activity use after an independent activity as an opportunity for students to see other students’ work 	<ul style="list-style-type: none"> after an independent activity have entire class get up and walk around to see other students’ work and share in partners act as a visitor to another group - sit in, listen, and then takes ideas back to own group

Teacher Notes and/or Reflections:

Academic Controversy

(*Beyond Monet*, pages 311 - 315)

(Grades 4 to 12)

Description

- groups of 4 or 6, divided in half, each half exploring opposite sides of an issue
- students apply social, communication, and critical thinking skills as they argue or present their case
- similar to a debate
- one of the most complex cooperative small group structures



Prior Knowledge Required

- background information related to the topic
- variety of collaborative skills is very important (taking turns, no put-downs, suspending judgement, actively listening, paraphrasing, disagreeing agreeably)

Procedures

- Step 1** Identify the controversy (e.g., Be it resolved that it is better to live in Southern Canada than in Northern Canada).
- Step 2** Divide class into groups of 4. Each group of 4 is then divided in half, one half being "FOR", one half being "AGAINST". Each half faces the other half.
- Step 3** Letter off students - "FOR": A1 & B1 and "AGAINST": A2 & B2.
- Step 4** Each group plans 3 opening points for their stance (1-2 minutes to plan).
- Step 5** Each side presents opening points (3 min) - listen carefully (do not respond).
- Step 6** Exchange opening statements with other side and plan disagreements - discuss flaws; focus on the one that you think is their tragic flaw (1-2 min).
- Step 7** Presents disagreements agreeably (3 min).
- Step 8** Change sides - stand up, change seats, argue opposite side of the issue
- Step 9** Repeat steps 4 to 7.
- Step 10** Conduct a **Round Robin** on your position - discuss individually what your stance is, based on arguments.
- Step 11** Attempt consensus - share group's thinking.

Classroom Management Considerations

- an area suitable for group work
- heterogeneous groupings

Materials

- pencil
- lined paper
- *Beyond Monet*, pages 313-316
- sample lesson on "How to Disagree Agreeably", *Beyond Monet*, pg 334

deBono's Six Hats

(*Beyond Monet*, pages 325 - 333)

(Grades K to 12)

Description

- an effective communication tool that teaches students to see and focus their thinking from six different perspectives to improve reading, writing, speaking and listening
- it teaches students to think using six strategies, to problem solve, to make decisions, to design quality questions, and to self-assess

Procedures

- Step 1** Spend an appropriate amount of time (e.g., a week) modeling, role playing, and practicing the thinking associated with **one hat**.
- Step 2** Do the same for each remaining hat colour until students appear to have an understanding of each thinking style.
- Step 3** Challenge students to use the various thinking styles as the opportunities arise in all subject areas.

Prior Knowledge Required

- none

Classroom Management Considerations

- build in adequate time to develop and incorporate effectively

Materials

- coloured hats/gloves/flags/crowns
- coloured paper / pens
- chart paper with markers of all 6 colours



White Hat	Black Hat	Yellow Hat	Red Hat	Green Hat	Blue Hat
States the facts (shares information and requests further information needed for clarification)	Identifies negative aspects (cautious, judgmental, and looks for weaknesses)	Examines the positives (why is it worth doing or how it is helpful?)	States the emotions (intuition, feelings, hunches - no justification of feelings)	Creative ideas (new and different ideas, suggestions, proposals and problem-solving)	Sums up what has been learned (thinking about thinking, review and thinking ahead)

Academic Controversy

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> allows for individual accountability encourages students to accept and extend the ideas of others fosters disagreeing in an agreeable way promotes active listening 	<ul style="list-style-type: none"> use in all subject areas use to express thoughts and opinions on a topic use to provide structure in group discussions 	<ul style="list-style-type: none"> write a compare & contrast essay design a poster supporting one side of the issue groups of 6 with: "FOR" - A1, B1 & C1 "AGAINST" - A2, B2 & C2

Teacher Notes and/or Reflections:

deBono's Six Hats

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> promotes different ways of thinking so that students do not get trapped by negative or critical approaches opens climate for discussion creates parallel thinking to harness ideas from everyone in the classroom fosters collaborative thinking forces students to move outside habitual thinking style and helps to get a more rounded view of the situation 	<ul style="list-style-type: none"> use during classroom meetings use to address confrontations within the class use with other strategies such as Academic Controversy, etc. 	<ul style="list-style-type: none"> after introducing an issue, put students into a group and assign a different hat to each group member - each member will discuss the topic using the hat colour assigned use of 2-3 hats is recommended for primary grades

