

Instructional Strategies for Student Engagement

<u>Strategy</u>	<u>Description</u>	<u>Function/ Purpose</u>	<u>How to Use</u>	<u>Multiple Intelligence</u>	<u>Student Grouping</u>	<u>Other Comments</u>	<u>Source</u>
Menu Activities	A way to organize learning activities to allow for student choice and differentiation.	Differentiation - Readiness, Interest, Learning Style	<ul style="list-style-type: none"> • Create a range of activities on a topic or learning goal. • Use varying levels of complexity like Bloom's taxonomy. • Assign students activities according to readiness. • Instruct students to choose additional activities to allow for grouping by interest and learning style. 	All	Small Groups, Pairs, Individual		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Choice Boards	Students make a work selection from assignments that are placed in pockets. The board "directs traffic" to designated tasks or areas of the room.	Differentiation - Readiness, Interest, Learning Style	<ul style="list-style-type: none"> • Place activities of differing levels of complexity in different rows. • Target student need while allowing student choice by asking students to make selections from particular rows. 	All	Small Groups, Pairs, Individual		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Crossovers		Energizer	Anytime the arms or legs crossover the middle of the body the brain "wakes up," because the left side of the brain controls the right part of the body and vice versa. Have participants stand up and begin with alternating touching each shoulder with the opposite hand. From there you can do opposite hands to raised knees and then opposite hands in the back of the body to touch a raised foot. Any movement that crosses over the body will work. You can also do the old windmill stretches, or create a hand clap/slap pattern like those chants children do.	Bodily/Kinesthetic	Whole Class, Individual	General Energizer Moves: <ul style="list-style-type: none"> ☆ Have participants stand up and stretch as high as they can. Then have them reach for their toes. Repeat a few times. ☆ Have participants do 10 jumping jacks or march in place for a count of 50. ☆ Have participants rise up and down on their toes to stretch calf muscles and get blood flowing. 	<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Catch It		Energizer	Have four participants stand forming a square where each person is facing inside the square. (A triangle will work too.) Next, have them put out both of their hands with palms up and elbows by their waists. Instruct each person to take his/her right index finger and point it up to the sky. Next, the index finger gets put down into the palm of the person next to them. The facilitator counts 1...2...3 and on 3, each person tries to catch the index finger of the neighbor while trying to keep his/her own index finger from being caught. Repeat with right index finger and then switch to the left index finger for two tries. This activates the brain because it has to do two things at one time, plus it makes everyone laugh and that is a great way to wake up the brain.	Bodily/Kinesthetic	Small Groups	General Energizer Moves <ul style="list-style-type: none"> ☆ Have participants stand up and stretch as high as they can. Then have them reach for their toes. Repeat a few times. ☆ Have participants do 10 jumping jacks or march in place for a count of 50. ☆ Have participants rise up and down on their toes to stretch calf muscles and get blood flowing. 	<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Getting to Know You Break		Energizer	Let one student be the leader. The leader completes the sentence "Meet Three People Who..." and adds in a characteristic, such as 'is wearing blue', or 'has more hair on their head than you do', or 'has an A in their name'. The students walk around the room and shake hands with the people who fit the category.	Bodily/Kinesthetic	Whole Class/individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Humor Break		Energizer	Everyone stands up, closes their eyes, and if they can think of a recent or old joke, raises their hand. Next, ask them to open their eyes. Everyone who has their hands still down cluster around someone who raised their hand who knows a joke. They tell the joke, have a round of applause, then switch groups and joke tellers.	Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Fresh Start		Energizer	To keep the room novel and the learners' perspective fresh, have everyone stand up and find a seat on the opposite side of the room. A variation on this is to have everyone push his or her desks or chairs into a new position (i.e., a large circle, theater style, etc.).	Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>

Rhythm Review		Energizer	In small groups with music playing in the background, students stand in a circle and the leader starts a clapping or finger-snapping rhythm. Once the rhythm is established, each student offers something they learned in the course of the day. For example, "Today, I learned that California used to belong to Mexico." Then it's the next person's turn. They can either keep the same rhythm or initiate a new one. Beyond review, this game is great for developing memory, listening, and music skills.	Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Military March		Energizer	This march is done the way recruits march around with a rhythmic chant. The base chorus is "It's real easy, see-say-do... we learned it first, and now you, too." Each person or team comes up with the alternating verses that are content reviews. Example: Chorus + "Memory is a piece of cake, new locations make it rate, in a room or by the lake, e-motion will make it great" + chorus. After one team says their verse, the next team starts up. All teams repeat all on the walk.	Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Tic-Tac-Toe		Energizer	Chalk out Tic-Tac-Toe boxes on the blacktop or patio. Divide group into teams of five players each. Designate teams as either Xs or Os with a sheet of paper taped to their shirt. One teacher or helper is needed for each Tic-Tac-Toe game to facilitate the question asking. Each team, in turn, is asked a question that relates to the current unit of study. If the team answers correctly, they send a player to cover a box of their choice and questioning continues. If the team provides an incorrect answer, play alternates to the other team. The object of the game, of course, is to complete a line of Xs or Os.	Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Charades		Energizer	Invite one person to come up to the front of the room and act out something they've learned in class; they freeze and another person is selected to come up and continue the impromptu learning charade; then one at a time, others join, adding on until one giant human scenario has taken place which ultimately represents the current lesson.	Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Deep Breathing		Energizer	If students need help getting calmed down after a movement activity or an energizer, make it part of your routine that the whole class takes five deep breaths together before returning to work.	Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Bunny Breathing		Energizer	This is an alternative to deep breathing, but serves much the same purpose. Plus it is supposed to be a cleansing process to make sure fresh oxygen is getting to the brain. Have students take three short, quick breaths in through their nose, then a long exhale out of their mouth. Repeat about five times.	Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Groovin' to the Oldies		Energizer	Put on old music from the 1920's, 30's or 40's. Do dances from different eras; Charleston, Jitterbug, Big Band, Swing Era, etc. (If this can be connected to something you're teaching that is even better.)	Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Computer Programs	Software and tools are available for every discipline, and information can be found on the internet for every topic imaginable. Examples: Webquests*, text-reader software, fluency programs. * http://www.lincolnparkboe.org/webquests_PBL.htm A resource for differentiated instruction using webquests.	Differentiation - Readiness, Interest, Learning Style	<ul style="list-style-type: none"> Use varied computer programs to help meet the needs of learning styles. Examples: <ul style="list-style-type: none"> Spatial: Graphics programs can help develop spatial perceptions and creativity by allowing students to create their own designs. Bodily-Kinesthetic: Allowing students to use the keyboard, mouse, joystick and other devices provides the opportunity to capitalize on their eye-hand coordination. Use webquests* for developing lessons with specific goals in mind to give individuals or small groups the opportunity to research, problem solve and learn basic skills. 	Bodily/Kinesthetic, Visual/Spatial	Individual or Small Groups		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>

