**Thoughtful Strategies by Learning Style**

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| **Mastery** | **Interpersonal** | **Understanding** | **Self – Expressive** | **Utility (Can be used in multiple styles)** |
| Fact or Fiction  Spider/Fist List  Word Association  Word Wall  Reading for Meaning  Interactive Lecture  Group & Labeling  Categories  Memory Box  Write to Learn  Building Writing | Reciprocal Learning  Think/Pair/Share  Give one, Get one  Collaborative Summarizing  Jeopardy | Anticipation Guides  KWL  Concept Attainment  Compare/Contrast  1,2,3,4  Yes, No, Why | Etch-a-Sketch  Mystery | Graduated Difficulty  Comprehension Menu  Task Rotation  Voc Notebook  Carousel Brainstorming  Boggle  Reader’s Theatre  Vocabulary Code  TGT  Jigsaw  4-2-1 Free Write  Kindling |

The biggies…. The following strategies require a little more planning to use. They are all very effective. Your school has folders and materials that specifically explain these strategies.

**Word Works-Cracking Vocabulary’s CODE** – 4 phases of vocabulary learning

* **C**onnect – new words to prior knowledge
* **O**rganize – new words to find relationships
* **D**eep-processing – internalizing the words, deepen the understanding
* **E**xercise – or rehearse their knowledge of new words

**Reading for Meaning** – strategy that helps students become proficient at making claims, finding main ideas, and using reasoning and details to support their ideas.

* Students are presented with a series of statements before they read the text, they need to either agree/disagree with the statement.
* After reviewing the statements, the students read the text and collect evidence either for or against the statements.

**Task Rotation** – creating activities that fit students’ learning styles:

* Mastery
* Interpersonal
* Understanding
* Self-expressive

**Interactive Lecture** – strategy that increases the students’ ability to remember, comprehend, and think actively about a lectures’ content. It engages the students by moving them through the four phases:

* **C**onnect – hook students’ attention
* **O**rganize – use graphic organizer/note taking procedure to help organize info
* **D**eep-processing – pause every 5-7 min during lecture to allow students time to process information with questions in the different learning styles
* **E**xercise – use review questions and have students use notes in a synthesis or application task.

**Activities/Tools**

These activities or tools are easy to slip in anywhere within your unit plan. They can be used for the CODE strategies, class openers, to brainstorm, to review, or as energizers for those “glazed over” moments. They are categorized somewhat, but several of these activities can be used in more than one category. Many of the strategies are referenced (in parenthesis) if you want more information on each of these activities.

**Class Openers**

**Fact or Fiction/ Three’s a Crowd** – Students decide which word/fact of three doesn’t belong and explain why. (Tool book p.10)

**Anticipation Guides** – Teacher prepares 3-5 statements based on the content that the students will be reading. Students are asked to decide which statements they believe the text will support. Teacher develops a class tally for each statement and discusses opinions. Students then read text. (Tool book p. 40)

**Give one, Get one**- students generate ideas from a question posed by the teacher, then have to collect a predetermined number of ideas from their classmates. (Tool book, p.11)

**KWL**- Tool to assess students’ prior knowledge, help generate questions about what they want to learn, and encourage reflection about what they have learned. (Tool book, p.28)

**Spider List/Fist list/Fishbone**- teacher provides a category in palm of hand/belly of spider and the students brainstorm ideas to fill in the fingers/legs/bones of hand print, spider, or fish sketch or vice versa.

**Word Association/3-way tie**- students select 3 words from a unit vocabulary and arrange them in a triangle. They then connect the words with lines then write a sentence that describes the relationship between the words that are connected. (binder)

**Content Teaching**

**Word Wall** – Collection of words on the wall for students to use during their reading and writing (Binder)

**Reciprocal Learning/Peer Practice Strategy**- students work in pairs (player and coach) to review or read & summarize concepts.

**Think/pair/share**-teacher poses a question, the students think and construct a response, then share their ideas with a neighbor, teacher records/collects their ideas. (Tool book, p.10)

**Vocabulary Notebook**- Where students collect critical vocabulary In the notebook students can write their initial “educated” definitions, then they can write the dictionary definition, and maybe a visual image as well. There is a lot of variations to this one. (Tool book, p. 92; binder)

**Group & Labeling** – students examine a list of vocabulary words and place them into groups based on common characteristics. For each group that students create, they devise a label that describes

**Etch-a-sketch** – students draw pictures, symbols, or icons to represent ideas presented in a lecture, reading, or other form of presentation (Tool book, p. 60)

**Collaborative Summarizing** – After lecture or reading, the students are asked to identify the 3-6 most important ideas. Students then pair up and compare their lists and come up with a consensus of the most important ideas with their partner. They (the group of two) pair up with another group of two and compare lists and once again come with an agreed upon list of 3-6 important ideas. These four use their list to create a collaborative summary. (Tool book, p.78)

**Jigsaw**- students work cooperatively with each student having an assigned task within the group to accomplish/perform.

**Carousel Brainstorming** – teacher generates different styles of questions & posts them around the room. The students work in groups of 3-5, rotates around the room to reading the question, the other responses, and either expands on existing ideas or develops a new idea. (Tool book, p.19)

**4-2-1 Free Write** – students identify 4 important ideas previously presented in the lesson. Each student meets with another student to compare ideas and decide on the two most important from their lists of four. This pair meets with another pair. They compare their ideas, then come to a consensus on the most important idea. The students then take this and do a free write, explaining all they know about the big idea. (Tool book, p. 82)

**Concept Attainment** – teacher presents examples and non-examples of a concept in a class discussion, the students use these to brainstorm the key attributes/characteristics of the concept.

**Compare/Contrast** – comparing likenesses and differences. The Georgia website I sent you has several different variations on this that are interesting.

**Kindling** – F - Find a question that can be explored

I - Internalize the question

R - Record your thoughts (sketch, write…)

E - Exchange ideas with a neighbor

S - Select and record your ideas in public (Tool Book p.74)

**Comprehension Menu** – an abbreviated version of Task Rotation. Teacher creates at least four questions in the four learning styles about the content. (Tool book, 162)

**Review Activities/Tools**

**1,2,3,4** – teacher stops 5 minutes before end of class period to allow the students to reflect upon what was presented by writing in this format:

1 – What was the big idea

2 – Important details discussed

3 – Personal connections discovered

4 – Questions students have about the content

**Boggle** – students review notes for 2 minutes, then list as many ideas or details they can remember for 2-5 minutes, then students share their ideas with 1 or 2 other students and can add to their lists. Lastly, students pair up and compete with another student using the Boggle technique (They earn a point for every idea that their Boggle partner doesn’t have). Then the students go back to their study teams and compute the team score. (Tool book p.134)

**Memory Box** – a box usually put on a test where students can take the first five minutes to list as many things they can remember(formulas, definitions, etc…)

**TGT** – (Teams Game Tournament) teacher creates vocabulary/fact cards. The teacher divides the students heterogeneously by academic ability. This is the study group. After they have studied for a while, they then move to homogenous groups established by the teacher and compete against each other. They follow the points system to see how many points they take back to their study teams. This is a great review activity, it takes some time to prepare it, but it is well worth it.

**Jeopardy** - This follows the same format as the game show. It is great to use on the active board. There are many already developed on the Ashland Schools website.

**Categories –** technique for forming groups and reviewing content. (Tool book,

p. 138)

Tool Book refers to: Silver & Strong, 2001 *Tools for Promoting Active, In-Depth Learning*, Thoughtful Education Press.