Teacher Notes and/or Reflections:

PMI (Positive, Minus, Interesting)

(*Beyond Monet*, page 96)

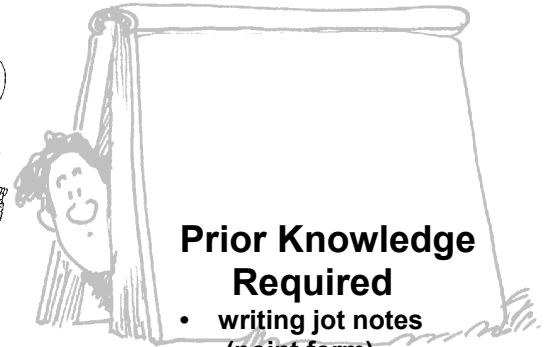
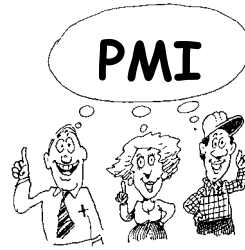
(Grades K to 12)

Description

- a thinking organizer which contains positive, negative and interesting facts
 - Positives → why it's a good idea or decision
 - Minus → why it's an unwise idea or won't work
 - Interesting → refers to the position or action one takes

having balanced out the positives and

minus



Prior Knowledge Required

- writing jot notes (point form)
- understanding terms (positive, minus, interesting)

Procedures

- Step 1** Present topic.
- Step 2** Have students complete chart.
- Step 3** As a class discuss the findings.

Classroom Management Considerations

- being able to disagree agreeably

Materials

- this classroom chart layout
- handout with chart on it (optional)

P	M	I

EBS (Examine Both Sides)

(*Beyond Monet*, page 98)

(Grades K to 12)

Description

- a strategy which encourages students to look at the world from another's perspective

Procedures

- Step 1** Present topic and both sides of the issue to the students
- Step 2** Have the students complete a PMI for each side of the issue (*Beyond Monet*, pg 91).
- Step 3** Students can then decide which side to take and explain why.

Side 1	Side 2



Prior Knowledge Required

- topic of discussion
- how to complete a PMI (*Beyond Monet*, pg 96)

Classroom Management Considerations

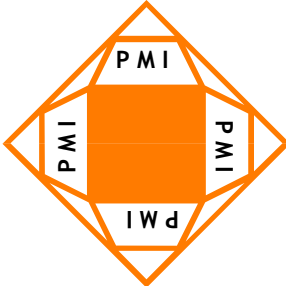
- being able to disagree agreeably

Materials

- PMI charts (optional)

Plus	Minus	Interesting

PMI - Positive, Minus, Interesting

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> critical thinking encourages analysis and evaluation levels of thinking (Bloom's Taxonomy) 	<ul style="list-style-type: none"> use in all subject areas use at the beginning of a lesson to assess prior knowledge use during a lesson (during a video, reading a book) use at the end of a lesson 	<ul style="list-style-type: none"> use PMI in a placemat format 

Teacher Notes and/or Reflections:

EBS - Examine Both Sides

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> encourages a wider understanding of an issue encourages students to look at the world from another's perspective promotes critical thinking 	<ul style="list-style-type: none"> use as a read-aloud follow-up (to discuss a character's actions, choices, etc.) use to develop comprehension use with science / social studies issues 	<ul style="list-style-type: none"> once each side of the issue is examined, then Academic Controversy (<i>Beyond Monet</i>, pg 309) can be used to argue and defend each side of the issue

Teacher Notes and/or Reflections:

Team Analysis

(Beyond Monet, pages 319 - 323)

(Grades 4 to 12)

Description

- a cooperative learning group activity that involves critical thinking skills
- students are actively involved in disagreeing agreeably, and accepting and extending the ideas of others

Procedures

- Step 1** Individually pre-read, reflect, and then in groups of 3 or 4, have a brief discussion about the issue.
- Step 2** One student from one group leads off the presentation (use **Numbered Heads** Beyond Monet, pages 106-107). The presenter can request information from his/her group members. Members of other teams take notes.
- Step 3** After the presentation, groups have 3-5 minutes to prepare a response to the presentation or issue. One team is selected to reply critically to one aspect of the presentation or to extend the presentation by offering an insight or personal comment.
- Step 4** The teacher immediately and publicly assigns a mark and rationale for that mark related to the quality of the contribution. Marks are based on accuracy and complexity of the response and originality of the insight.
- Step 5** Each team in turn adds to the developing interpretation and assessment criteria are shared. Then a second round begins using a different topic/issue.