Peer Tutoring	Students, with guidance from a teacher, help one or more students learn a skill or concept. Peer tutoring programs can help students with expertise or skills in an area while teaching others who are less skilled.	Differentiation - Readiness	<ul style="list-style-type: none"> • Teach tutors what to do during a session, and how to help the students being tutored. • Design a tutoring lesson—show the tutor how to manage a session, keeping steps to a minimum. • Monitor and evaluate tutoring, checking for evidence of progress. 	Interpersonal	Pairs		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Learning Centers/Stations	Classroom areas that contain a collection of activities or materials designed to teach, reinforce or extend a particular skill or concept.	Differentiation - Readiness, Interest, Learning Style	<ul style="list-style-type: none"> • Focus the centers/stations on important learning goals. • Use materials addressing a wide range of reading levels, learning profiles, and interest. 	Interpersonal	Small Groups	Works well when multiple copies of materials are not available for the whole class.	<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Flexible Grouping	Groups are formed according to readiness, interest or learning style.	Differentiation - Readiness, Interest, Learning Style	<ul style="list-style-type: none"> • Use both heterogeneous and homogeneous groups. • Students or teachers select group configurations at different times. 	Interpersonal	Small Groups		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Interest-Based Mentoring	Student mentors can include resource teachers, media specialists, parent volunteers, older students, or community members who can guide students' growth in a particular area of interest or talent.	Differentiation - Interest	<ul style="list-style-type: none"> • Be clear in your own mind about the goals of collaboration. • Provide appropriate preparation and instruction for mentors. • Connect what is learned in the mentorship to what goes on in class. 	Interpersonal	Pairs		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Partner Talks	Partner talks are activities where students briefly discuss information with a partner.	Teaching Content or Concepts	Partner talks can be used in a variety of ways: to discuss specific content that has just been learned (restating/summarizing) or to relate new information to one's own experience.	Interpersonal, Verbal/Linguistic	Pairs	Allows students to summarize their learning in a safe situation and be ready to share with the full group. This breaks up routine of a training session and can offer students a chance to get up and move around.	<i>Classroom Instruction that Works, Robert J. Marzano (Cooperative learning)</i>
Read and Share Main Idea	Prepare or find a passage that presents an important message, and then ask students to read, make notes and share with the group.	Teaching Content or Concepts	Groups read information and share the main points.	Interpersonal, Verbal/Linguistic	Small Groups, Pairs, Individual	The summarizing and sharing is a good way to insure the students are active learners.	<i>Classroom Instruction that Works, Robert J. Marzano (Summarizing and note taking, reinforcing effort, and cooperative learning)</i>
Blackboard Share	A representative from each team goes to the board or chart paper and all teams can simultaneously post their best answers.	Cooperative Learning	Useful for independent practice and assessment.	Interpersonal, Verbal/Linguistic	Small Groups	Mastery Structure - Active, engaging learning. Used most often to master basic facts; to review information and make sure all students can solve problems. Multi-functional and used to reach a number of objectives. Depending on the content it can also be used for team-building, communication building and the development of concepts and thinking skills.	<i>Cooperative Learning, Dr. Spencer Kagan</i>

Numbered Heads Together	Students number off and teacher asks a question. After writing their own answer to a question, teammates put their "heads together" to ensure all members can answer. The teacher then calls a number and students with that number share their answers. Stir the Class: Teams stand in a circle around room, huddle to discuss a question from teacher, stand shoulder to shoulder when they have their answers, rotate to next team when their number is called to share their answer, and join the new team for next question. Paired Heads Together: Students in pairs huddle to make sure they both can respond, an "A" or "B" is called, the student with that letter responds. Traveling Heads Together: Students	Cooperative Learning	Numbered Heads Together is most often used to master basic facts and information which have been presented through direct instruction or written material; useful for review before a test. Teacher may call for a verbal response, finger response or an elaborate, unique response by each student, using manipulatives.	Interpersonal, Verbal/Linguistic	Small Groups, Pairs		<i>Cooperative Learning, Dr. Spencer Kagan</i>
Share and Compare		Cooperative Learning	Teacher poses question with multiple possible responses. Shoulder partners share, then rally table. Teacher calls time. Students Round Robin answer, adding new answers to their lists. Teams challenge teams to generate additional answers.	Interpersonal, Verbal/Linguistic	Small Groups	Informational Sharing Structure. All teams are active at once during sharing. Lack of downtime.	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Team Notebooks	Students record their ideas in a team notebook to be looked at by the teacher and/or other teams	Cooperative Learning		Interpersonal, Verbal/Linguistic	Small Groups	Informational Sharing Structure	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Class Notebook		Cooperative Learning	Each team records their ideas or product on a sheet of notebook paper. The sheets are kept in a three-ring binder which has labeled dividers. The Class Notebook is available for other teams to use.	Interpersonal, Verbal/Linguistic	Small Groups	Informational Sharing Structure. Can be used as a research tool and creating class experts on given topics.	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Carbon Sharing		Cooperative Learning	Teams record their answers using carbon paper, making 2 or more copies. The copies are given to other teams to examine and/or comment on.	Interpersonal, Verbal/Linguistic	Small groups	Informational Sharing Structure. Allows simultaneous peer responses to individual writing. A powerful aid in the writing process.	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Paraphrase Passport		Cooperative Learning	Students can share their own ideas only after they accurately paraphrase the person who spoke before them.	Interpersonal, Verbal/Linguistic	Small Groups	Information Sharing, Communication Skills Structure - Encourages active listening participation and students are accountable for listening.	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Talking Chips	Teacher provides topic. One student places a chip in center and discussion begins. Students use chips to continue discussion. When chips are used up, students collect chips and continue discussion. During a discussion, teammates place their chip in the center each time they talk. They cannot talk again until all team members have placed a chip.	Cooperative Learning	If talking chips are used during a discussion, each person on a team is given a marker, (their pen does fine. Instructions are simple, say, "If you want to talk, place your chip in the center of the table. You cannot talk again until everyone has placed his or her chip in the center of the table. When all the chips have been used, the chips are retrieved and anyone can talk again if they place their chip in the center again."	Interpersonal, Verbal/Linguistic	Small Groups	Communication Skills Structure Takes care of the free-rider and bully problems all at once. It ensures that everyone will talk, but also that no one will do all the talking. After using the approach for some time, students internalize the principles of universal and equal participation. Improves communication skills	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Turn & Talk		Processing Content, Formative Assessment	During a lesson, there may be opportunities to have the students do a turn & talk activity for a few minutes. This allows students to talk about the information presented or shared and to clarify thoughts or questions. This is an effective alternate strategy to asking questions to the whole group and having the same students responding. All students have a chance to talk in a non-threatening situation for a short period of time.	Interpersonal, Verbal/Linguistic	Pairs		http://www.saskschools.ca/curr_content/costructivism/how/sstrategies.html
Jigsaw	In a jigsaw you can take a big topic and break it down into smaller sections and distribute these to students.	Teaching Content or Concepts	Have different people look more closely at a smaller section of information. Have them prepare this smaller section, then return to the large group and teach this to someone else.	Interpersonal, Verbal/Linguistic	Whole Class	When using a jigsaw, more information can be covered in a shorter period of time. This method is good group work where everyone can play a part in a learning activity.	<i>Learning Activities from Write Your Own Workshop, KASC</i>