Prior Knowledge Required

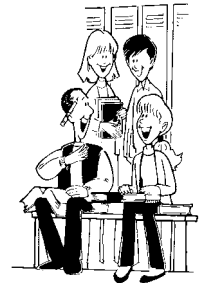
- active listening
- communication skills of disagreeing agreeably, and accepting and extending the ideas of others

Classroom Management Considerations

- place groups in the form of a horseshoe - teacher sits in the middle
- pre-select groups

Materials

- lined paper and pencil
- research material on the issue to be discussed
- teacher-created assessment tool



Teams - Games - Tournaments

(Beyond Monet, pages 213 - 218)

(Grades 4 to 12)

Description

- teammates cooperatively study to master learning, then individually apply their learning in a competitive game

Procedures

- Step 1** Prepare a set of 16-32 question cards that act as a review or check for understanding of material that has been covered in a unit. Include the answer on the back of each question card.
- Step 2** Form mixed ability Home groups of 3 students. Each group decides on a name for its Home Team. Within their Home Team, students study or review their information.
- Step 3** Students move to equal ability groups of 3 students. These groups are known as Tournament Teams. Each Team gets an envelope of question cards and tally sheets (Cooperative Learning, pg 216 or 217, 219). Within the Tournament Team, students assume the roles of Quizzer, Responder and Recorder (*One asks the questions, one responds and the third records the points on the tally sheet*). Roles and materials rotate after each turn. Every individual gets the same number of turns to answer questions.
- Step 4** When teams have completed the questions or the playing time is up, students return to their Home Teams with their individual scores and submit the Home Team score to the teacher.
- Step 5** Recognize winning teams in some way!

Prior Knowledge Required

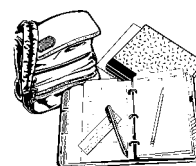
- knowledge of what it means to be a good sport
- knowledge of the benefits of good sportsmanship
- knowledge of topic being reviewed

Classroom Management Considerations

- assign group meeting areas

Materials

- teacher-created question cards based on a topic of study
- students' notebooks and/or textbooks



Team Analysis

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> • promotes student accountability • involves all students • enhances oral communication skills and listening skills 	<ul style="list-style-type: none"> • use to identify what students already know about a topic • use to express thoughts and opinions on a topic • use to provide structure during a group discussion 	<ul style="list-style-type: none"> • students may have the right to pass, if they wish • allow students to appeal their mark • write a compare and contrast essay

Teacher Notes and/or Reflections:

Teams - Games - Tournaments

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> • provides students with opportunities to practice cooperative skills necessary for productive study and review • provides opportunities to practice and process social skills that comprise good sportsmanship 	<ul style="list-style-type: none"> • use when preparing for a test or exam • use as a check for understanding of information that was taught or acquired 	<ul style="list-style-type: none"> • students can be put in Home Teams of 6 members and then move in pairs to the Tournament Teams (this creates a 'safe' environment for students)

Teacher Notes and/or Reflections:

Group Roles

(Think Literacy, pages 158 - 161)

(Grades K to 12)

Description

- students are assigned a specific role and responsibility to carry out during a small-group discussion



Procedures

- Step 1** Choose the task or topic for discussion. Decide on the number of students to be in each group and prepare role cards for each student (Leader, Manager, Note-Maker, Reporter, Supporter, etc.).
- Step 2** Put students into their groups and assign roles to group members.
- Step 3** Present the parameters of the task and the time limits involved.
- Step 4** Circulate around the room during the group work, ensuring students are fulfilling their roles. Comment constructively on the group process.
- Step 5** After the group tasks have been completed, have students individually complete an evaluation of the discussion (Think Literacy 2003, pg 161).

Prior Knowledge Required

- none

Classroom Management Considerations

- vary the composition of small groups to allow for students to work with classmates of varying abilities, interests and backgrounds
- repeat activity throughout the year to allow students to experience the different roles and to improve their skills
- time the exercise to keep students focussed on the task
- students' roles in the small group are clearly defined



Materials

- role cards for group members
- evaluation sheet "Small Group Discussion Reflection Sheet" (1 per student) (Think Literacy, pg 161)
- other sample roles and possible description of these roles found in Cooperative Learning, pages 67-68)

Determining Key Ideas

(Think Literacy, pages 166-169)

(Grades K to 12)

Description

- students share and consolidate learning when reading new material
- students work individually, in partners, and then in small groups to identify key ideas

Procedures

- Step 1** After reading an assigned reading selection, students work individually to identify 3-5 key ideas. Students summarize the key ideas on 3-5 separate cue cards or sticky notes.
- Step 2** Students discuss the key ideas in pairs and decide on 2-4 ideas. These key ideas are written on separate cue cards or sticky notes.
- Step 3** Each pair combines with another pair to further condense the key ideas to a maximum of 2.
- Step 4** Groups share the 2 most important ideas with the whole class.