Response Groups	Arrange small groups of students who have read the same book or studied the same event into response groups. Let them organize and run the groups.	Processing Content, Formative Assessment	Response groups are good ways to get students thinking and talking together. Provide checklists or note-taking forms for students to record their discussion and turn in to teacher.	Interpersonal, Verbal/Linguistic	Small Groups	Teachers participating in these small groups can gain good insight into their students' thinking and reasoning skills.	<i>Formative Assessment for Learning Toolkit, KASC</i>
Backyard Neighbor Talk		Processing Content, Formative Assessment	1. Students think for a few seconds about the teacher's prompt. 2. On a signal, students turn to the person sitting behind them and share their thoughts. 3. A few students share out with the class.	Interpersonal, Verbal/Linguistic	Pairs		Scaffolding Instruction Handout from Fayette County teacher
Think, Write, Pair/Share		Processing Content, Formative Assessment	1. Students think independently for about 10 seconds in response to the teacher's prompt. 2. Students write thoughts in a journal, graphic organizer, etc... 3. Students then turn to a partner on the left or right and say something about their thoughts.	Interpersonal, Verbal/Linguistic	Pairs		Scaffolding Instruction Handout from Fayette County teacher
Information Gap		Formative Assessment	Groups split into two sub-groups; each sub-group is given one half of some information about a topic; sub-groups have to talk to draw the information together.	Interpersonal, Verbal/Linguistic	Small Groups, Pairs		<i>Formative Assessment for Learning Toolkit, KASC</i>
Affinity Map	It is a brainstorming process where members of a group write responses to a general problem or solution on separate cards. They then arrange the cards into groups or themes and rearrange.	Processing Content, Formative Assessment	1. Students silently read assigned material. 2. While reading, students write a designated number of ideas on cards or post-it notes. 3. Each student places the ideas anywhere on the chart paper in no particular order. 4. With the group, students silently arrange the notes into themes or big ideas. 5. The group rearranges the ideas as many times as they see fit. 6. Next, the group labels big ideas. 7. Finally, each group shares the key points and big ideas with the whole group.	Interpersonal, Verbal/Linguistic	Small Groups	Rules: 1.Members can rearrange the post-it notes over and over to make their sorted groups of themes. But, the person who wrote the post-it in question has the last say about where that note is placed. 2.There is no limit as to the number of themes or big ideas. There may be only one post-it representing a big idea. 3.Members may write, mark through and re-write as many times as needed until the group all agrees with a thumbs up.	
Cards	Cards can be used in many ways—for matching, or sorting into groups.	Teaching Content or Concepts	Cards can be used to give each person in a group a manageable piece of a whole topic to study and review.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups, Pairs, Individual	Cards are effective in group settings. Sorting cards into groups often creates good discussion among group members about why to put that card under a particular category/heading. Differences of opinion may arise and this is often a very helpful way to learn. Cards are a good manipulative.	<i>Classroom Instruction that Works, Robert J. Marzano (reinforce effort)</i>
Matching	A matching exercise may be a good way to reinforce a piece of important content. Matching identifies similar or related items.	Processing Content, Formative Assessment	For example, if you want the students to learn about the 5 types of OR questions, you could provide a brief definition of each. Then give 5 samples and have the students match each type with the correct example of that technique.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups, Pairs, Individual	Matching is a good way for students to physically manipulate information. (This can be with paper/pencil or with separate cards that can be moved around and matched).	<i>Classroom Instruction that Works, Robert J. Marzano (Similarities and Differences)</i>
Roam the Room	At a signal, students move about the room as individuals to view the products of other teams/individuals. When the signal to turn is given they do a Round Robin to share what they have learned.	Cooperative Learning	Use as a closure to culminating projects.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups	Informational Sharing Structure - Accomplishes more than twice as much in half the time. More active participation and students are accountable for specific reactions.	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Stand and Share	Teams stand with a list of ideas to share. The teacher selects one student to share an idea. Other teams either check the idea off their list or add it. Each team sits when all items on its list are shared.	Cooperative Learning	Teams discuss an issue until each individual on the team feels he or she could share an important idea with the whole class, at which time they stand up. When all the teams are standing, the teacher asks one student to share his or her idea.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups	Informational Sharing Structure. Can be used for Formative Assessment. This is a very attractive method because all students feel their idea got represented, but the process is an efficient use of time and does not take long.	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Gallery Tour	Students move about the room as a team to look over, discuss, and give feedback on the products of other teams.	Cooperative Learning	Use as a closure to culminating project.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups	Informational Sharing Structure Accomplishes more than twice as much in half the time. More active participation and students are accountable for specific reactions.	<i>Cooperative Learning, Dr. Spencer Kagan</i>

Rotating Review		Cooperative Learning	Teams discuss topic; chart their thoughts; Rotate to the next chart to discuss and chart their thoughts.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups	Rotating Feedback: Teams discuss then chart their feedback to another team's product; then rotate to do the same with the next team.	<i>Cooperative Learning, Dr. Spencer Kagan</i>
RallyTable		Cooperative Learning	Students in pairs take turns writing, drawing, or pasting. (2 papers, 2 pencils per team) Pass-N-Praise: Students in pairs take turns writing and hand their paper to the next person only after receiving praise.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups	Mastery, Teambuilding and Classbuilding	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Carousel Brainstorming	Carousel brainstorming is a questioning technique used to generate multiple ideas in response to different styles of questions, to promote group work and to allow for physical movement.	Processing Content, Formative Assessment, Energizer	1. The teacher generates questions for students to answer. 2. Students divide into small groups. Each group uses a different color marker to record ideas. 3. Each group is positioned at each station for 3-5 minutes to record responses to the questions. 4. After the time ends, groups rotate to the next question (or the question rotates to the group). Students read the new question, read the previous responses and either develop new ideas or expand on existing ideas as quickly as possible. 5. Each group can then summarize the response at their first station or they can walk around the	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small groups		http://www.clayton.k12.ga.us/departments/instruction/toolsandstrategies.pdf
Give one, Get one	Teacher poses a question and asks the students to record two responses. The teacher then asks the students to stand up and move around the room to make connections with other students' responses. Each time a student connects with a new student, he needs to give the student a different idea and get another idea in return. If both students have the same ideas, they need to work together to generate a new idea.	Processing Content, Energizer	1. Teacher poses a question. 2. Students generate two ideas. 3. Teacher establishes a goal. 4. Students stand up and "connect" with another student only to give an idea and get a new idea. 5. If they both have similar ideas, they need to brainstorm together to generate a new idea. 6. Students return to their seats (they can share ideas in small groups and try to generate two or three additional new ideas). 7. Teacher collects and records ideas to be examined and explored.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Whole Class, Individual	Promotes divergent thinking, generates many ideas quickly	http://www.clayton.k12.ga.us/departments/instruction/toolsandstrategies.pdf
Envoying	When children are involved in group discussion, one child from each group moves on to the next group after a given period of time. On arrival, they have one minute to summarize the key points from their previous group. The receiving group has one minute to explain their thinking to the newcomer. This rotation occurs at set intervals.	Formative Assessment		Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups		<i>Formative Assessment for Learning Toolkit, KASC</i>
Pass It On		Energizer	Ask participants to move at least 10 brisk steps. Have them form groups of 4-5 people. Write a review topic and unfinished sentence up on the board. For example, "Topic: One important thing I've learned about how students learn is..." . Ask one participant in each group to complete the sentence and then it's the next person in the group's turn to say something new. The goal is to continue contributing to the review as long as possible. When each person has been able to add at least one thing, call the activity to a close.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups	1) One type of memory storage is called procedural learning and this kind of knowledge is stored in the body. A simple example of this is not knowing a phone number unless you dial it. Learning through movement gives students another way to aid memory. This is helpful for all students, but can be especially important for students with learning difficulties. 2) Attitude is an important factor for motivation to learn — movement helps put students (and adults) in a positive state of mind. 3) Our brains require a lot of oxygen and more movement helps bring in fresh oxygen. 4) Our brains don't distinguish between the body and the brain, so if our body is uncomfortable it hurts learning.	<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Walk and Review		Energizer	Give learners a question or two for review. For example: "Explain to your partner about one of Marzano's effective instructional strategies." Have learners choose a partner and go for a short walk while they discuss their topic. (Designate a specific amount of time.) Suggest an area that is suitable for walking and allows them to really move.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Pairs		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>