Prior Knowledge Required

- knowledge of polite negotiation
- ability to prioritize



Classroom Management Considerations

- students' roles in the small group are clearly defined

Materials

- reading material
- cue cards or sticky notes



Group Roles

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> • promotes active participation by all group members • fosters awareness of the various tasks necessary in small group discussions • exposes students to a variety of roles in a discussion group 	<ul style="list-style-type: none"> • use at the beginning of the year to introduce small-group student roles and responsibilities • use throughout the year to structure cooperative learning activities 	<ul style="list-style-type: none"> • literature circles • role tickets, buttons, or cards may be distributed for younger students or non-readers (samples are found in <u>Cooperative Learning</u>, pg 68) • as a whole class, discuss their successes and the benefits of using structures/roles/rules in small groups
<p>Teacher Notes and/or Reflections:</p>		

Determining Key Ideas

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> • enables students to understand a topic more deeply • promotes the sharing of learning with peers • sharpens skills in listening and prioritizing • teaches students to focus on the “big ideas” • provides practice for summarizing ideas 	<ul style="list-style-type: none"> • use at the end of a chapter or series of readings to help students summarize the key ideas 	<p><i>Strategies That Work, Harvey & Goudris</i></p> <ul style="list-style-type: none"> • Marking the Text (pages 131-132) - provide students 3 sticky notes and ask them to draw a big asterick on each one - ask students to place the sticky notes at 3 different points in the text that they deem important • 2 Column Note (pg 282) - 2 colours topic /detail, words from the text /important information or event / evidence from the text, etc. • Coding the Text (pg 282) - have the students use sticky notes as they read to code the article <ul style="list-style-type: none"> I - important information L - learned something new * - interesting or important information or fact AHA! - big idea surfaces S - surprising information S!!! - Shocking fact !!! - exciting information
<p>Teacher Notes and/or Reflections:</p>		

Triangle Debate

(*Think Literacy*, pages 186-192)

(Grades 4 to 12)

Description

- students are involved in an informal, whole-class debate



Procedures

- Step 1** Teacher decides on a topic or issue for the debate.
- Step 2** Brainstorm with students to arrive at a statement about the topic or issue that can be debated.
- Step 3** Divide students into 3 groups: Group 1 will argue for the issue, Group 2 will argue against the issue, and Group 3 will prepare comments and questions about the issue.
- Step 4** Give students ample time to prepare, especially if research is involved - Group 3 should be preparing questions that they hope will be answered.
- Step 5** Review procedures for a debate (*Think Literacy*, pg 189) and post **Triangle Debate Organizer** (*Think Literacy*, pg 190).
- Step 6** Arrange chairs in a triangle shape to reflect the 3-group structure, enabling all members to see each other.
- Step 7** Choose a student from Group 3 to act as the “timer”.
- Step 8** Teacher acts as moderator, calling on students to speak and as judge, ensuring students avoid negative comments.
- Step 9** Have students reflect on their experience.

Prior Knowledge Required

- students need to know how to disagree agreeably
- background knowledge of the topic

Classroom Management Considerations

- spread debating over the term/semester /year to give students time to improve
- some students may require extra practice time in order to feel more comfortable

Materials

- paper and pencil
- classroom chairs
- Think Literacy*, pages 189-190)

Discussion Web

(*Think Literacy*, pages 172-174)

(Grades 4 to 12)

Description

- students develop their ideas about opposing sides of an issue and share them with classmates in a situation that requires critical thinking

Procedures

- Step 1** Students read a selection chosen by the teacher.
- Step 2** Students think about the point made or position stated in the reading selection and try to construct support for both sides of the issue using a **T-chart** format.
- Step 3** Students share ideas with a partner, adding any missing ideas to their **T-chart**.
- Step 4** Students share ideas in groups of 4, adding any additional points to the **T-chart**.
- Step 5** The group of 4 decides which side of the issue to support.
- Step 6** Entire class attempts to reach a conclusion about the viability of each position.