Reporter Review		Energizer	Divide the group in half with one group representing "the experts" and the other half representing "the reporters." The reporters' job is to interview the experts on the present topic of study. Give them five minutes to "get the story," then reverse the roles so that the experts are now the reporters. Then have the whole class make a review chart together of the most important concepts.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Whole Class/Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Hop To It Review		Energizer	Lay out a hopscotch course on the floor (inside or outside) with chalk or string. On each square, put a number, which corresponds to a question written up on the board or on poster board. If the players cannot answer the question they go back to the line and wait their turn. If they are able to answer it, however, they get to keep going. Clear the desk away and do this inside or go outside, but have as many groups going at the same time as space allows.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Commercial Break		Energizer	Note: This activity gets some of the students up and moving, but also takes advantage of two other principles about how the brain learns — students retain the most information when they have to teach others; the brain needs review and downtime to allow and help learning "settle in." Divide the group into teams and give them time to prepare a commercial break related to the current unit of study or content. At various times throughout the day or week, ask a team to present their commercial break to the rest of the class.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups, Pairs		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Roller Derby Review		Energizer	With music playing in the background, have students stand up and walk fast around the entire room like a roller derby to increase circulation. Ask them to think of two to five key words discussed in the last twenty minutes. Then have them share their words with five other people. Set a few rules first to ensure safety, time limitations, courtesy, noise level, etc.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Inside-Outside Circle		Processing Content, Formative Assessment	Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Whole Class, Individual		www.lincoln.k12.or.us
Snowballing		Processing Content, Formative Assessment	Talking partners form groups of four and take turns explaining their ideas to each other. Fours can then become eights and so on.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups, Pairs		<i>Formative Assessment for Learning Toolkit, KASC</i>
RoundRobin	Teacher asks a question and teammates take turns answering.	Cooperative Learning	Students simply take turns stating answers or ideas without recording them. Turn Toss: Toss a ball (paper wad) while doing RoundRobin. Think-Write-RoundRobin: Students think, then write before the RoundRobin begins.	Interpersonal, Verbal/Linguistic, Logical/Mathematical	Small Groups	Mastery Structure Can be used in just about any subject/content area at any grade level. Can be used with children too young to write or when participation rather than a product is the goal. Useful for assessing mastery of learning, teambuilding, classbuilding and lesson closure.	<i>Cooperative Learning, Dr. Spencer Kagan</i>
RallyRobin	Teacher poses problem and in pairs, students alternate generating oral responses.	Cooperative Learning	Can be used as one-time activity; to introduce or provide an anticipatory set for a lesson. For practice and mastery, students take turns contributing to a worksheet.	Interpersonal, Verbal/Linguistic, Logical/Mathematical	Small Groups	Mastery, Teambuilding and Classbuilding Structures. The structure can be used in just about any subject/content area at any grade level. Useful for formative assessment.	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Spend-A-Buck		Cooperative Learning	Each student has four quarters to spend on two, three, or four items. The item with the most quarters is the team choice.	Interpersonal, Verbal/Linguistic, Logical/Mathematical	Small Groups	Communication Skills Information Sharing	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Think-Pair-Share	Think-pair-share is a simple, low risk cooperative group activity in which students can share and reflect on their ideas or answers with a partner before sharing with the large group.	Cooperative learning	1. Teacher poses a question to the students and gives them a minute to think independently about their responses. 2. Students then partner with a near-by student and discuss their responses or ideas to the question or problem posed. 3. In this brief activity students can verbalize their understandings, confirm what they understand with a partner or may determine what they do not understand	Interpersonal, Verbal/Linguistic, Logical/Mathematical	Pairs	Thinking Structure - Can be used as a quick assessment tool to determine if students understand the basic concepts before moving on.	<i>Cooperative Learning, Dr. Spencer Kagan</i>

Teammates Consult		Cooperative Learning	For each of a series of questions, students first place pens in cup, then share and discuss answers, and finally write answers in own words.	Interpersonal/ Verbal/Linguistic	Small Groups	Teambuilding Mastery Thinking Skills Communication Skills Information Sharing	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Yes/No Card		Formative Assessment	Students make a card with "Yes" (or Got It) on one side, "No" (No clue) on the opposite side. Teachers ask an introductory or review question. Students who know the answer hold up the "Yes" card, if they don't know the answer they hold up the "No" card. This is very effective to use when introducing vocabulary that students need as a knowledge base for a specific unit of study.	Intrapersonal	Whole Class, Individual		http://www.saskschools.ca/curr_content/constructivism/how/strategies.html
Ponder A Moment		Processing Content	Students close their eyes for one minute and think about their response to the teacher's prompt. A few students share out with the class.	Intrapersonal	Whole Class, Individual		Scaffolding Instruction Handout from Fayette County teacher
Learning Contracts	An agreement between the teacher and student regarding a task or project that the student will work on independently. Contracts may allow choice regarding some of what is to be learned, working conditions, and how information will be applied or expressed.	Differentiation - Readiness, Interest, Learning Style	<ul style="list-style-type: none"> Specify important learning goals Specify the working conditions to which students must adhere (behavior, time constraints, homework and classwork). Set positive and negative consequences. Establish criteria for successful completion. 	Intrapersonal	Individual or Small Groups	Can be used as a tool when assigning students to learning centers or activities to be completed. Also can be used to assign gifted students alternate activities.	<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Hand Signals		Formative Assessment	Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process. Examples: I understand _____ and can explain it (e.g., thumbs up). I do not yet understand _____ (e.g., thumbs down). I'm not completely sure about _____ (e.g., wave hand).	Intrapersonal, Bodily/Kinesthetic	Whole Class, Individual		www.lincoln.k12.or.us
Fist of Five		Formative Assessment	Ask, "How well do you know this information?" Students show the number of fingers on a scale, with 1 being lowest and 5 the highest. 5. I know it so well I could explain it to anyone. 4. I can do it alone. 3. I need some help. 2. I could use more practice. 1. I am only beginning.	Intrapersonal, Bodily/Kinesthetic	Whole Class/Individual		KASC's Formative Assessment for Learning Toolkit
Pause, prompt and praise	Students often need reinforcement when they are having difficulty with a task	Processing Content, Formative Assessment	When students are engaged in a demanding task and having difficulty, the teacher can ask students to "pause". During that pause/break time, the teacher can provide a "prompt" which might involve some specific suggestion for improving the student's performance. If the student performance increases after working on the suggested changes, then the teacher should give "praise". It is sometimes appropriate for the teacher to give a sticker, award or coupon to recognize the student's success.	Intrapersonal, could be others--depends on activities	Individual	Reinforcing effort can teach one of the most valuable lessons--the harder one tries, the more successful you can be. Reinforcement can motivate the student to work harder on the next task.	<i>Classroom Instruction that Works, Robert J. Marzano</i>
4-Mat	An approach to planning based on several personality and learning inventories. The inventories identify four learning preferences: (1) mastery of information, (2) understanding of key ideas, (3) personal involvement, (4) creation of something.	Differentiation - Learning Style	Plan instruction for each of four learning preferences related to the main topic during the course of several days on that topic.	Intrapersonal, could be others--depends on activities	Small Groups, Pairs, Individual		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>