Prior Knowledge Required

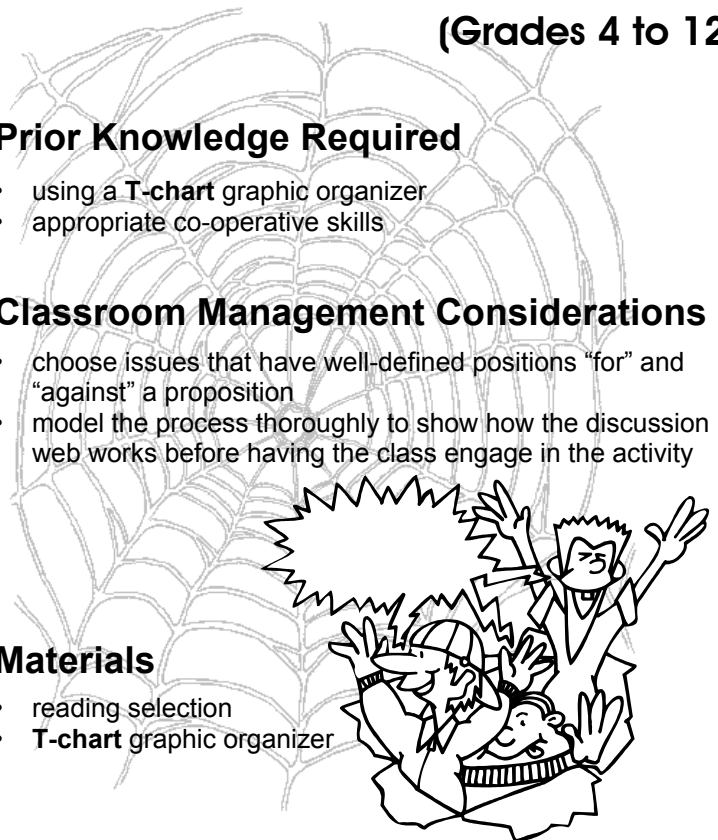
- using a **T-chart** graphic organizer
- appropriate co-operative skills

Classroom Management Considerations

- choose issues that have well-defined positions “for” and “against” a proposition
- model the process thoroughly to show how the discussion web works before having the class engage in the activity

Materials

- reading selection
- T-chart** graphic organizer



Triangle Debate

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none">allows students to share ideas and debate in a comfortable settingencourages whole-class discussionenables the practice of cognitively-demanding speaking skills	<ul style="list-style-type: none">use as a “point of view” activity	

Teacher Notes and/or Reflections:

Discussion Web

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none">provides practice in speaking, reading, and writinginvolves students in critical thinkingenables students to take responsibility for developing and sharing ideasallows students to reflect on their developing discussion skills	<ul style="list-style-type: none">use as a pre-debating activityuse to assist in developing “point of view”	<ul style="list-style-type: none">debate

Teacher Notes and/or Reflections:

Discussion Etiquette

(Think Literacy, pages 176-180)

(Grades K to 12)

Description

- students and teachers work together to create a list of rules for discussion etiquette for small and large group discussions

Procedures

- Step 1** Teacher prepares chart paper with the heading “In our class discussions we will . . .”
- Step 2** Engage in a brainstorming session with the entire class about appropriate behaviours for class discussions that should be followed by all students.
- Step 3** On the chart paper, record those expectations that are agreed upon by the class.
- Step 4** Post the discussion etiquette list in the classroom and take opportunities to refer and/or add to it throughout the year.

Prior Knowledge Required

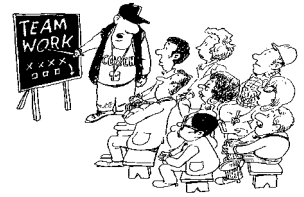
- none

Classroom Management Considerations

- provide numerous opportunities for a range of classroom and small group discussions on a variety of topics
- teacher models the rules for class discussion behaviour and the use of inclusive and respectful language at all times during daily instructional practice

Materials

- chart paper and markers



RAN Model - Reading & Analysing Non-Fiction

(Grades K to 12)

(Reality Checks: Teaching Reading and Comprehension with Non-Fiction, K-5 by Tony Stead)

Description

- mainly used for non-fiction information
- can be used to assist all students in identifying what children think they know, need to know, facts confirmed, new facts learned, and I wonder statements
- develops student’s literal understanding and skills similar to the well known strategy known as **K.W.L** chart



Prior Knowledge Required

- KWL** chart
- Graffiti** strategy, *Beyond Monet*, *Instructional Intelligences*, pages 174-177
- active listening and communication
- taking turns

Procedures

- Step 1** This strategy contains 5 categories that you put into chart form: “What I Think I Know”, “Facts Confirmed”, “Misconceptions”, “New Information” and “Wonderings”.
- Step 2** “**What I Think I Know**” - is done **before reading** the text or starting the unit of instruction. This stage allows students to acknowledge that not all background knowledge may be accurate - it allows for approximation of knowledge (Stead, pg 17).
- Step 3** “**Facts Confirmed**” - is done **during reading** the text or within the reading of instruction - this stage allows for students to confirm prior knowledge (Stead, pg 17).
- Step 4** “**Misconceptions**” - can be deleted if you wish to keep 3 headings instead of 5 on your chart - this stage is used more often with older students and is used **during reading** of the unit.
- Step 5** “**New Facts/Information**” - is done **during or after reading** or once the unit is completed - this stage encourages students to think about “information that is new to their learning” (Stead, pg 17). Students are able to gather literal understandings of the text that they were not able to give from their prior knowledge.
- Step 6** “**Wonderings**” - can be deleted also if you wish to keep 3 headings instead of 5 on your chart - this is done **during and after reading** or **during or after the unit**. Unlike KWL, this can be placed inside a discussion later on in a lesson or at the end of the unit. The children raise questions generated from information gathered from Steps 3, 4 and 5.

Classroom Management Considerations

- have chart ready before activity (see chart below)

Materials

- chart paper, markers
- non-fiction text (possibly)

RAN Chart

What We Think We Know	Facts Confirmed	Misconceptions	New Facts / Information	Wonderings
Children state what they think is correct about the topic	Children research to confirm prior knowledge	Children research to discard prior knowledge	Children research to find additional interest NOT stated in prior knowledge	Children raise questions on new information gathered

(Taken from Tony Stead’s Book, “Reality Checks” Teaching Reading Comprehension with Non-Fiction, p 18)

Discussion Etiquette

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> lays the groundwork for respectful and purposeful whole-class and small-group discussions creates an environment in which students feel their contributions are valued clearly lays out expectations for appropriate behaviour promotes shared ownership of the classroom environment 	<ul style="list-style-type: none"> use to create classroom discussion etiquette early in the year/semester 	<ul style="list-style-type: none"> brainstorm and record specific examples of appropriate and inappropriate language in class discussions on an additional chart <p>These might include:</p> <ul style="list-style-type: none"> Phrases for Respectful Disagreement Phrases for Politely Making Suggestions Examples of Inappropriate Disagreement
<p>Teacher Notes and/or Reflections:</p>		

RAN Model - Reading & Analyzing Non-Fiction

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> increases students' abilities to comprehend literal understanding of informational text or units develops interpretive and evaluative understanding increases students' questioning of validity of information 	<ul style="list-style-type: none"> use for reading non-fiction texts or units in science, social studies, etc. use before, during and after reading units use to learn what the students already know about the topic use to link whole class and small group connections 	<ul style="list-style-type: none"> use the KWL chart - what they know, what they want to know, what they learned use Graffiti activity from <u>Beyond Monet</u> to generate ideas for the "What I Think I Know" strategy
<p>Teacher Notes and/or Reflections:</p>		

Concept Attainment

(*Beyond Monet*, pages 189 - 239)

(Grades K - 12)

Description

- an inductive strategy in which students come to understand the meaning of a concept by examining pairs of yes/no examples (i.e., rather than telling students, it encourages them to look for patterns /characteristics)

Procedures

- Step 1** Present a focus statement which cues the students in terms of what to look at and what not to look at in determining the concept.
- Step 2** Present a series of YES/NO examples related to the concept. This is called the “data set”.
- Step 3** Have students individually make a hypothesis about the concept (do not share).
- Step 4** Show testers to have students check their hypothesis.
- Step 5** Students share their thinking.
- Step 6** Apply the concept.

Prior Knowledge Required

- define “concept” (anything you see, touch, feel, taste, smell, hear, describe, or label)
- if this is the first time, try data sets unrelated to your subject discipline (*Beyond Monet*, pages 195-201)
- try a “human sort” (Put students into 2 groups based on a secret attribute and have students try to guess the sorting rule.)