Tiered Assignments	Assignments of varying complexity are given during the same lesson. These help students with different learning needs work with the same essential ideas. Tiered assignments help struggling learners come to their own important ideas and extend the understanding of students who possess greater knowledge in the same area.	Differentiation - Readiness	<ul style="list-style-type: none"> Select the concept that will be the focus of the activity for all learners. Use students' assessments that are related to the upcoming lesson to think about their understanding of the topic. Create one interesting activity that requires high-level thinking and clearly focuses on the student learning. Chart the complexity of the activity: Think about or draw a ladder. (The bottom rung is low skill or complexity and the top is high). With your students in mind, decide where the lesson fits on the ladder. "Clone" the activity along the ladder to provide 2-5 different versions at different degrees of difficulty. (Vary the materials students will use, the form of expression, or according to the students' experience, from personal to far removed). 	Intrapersonal, could be others-- depends on activities	Small Groups		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Feedback	Students should be given regular, timely feedback on the quality of their work, so they can address mistakes and increase understanding.	Processing Content, Formative Assessment	For optimal learning, students should receive feedback at least once every 30 minutes. In addition to grading student work, feedback may be in the form of: 1. Self checking activities such as computer programs or answer key 2. Peer Review, discussion and sharing (for example, using partner talks and peer evaluation) 3. Teacher responses- These can take the form of student conferences directed to the whole class, to small groups, or to individual students. 4. Published standards and scoring guides (checklists with criteria or scoring guides) 5. Staff, parent and community participation in classroom (for example: email to experts in the community, or have volunteers discuss writing with students)	Intrapersonal, Interpersonal, could be others-- depends on activities	Individual	Feedback greatly increases connections in the brain. It gives the learner a chance to take in information about his knowledge and make adjustments when necessary. Suggestions for using feedback: 1. Should be "corrective" in nature. It should give students a clear idea of what they that are doing well and an explanation of what is inaccurate and how it can be improved. 2. Feedback needs to be timely (right after a test or assignment). 3. Students can provide some of their own feedback by keeping track of their own performance and self-evaluating.	<i>Teaching with the Brain in Mind, Eric Jensen</i>
Brainstorming	A brainstorming activity asks students to think about what they have learned and come up with their own ideas/solutions.	Processing Content, Formative Assessment	In brainstorming you might provide a scenario or situation and ask students to provide additional ideas or suggestions about this text.	Intrapersonal, Interpersonal, could be others-- depends on activities	Whole Class, Individual, Small Groups	Brainstorming can become the basis of an outline for a plan about a new idea. It helps bring energy from a lot of sources and can provide focus for a particular task or challenge.	<i>Learning Activities from Write Your Own Workshop, KASC</i>
Independent Study/ Group Investigation	Students are provided opportunities to investigate topics, develop talent and interest areas. These opportunities may be related to a specific subject area or may involve several areas, integrating curriculum.	Differentiation - Readiness, Interest, Learning Style	<ul style="list-style-type: none"> Help students learn how to decide on a focus, develop a plan of action, follow it through, and monitor their process. Use preset timelines to avoid procrastination. Use process logs to document the process of study. Establish criteria of success. 	Intrapersonal, Interpersonal, could be others-- depends on activities	Small Groups, Pairs, Individual		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Corners		Cooperative Learning	Students pick a corner, write it's number, go there, interact with others with same choice in a Rally Robin or Timed Pair Share.	Intrapersonal, Interpersonal, Verbal/Linguistic	Small Groups	Classbuilding Information Sharing	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Squaring Off			Place a card in each corner of the room with the following phrases: Dirt Road, Paved Road, Highway and Yellow Brick Road. Instruct the students to go to the corner of the room that matches where they are in the new unit of study. Students go to that corner of the room and as a group, discuss what they know about the topic.	Intrapersonal, Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Whole Class, Individual		http://www.saskschools.ca/curr_content/constructivism/how/strategies.html
Curriculum Compacting	A strategy to help advanced learners maximize their use of time for learning. Students who have mastered parts of the curriculum ahead of their classmates can use the time during those lessons for alternate extension activities.	Differentiation - Readiness, Interest	<ul style="list-style-type: none"> Identify candidates for compacting and assess their understanding of a particular topic. Plan activities to ensure the student learns skills and understandings not mastered. Design an investigation or independent study that engages the student while others are working with the general lessons. 	Intrapersonal, Logical/ Mathematical	Individual or Small Groups		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>

Reflections	Reflections are a beneficial tool to use after students have learned new content information.	Processing Content, Formative Assessment	A reflection might ask students to think about how they might use this information in their own setting and write a response. A reflection should be used after each big piece of content information.	Intrapersonal, Verbal/Linguistic	Small Groups, Pairs, Individual	Reflections are useful to help reinforce learning. They are useful when you want students to think about/write about what they have learned.	<i>Classroom Instruction that Works, Robert J. Marzano (Summarizing and note taking)</i>
Journals and Logs	Journals and logs are writing tools that can be used for students to record important information, express personal feelings, and reflect on new knowledge, events or ideas.	Processing Content, Formative Assessment	Teachers can use these journals/logs in conferencing with students, and respond to an individual student's questions, feelings and ideas. Teachers can use student's reflections to make suggestions for future work or related activities.	Intrapersonal, Verbal/Linguistic	Individual		<i>Formative Assessment for Learning Toolkit, KASC</i>
Journals and Logs	Journals and logs are places where students record important information, express personal reactions, and wonder about new knowledge, events, themes, and ideas. Examples include: • Literature response journals • Reading logs • Personal writing journals • Dialogue journals • Learning logs	Differentiation - Readiness, Interest, Learning Style	<ul style="list-style-type: none"> • Provide varied journal prompts based on interests and needs. • Have students use journals for jotting down: <ul style="list-style-type: none"> • Achievement targets they have mastered and those that they have found important or are having difficulty mastering. • Learning experiences that did or did not work well for them. • Questions that have come up along the way with which they need help. • Ideas for important study topics or learning strategies that they might like to try in the future. 	Intrapersonal, Verbal/Linguistic	Individual		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Index Card Summaries/Questions		Processing Content, Formative Assessment	Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.	Intrapersonal, Verbal/Linguistic	Whole Class, Individual		www.lincoln.k12.or.us
One Minute Essay		Processing Content, Formative Assessment	A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.	Intrapersonal, Verbal/Linguistic	Whole Class, Individual		www.lincoln.k12.or.us
3-Minute Pause		Processing Content Formative Assessment	The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. <ul style="list-style-type: none"> • I changed my attitude about... • I became more aware of... • I was surprised about... • I felt... • I related to... • I empathized with... 	Intrapersonal, Verbal/Linguistic	Whole Class, Individual		www.lincoln.k12.or.us
I Learned Statements		Processing Content, Formative Assessment	These can be in either written or oral form. Their purpose is merely to give students a chance to self-select one or more of the things they learned during a class session, an investigation, or a series of lessons.	Intrapersonal, Verbal/Linguistic	Whole Class/Individual		<i>Formative Assessment for Learning Toolkit, KASC</i>
Journals and Logs	Journals and logs are places where students record important information, express personal reactions, and to reflect about new knowledge, events, themes, and ideas. Teachers may use these writing tools to respond to each child individually, sharing their questions, feelings, and ideas and making suggestions for future work or related activities. Some teachers hold individual conferences with their students and use journals and logs as part of the conferences.	Processing Content, Formative Assessment	<p>Examples include:</p> <ul style="list-style-type: none"> • Literature response journals • Reading logs • Personal writing journals • Dialogue journals • Learning logs <p>Students use these for jotting down:</p> <ul style="list-style-type: none"> • Achievement targets they have mastered. • Targets they have found useful and important or are having difficulty mastering. • Learning experiences that worked well or that did not work for them. • Questions that have come up along the way with which they need help. • Ideas for important study topics or learning strategies that they might like to try in the future. • Sentence starters to generate reflections. 	Intrapersonal, Verbal/Linguistic	Whole Class, Individual		<i>Formative Assessment for Learning Toolkit, KASC</i>