Classroom Management Considerations

- teacher presents data set on board or overhead or as a demonstration
- students can be alone, in pairs or groups of four
- do not let students share too early (if some students think they have the idea and are eager to tell you, have them write down a few pairs of their own yes/no examples)



Materials

- teacher-created data set

Think - Pair - Share

(*Beyond Monet*, page 94)

(Grades K - 12)

Description

- a cooperative activity in which partners privately think about a question/an issue/a situation/an idea, etc. then discuss their responses with one another, then the class

Procedures

- Step 1** Put students into pairs. (**Numbered Heads** may be used, *Beyond Monet*, pg 106)
- Step 2** Teacher asks a question/presents an issue /describes a situation/offers an idea.
- Step 3** Give students time to think to themselves.
- Step 4** Partners take turns sharing.
- Step 5** Partners decide on the best answer/viewpoint /idea.
- Step 6** Teacher randomly calls on partners to share with the class.

Prior Knowledge Required

- active listening skills
- suspending judgement
- taking turns

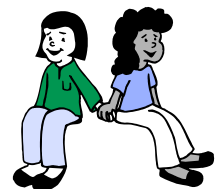


Classroom Management Considerations

- insist on no talking during the “Think” time so that all students have time to gather their thoughts

Materials

- none required



Concept Attainment

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> helps students look for patterns and develop inductive reasoning skills helps students meaningfully grasp/construct the concept - they "own it" invites all students to participate creates high interest/motivation (like a puzzle/mystery) 	<ul style="list-style-type: none"> use for concepts that are often mistaken for each other (closely related) (e.g., prejudice vs. teasing) use to clarify vocabulary use to introduce new concepts 	<ul style="list-style-type: none"> use a Place Mat (<i>Beyond Monet, pg 172</i>) for students to record their "hypothesis" as each Yes/No example is shown - this keeps a running record of their thinking - students can share this thinking during Step 5 incorporate Think / Pair / Share (<i>Beyond Monet, pg 94</i>) before students share hypothesis publicly

Teacher Notes and/or Reflections:

Think - Pair - Share

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> involves all students actively enhances oral communication and listening skills increases student accountability due to think time/wait time serves as a non-threatening/low risk activity encourages reluctant participants helps build confidence 	<ul style="list-style-type: none"> use for brainstorming use as a check for understanding use to determine prior knowledge 	<ul style="list-style-type: none"> Think-Pair-Square (<i>Beyond Monet, pg 105</i>) - students do a Think-Pair-Share and then 2 pairs join together to make a group of 4 for sharing ideas Walk About (<i>Beyond Monet, pg 109</i>)

Teacher Notes and/or Reflections:

Four Corners

(*Beyond Monet*, pages 162 - 166)

(Grades K to 12)

Description

- Students individually consider an issue and move to an area (corner) of the room where they join others who share their ideas.

Procedures

- Step 1** Begin with a statement, issue or question.
- Step 2** Designate and label 4 corners in the room - "AGREE", "STRONGLY AGREE", DISAGREE and STRONGLY DISAGREE".
- Step 3** Students think for 30 seconds (no discussion) and then move to the corner that represents their stance.
- Step 4** Students pair up and share why they made that decision.
- Step 5** Students sign name on piece of paper in that corner.
- Step 6** Teacher calls on pairs of students to share why they chose that corner.
- Step 7** Students can move to a different corner if they have been persuaded to change their stance.

Prior Knowledge Required

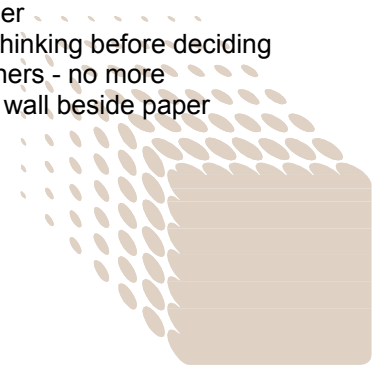
- **Think - Pair - Share**
(*Beyond Monet*, pg 94)

Classroom Management Considerations

- open space in each corner
- need time for individual thinking before deciding
- share with only 2 or 3 others - no more
- tape string with pencil to wall beside paper

Materials

- tape
- string
- pencil
- signs for each corner to label as AGREE, STRONGLY AGREE, DISAGREE, STRONGLY DISAGREE
- chart paper posted in each corner



Graffiti

(*Beyond Monet*, pages 174 - 177)

(Grades K to 12)

Description

- a creative brainstorming process that involves collecting the wisdom of all or most of the students

Procedures

- Step 1** Place students in groups of three or four and provide a large piece of chart paper for each group and one specific coloured marker.
- Step 2** Each piece of paper has a topic (same or different).
- Step 3** Students get 30 seconds to think and then 60 - 90 seconds to individually but simultaneously record ideas on paper.
- Step 4** Stop, stand as a group, and then move to a different piece of paper.
- Step 5** Repeat steps 3 and 4 until each student has visited each group