Reflective Paragraph	Reflective paragraphs may be assigned as in-class review or homework to provide students with practice in writing well-constructed paragraphs .	Processing Content, Formative Assessment		Intrapersonal, Verbal/Linguistic	Whole Class, Individual		<i>Formative Assessment for Learning Toolkit, KASC</i>
Back to Work		Energizer	Have a "back to work" song. Choose a class song that signals that the movement is over and it's time to get back to work. Play the song very briefly to cue the appropriate behavior and then proceed with the next activity.	Musical/Rhythmic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Song Redo		Energizer	Teams or groups select a song ("She'll Be Coming 'Round the Mountain", or a more modern song, etc.) and write out the lyrics on paper. Next, have them adapt the song, changing the words to help make a point about what they learned. As a team, they present the song and movement to whole group.	Musical/Rhythmic, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups, Pairs		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Act and Learn		Energizer	Form small groups of three to five learners each. The team assignment is to develop a one-to-three-minute act or role-play that reflects the present topic of learning. For example, if your present unit of study is the solar system, the group might act out the motions, size, or distance of the planets complete with the sun, moon, astro debris, and comets.	Musical/Rhythmic, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Free Association		Vocabulary	In this quick activity, students are asked to say any word they think of upon hearing a particular term. This can be done verbally, or students can write these on paper. Students can share aloud or share with a partner	Verbal/Linguistic	Small Groups, Pairs		<i>Building Academic Vocabulary, Robert J. Marzano</i>
Concept Mapping		Processing Content, Formative Assessment	<ol style="list-style-type: none"> 1. Provide small groups of students with a list of about 15 related words that might fit well in an outline. 2. Give students small sticky notes to write the words on. 3. Ask students to create a concept map by moving the sticky notes around on a piece of paper until they have them in the right place. 4. Model on the board how to draw connections between words and emphasize that the connections should be labeled with words describing the nature of the relation (leads to, is an example of, sometimes goes with, can't happen without, etc.). 5. Walk around while students are creating their concept maps. Ask questions about why they are placing words where they do. Keep in mind that the purpose of this exercise, at this point, is to find out what they are thinking, not for them to get the right answer. So don't prompt them with correct answers. 6. Collect the papers, analyze the work to find out what students know, don't know, and what their misconceptions are. Do not write on the concept maps. 7. Create your own concept map-perhaps on overhead transparency. 8. The next day, hand back the concept maps and show your concept map to the class. Emphasize that there is more than one way to organize a group of related terms. Ask groups of students to compare theirs to yours and explain how theirs are different and whether and in what ways they think they should change theirs. <p>(Note: Concept mapping can be done online for free with several web based apps or with Inspiration software as well.)</p>	Verbal/Linguistic	Whole Class, Individual, Small Groups, Pairs		http://www.clayton.k12.ga.us/departments/instruction/toolsandstrategies.pdf
Jeopardy	Jeopardy is a way to stimulate creative thinking and to assess what students know and understand about a topic.	Processing Content, Formative Assessment	<ol style="list-style-type: none"> 1. The teacher introduces a topic and reviews the structure of jeopardy. 2. The teacher asks "If _____ is the answer, what are the possible questions?" 3. Students generate responses. 4. The teacher collects and records students' questions. 5. Questions are examined and grouped in order to assess student knowledge and understanding. 	Verbal/Linguistic	Whole Class, Individual, Small Groups, Pairs		http://www.clayton.k12.ga.us/departments/instruction/toolsandstrategies.pdf

Jot a Thought		Processing Content, Formative Assessment	1. Students think for a few seconds about the teacher's prompt. 2. Students write for a minute in response to the prompt. 3. A few students share their responses with the class.	Verbal/Linguistic	Whole Class, Individual	This is a quick and easy way for students to process and reflect. Allows opportunity for formative assessment.	Scaffolding Instruction Handout from Fayette County teacher
Multiple Texts and Supplementary Print Resources	Using texts at different levels helps to reach all students with content that is meaningful to them. Teachers can match students to texts in response to readiness, learning profile, and/or interests.	Differentiation - Readiness, Interest, Learning Style	• Build your classroom library from discarded texts of various levels. "Use the Internet to find online resources"	Verbal/Linguistic	Individual or Small Groups	The Kentucky Virtual Library (KYVL) http://www.kyvl.org/ has a link to EBSCO research database service which includes articles that have been assigned reading levels. After logging in to KYVL, (Ask your librarian if you need the password.) click on Find Books, Articles, and More, then click on EBSCO; then on EBSCOhost Web. Find Primary Search or Middle Search Plus in the list for articles with assigned Lexile reading levels*.	<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Oral Questioning	The following are keys to successful use of oral questioning as an assessment device: <ul style="list-style-type: none"> • Plan key questions in advance of instruction to ensure proper alignment with the target and with students' capabilities. • Ask clear, brief questions that help students focus on a relatively narrow range of acceptable responses. • Probe various kinds of reasoning, as appropriate. • Ask questions first and then call on someone to respond. This keeps all students on their toes. • Call on both volunteers and non-volunteers. This, too, keeps all students in the game. After posing a question, wait five seconds for a response. Giving students time to think before answering increases desirable outcomes – the number and length of responses, the quality of responses, student confidence, and student and teacher attitudes and expectations.	Formative Assessment	How is _____ similar to/different from _____? What are the characteristics/parts of _____? - In What other ways might we show/show/illustrate _____? - What is the big idea, key concept, moral In _____? - How does _____ relate to _____? - What ideas/details can you add to _____? - Give an example of _____? - What is wrong with _____? - What might you infer from _____? - What conclusions might be drawn from _____? - What question are we trying to answer? What problem are we trying to solve? - What are you assuming about _____? - What might happen if _____? - What criteria would you use to judge/evaluate _____? - What evidence supports _____? - How might we prove/confirm _____? - How might this be viewed from the perspective of _____? - What alternatives should be considered _____? - What approach/strategy could you use to _____?	Verbal/Linguistic	Whole Class, Individual	As instruction proceeds, pose questions for students to answer, or ask students to question each other. This practice encourages thinking, deepens learning, and provides information about the learning. Teachers listen to answers, interpret them (either by means of internally held standards or a written rubric), infer the student's level of attainment or misconceptions, and act accordingly. Questions may be used to assess student understanding and misconceptions, and to encourage thinking and deepen learning.	www.lincoln.k12.or.us
Analogy Prompt		Processing Content, Formative Assessment	Periodically, present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.	Verbal/Linguistic	Whole Class, Individual		www.lincoln.k12.or.us
Idea Spinner		Processing Content, Formative Assessment	The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."	Verbal/Linguistic	Whole Class, Individual		www.lincoln.k12.or.us
One Sentence Summary		Processing Content, Formative Assessment	Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.	Verbal/Linguistic	Whole Class, Individual		www.lincoln.k12.or.us
One Word Summary		Processing Content, Formative Assessment	Select (or invent) one word which best summarizes a topic.	Verbal/Linguistic	Whole Class, Individual		www.lincoln.k12.or.us

Bellringers/Flashbacks		Formative Assessment	Bell Ringers and Flashbacks are popular review tools. Before a class or lesson begins, the teacher gives students about 5 questions that review content. The questions are usually fill-in-the-blank, multiple choice or short answer. The teacher can collect these daily to see where content knowledge is lacking and provide appropriate re-teaching. Bell Ringers and Flashbacks need to be a purposeful review of important content, not just busywork for the beginning of class.	Verbal/Linguistic	Whole Class, Individual		<i>Formative Assessment for Learning Toolkit, KASC</i>
Act it Out	Vocabulary Card Game--Create a set of vocabulary cards with the word on one side and definition and/or description on the other. (**Or purchase KASC's Vocabulary Cards)	Vocabulary	Create a word wall and post words in the classroom. Then ask students to act out the word and have others guess the definition.	Verbal/Linguistic, Bodily/Kinesthetic	Whole Class, Individual, Small Groups, Pairs		<i>Vocabulary Toolkit, KASC</i>
Lucky Number	Vocabulary Card Game--Create a set of vocabulary cards with the word on one side and definition and/or description on the other. (**Or purchase KASC's Vocabulary Cards)	Vocabulary	Ask a student to choose a number between 2 and 5. Flip through the cards and stop on the number chosen. Ask student for a definition of the card you stop on. --Shuffle before you play again.	Verbal/Linguistic, Bodily/Kinesthetic	Whole Class, Individual, Small Groups, Pairs		<i>Vocabulary Toolkit, KASC</i>
Stepping Stones	Vocabulary Card Game--Create a set of vocabulary cards with the word on one side and definition and/or description on the other. (**Or purchase KASC's Vocabulary Cards)	Vocabulary	Students walk over the stones saying the word and definition and trying to get to the other side of the "stream".	Verbal/Linguistic, Bodily/Kinesthetic	Whole Class, Individual, Small Groups, Pairs		<i>Vocabulary Toolkit, KASC</i>
Hot potato	Vocabulary Card Game--Create a set of vocabulary cards with the word on one side and definition and/or description on the other. (**Or purchase KASC's Vocabulary Cards)	Vocabulary	Gather students in a circle. Have a small group of students pass a card around while music is playing. When the music stops, whoever is holding the card has to define the word on the card.	Verbal/Linguistic, Bodily/Kinesthetic	Whole Class, Individual, Small Groups, Pairs		<i>Vocabulary Toolkit, KASC</i>
Coin toss (partner game)	Vocabulary Card Game--Create a set of vocabulary cards with the word on one side and definition and/or description on the other. (**Or purchase KASC's Vocabulary Cards)	Vocabulary	Prepare a mat or piece of paper with the vocabulary written in the boxes on a grid. Have students take turns tossing a coin onto the mat and defining/describing the word on which the coin lands.	Verbal/Linguistic, Bodily/Kinesthetic	Pairs		<i>Vocabulary Toolkit, KASC</i>
Back Words	Vocabulary Card Game--Create a set of vocabulary cards with the word on one side and definition and/or description on the other. (**Or purchase KASC's Vocabulary Cards)	Vocabulary	Tape a vocabulary word on the back of each student and have them walk around until they find someone who can define/describe their word. Then have the student with the word taped on his back guess their word after the clue giver gives the definition/description.	Verbal/Linguistic, Bodily/Kinesthetic	Whole Class, Individual		<i>Vocabulary Toolkit, KASC</i>
Obstacle Course Review		Energizer	Map out an obstacle course (preferably a large loop) with a few learners stationed at "question points" along the way. Place a few timers at the start/finish line. Lead all learners through a practice session stopping at each "question point" for a sample review question while proceeding through the physical obstacles, as well. Once everyone is comfortable with the course, start players on the course, one at a time, spaced about thirty seconds apart. The object is for learners to beat their own previous times. Questioners provide one question after another until the player answers one correctly. Rotate roles so that everyone has a few chances to run the obstacle course and act as a questioner.	Verbal/Linguistic, Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Musical Chairs		Energizer	Have a group form a circle with chairs facing inward. The leader manages the music, while the group circles around the chairs. When the music stops, everyone must find a chair, but one has been removed. The person left standing must share one thing they've learned related to the present topic of study. Instead of disqualifying this player, however, continue the game until a variety of people have shared what they know.	Verbal/Linguistic, Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>