Prior Knowledge Required

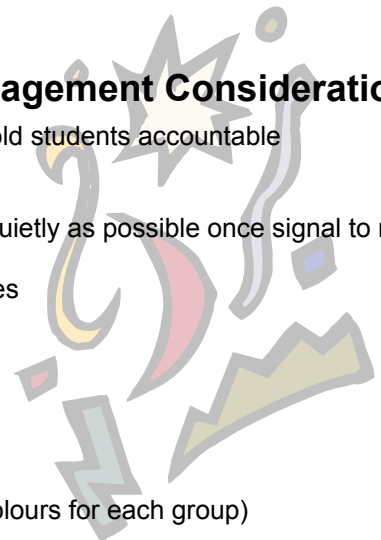
- what **Graffiti** is as a concept / what it means

Classroom Management Considerations

- coloured markers hold students accountable
- small groups
- pre-select groups
- write and move as quietly as possible once signal to move is given
- review rules and roles

Materials

- chart paper
- markers (different colours for each group)



Four Corners

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> allows students to operate at more creative and evaluative levels of thinking useful for getting the students into a debate involves all students allows opportunities for oral communication stimulates discussion allows for kinesthetic activity encourages appreciation for other points of view 	<ul style="list-style-type: none"> use before a debate use at the beginning and at the end of a unit to see if opinions have changed use to address social issues that are not clearly right or wrong 	<ul style="list-style-type: none"> if there are only 2 positions to be taken, use a Value Line (<i>Beyond Monet, pg 107</i>)

Teacher Notes and/or Reflections:

Graffiti

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none"> compiles the collected wisdom of everyone in the class provides a visual display of learning allows everyone to participate allows for kinesthetic activity 	<ul style="list-style-type: none"> use for a character sketch use to clarify understanding of specific topics use to determine students' prior knowledge on a specific topic use to check for students' understanding use before, during or after activity 	<ul style="list-style-type: none"> have students pass paper instead of moving students can draw an image rather than use words Gallery Tour (<i>Beyond Monet, pg 44</i>) generated wisdom can be classified

Teacher Notes and/or Reflections:

Your Title Here

(*Beyond Monet*, pages)

Description

Prior Knowledge Required

Procedures

Classroom Management Considerations

Step 1

Step 2

Step 3

Step 4

Step 5

Step 6

Step 7

Step 8



Materials

Mind Mapping

(*Beyond Monet*, pages 289 - 291)

(Grades K to 12)

Description

- a graphic organizer that involves creatively integrating a combination of visuals, colours, codes, words, and connectors



Procedures

- Step 1** Select a topic - use a visual to be placed in the centre that will capture the essence of the topic.
- Step 2** Brainstorm key ideas - personal or group
- Step 3** Pick out most important ideas that will branch out.
- Step 4** Draw a picture or symbol to represent key ideas.
- Step 5** Connect key words to central topic with line or bubbles.
- Step 6** Flow ideas out from key ideas
- Step 7** Remember to use visuals and label with words
- Step 8** Reflect/share with a partner or small groups or class

Characteristics

Essential	Non-Essential
<ul style="list-style-type: none"> a central image that represents the subject being mapped main themes that radiate like branches from that central image the branches have a connected structure 	<ul style="list-style-type: none"> colour codes



Prior Knowledge Required

- if using a small group approach - cooperative learning skills
- knowledge of topic

Classroom Management Considerations

- small group - pre-select groups, seating decided

Materials

- paper (size depending on topic, time, etc)
- coloured pens, crayons, or markers
- rubrics (*Beyond Monet*, pg 291)

Your Title Here

Key Benefits	Effective Uses	Extensions / Modifications
Teacher Notes and/or Reflections:		

Mind Mapping

Key Benefits	Effective Uses	Extensions / Modifications
<ul style="list-style-type: none">• provides a visual display of learning• involves pictures and/or writing• shows relationship between concepts• encourages students to “make connections” in their learning	<ul style="list-style-type: none">• use for note-taking• use for study notes• use for brainstorming• use to make connections between ideas• use as a culminating activity• use during a unit as a progressive piece of work• use as an introductory activity (diagnostic tool)	<ul style="list-style-type: none">• small groups create a Mind Map as a cooperative activity• create and maintain a Mind Map wall
Teacher Notes and/or Reflections:		