Instant Replay		Energizer	Is this an important concept or point? Stop and tell students to stand and partner with the person next to them. Reiterate the point you were making and one of the students acts that point out, the other replays it. You can add time restraints, specify whether there will be sounds or no sounds, words or no words, etc. This can also be used as review as you have the students perform their replays to start class.	Verbal/Linguistic, Bodily/Kinesthetic	Pairs		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Classroom Stage		Energizer	Pause in your lecture (or any direct instruction). Have all students stand up and find 3-5 others to form small groups. The goal of the group is to turn the last part of lecture or discussion into a 1-3 minute act (a role play). For example, they become a giant solar system, complete with the sun, planets, moon, debris and comets. Or, they might role-play a discipline policy you just mentioned.	Verbal/Linguistic, Bodily/Kinesthetic	Small Groups		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Jump Rope Rhymes		Energizer	Ask learners to make a list of the key concepts and words from the current unit of study. Then organize them into groups of three each and ask them to create a jump-rope ditty that incorporates their main concepts. Once their ditty is done, they get to go outside and practice it while practicing their jump-rope skills simultaneously. Rotate roles so that everyone gets to jump rope.	Verbal/Linguistic, Bodily/Kinesthetic	Small Groups		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Musical Vocabulary	Vocabulary Card Game--Create a set of vocabulary cards with the word on one side and definition and/or description on the other. (**Or purchase KASC's Vocabulary Cards)	Vocabulary	Give each student a card and have them walk around the room while music is playing. When the music stops, find the nearest partner and teach each other the word. Repeat.	Verbal/Linguistic, Bodily/Kinesthetic, Musical/Rhythmic	Whole Class, Individual		<i>Vocabulary Toolkit, KASC</i>
Peer Teaching	Vocabulary Card Game--Create a set of vocabulary cards with the word on one side and definition and/or description on the other. (**Or purchase KASC's Vocabulary Cards)	Vocabulary	Divide the cards among 3 or 4 groups of students and have each group be responsible for teaching the cards to others (song, role play, charades, poem)	Verbal/Linguistic, Bodily/Kinesthetic, Musical/Rhythmic	Small Groups, Pairs		<i>Vocabulary Toolkit, KASC</i>
Misconception Check		Formative Assessment	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and to explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.	Verbal/Linguistic, Logical/Mathematical	Whole Class, Individual		www.lincoln.k12.or.us
Comparing Terms		Vocabulary	Use sentence stems to provide structured guidance (ex: The sun and moon are similar because...). The sun and moon are different because...). A Venn diagram can also be used to show similarities and differences. A matrix (more of a chart format) can be used to compare two or more terms and helps students organize ideas for easier review.	Verbal/Linguistic, Visual/Spatial	Whole Class, Individual, Small Groups, Pairs		<i>Building Academic Vocabulary, Robert J. Marzano</i>
Classifying Terms		Vocabulary	Classification can be structured or open-ended. In a structured task, students must take the terms given and place them into set categories. An open-ended task would give the student terms and let them classify based on their own categories.	Verbal/Linguistic, Visual/Spatial	Whole Class, Individual, Small Groups, Pairs		<i>Building Academic Vocabulary, Robert J. Marzano</i>
Analogy Problems		Vocabulary	These are usually statements with one or two terms missing. Students must complete the statement by providing terms to complete the analogy. (Ex: inch is to foot as millimeter is to _____).	Verbal/Linguistic, Visual/Spatial	Whole Class, Individual, Small groups, Pairs		<i>Building Academic Vocabulary, Robert J. Marzano</i>
Creating Metaphors		Vocabulary	A metaphor illustrates how objects or ideas that seem quite different might actually be alike.	Verbal/Linguistic, Visual/Spatial	Whole Class, Individual, Small Groups, Pairs		<i>Building Academic Vocabulary, Robert J. Marzano</i>
What is the question?		Vocabulary	This game uses a game board like the TV show Jeopardy. A word is written in each cell on the chart and covered. The teacher can reveal each word and have students state a question that is answered by this word. The game board can have categories across the top and levels of difficulty on the chart from top to bottom.	Verbal/Linguistic, Visual/Spatial	Whole Class, Individual, Small Groups, Pairs		<i>Building Academic Vocabulary, Robert J. Marzano</i>

Identifying Similarities and Differences	Working with students to see similarities and differences between two ideas, concepts, etc. enhances their understanding of and ability to use that knowledge	Processing Content, Formative Assessment	Marzano suggests four ways to teach students how to identify similarities and differences: 1. Comparing the similarities and differences between or among things or ideas (use graphic organizers such as the Venn diagram or create a comparison matrix). 2. Classifying involves organizing elements into groups based on their similarities. This can be done through teacher-directed classification with pre-arranged categories, or by student-directed classification tasks (use a boxed table or a "bubble chart"). 3. Metaphors- The key to constructing metaphors is to help students see the abstract relationship between elements 4. Analogies- These are the most complex format for identifying similarities and differences and deal with relationships. Using analogies can deepen thinking by having students make comparisons (ex. oxygen is to humans as _____ is to plants).	Verbal/Linguistic, Visual/Spatial	Whole Class, Individual, Small groups, Pairs		<i>Classroom Instruction That Works, Robert J. Marzano</i>
Mapping	Mapping, mind mapping and webbing are terms often used synonymously to describe the visual representation of hierarchical relationships of a central concept with supporting ideas. Mapping can be used to teach vocabulary, to introduce outlining, to teach note-taking, to use as a prereading activity, etc.	Processing Content, Formative Assessment	1. The teacher or student identifies the topic, main idea or central question, writes it in the center of the page and circles it. 2. The teacher or student identifies secondary categories (may be chapter headings in the text). 3. The secondary categories are connected to the main idea. 4. Students collect or generate supporting details and connect them to the category they support. Process continues until all notes are connected to other notes in a way that makes sense.	Verbal/Linguistic, Visual/Spatial	Whole Class, Individual		http://www.clayton.k12.ga.us/departments/instruction/toolsandstrategies.pdf
Teach Someone Else		Energizer	In small groups have learners translate the present topic of study into a lesson that five-year-olds (or six-year-olds, seven-year-olds, etc.) would be able to understand. Provide a selection of props and visual aids for teams to work with. This is a great strategy to ensure everyone understands the basic concepts. Take the lessons and teach them to a class of younger students.	Verbal/Linguistic, Visual/Spatial	Small Groups		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Comparison Charts		Processing Content, Formative Assessment	Comparison charts are a type of graphic organizer. They involve the examinations of similarities and differences among ideas, events, characteristics, etc. Comparison charts may take a number of forms and are an excellent way to engage students individually or in groups as they seek to focus on characters, events, or themes within a single story or compare books, events, or properties within a given theme. Examples include Venn diagrams, matrices, webs, flow charts, etc.	Verbal/Linguistic, Visual/Spatial	Whole Class, Individual		<i>Formative Assessment for Learning Toolkit, KASC</i>
Nonlinguistic representations	Knowledge and information are stored in the memory both in linguistic (word form) and in nonlinguistic form (mental pictures or even physical sensations of touch or sound)	Processing Content, Formative Assessment	Help students create: 1. Graphic representations of new knowledge 2. Generate mental pictures 3. Draw pictures and pictographs 4. Engage in kinesthetic activity	Visual/Spatial	Whole Class, Individual, Small Groups, Pairs	Research has shown that when teachers help students create nonlinguistic representations for new materials, there is stimulation and increased activity in the brain. Graphic organizers are one of the easiest ways to help students create a nonlinguistic representation.	<i>Classroom Instruction that Works, Robert J. Marzano</i>
Organizers	Organizers may be in the form of charts or other items which help visually organize content information in a meaningful, easy-to-read format.	Teaching Content or Concepts	Use an organizer to help your class see key points or big ideas more clearly than simply reading the same information in a straight text format.	Visual/Spatial	All	If these are designed properly, they can be a useful reminder of key information about a specific topic. Organizers are useful in modeling.	<i>Classroom Instruction that Works, Robert J. Marzano (Advance organizers)</i>
Looks Like/Sounds Like	Looks Like/Sounds Like is a way of presenting an activity when you want people to think about a challenging question and come up with responses.	Teaching Content or Concepts	After presenting the challenge, have students prepare a list of what this looks like and sounds like in a classroom.	Visual/Spatial	All	Students analyze their own situation by providing specific examples.	<i>Learning Activities from Write Your Own Workshop, KASC</i>
Quick Draw		Processing Content, Formative Assessment	1. Students think independently about the teacher's prompt. 2. Students draw a sketch in response to the prompt. A few students share out with the class.	Visual/Spatial	Whole Class, Individual		Scaffolding Instruction Handout from Fayette County teacher

Graphic Organizers	Visual aids for organizing thoughts, ideas, and concepts as well as the relationships among various components.	Differentiation - Readiness, Learning Style	<ul style="list-style-type: none"> Allow choice (as appropriate) of organizers so students can process and "own" ideas and information in ways that work best for them. Use different graphic organizers within the same activity to vary the complexity of students' processing. 	Visual/Spatial	Whole Class, Individual, Small group, Pairs		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Vocabulary Charades		Vocabulary	Students stand and use movement to answer the teacher's questions. Students can use their arms, legs and bodies to show they know the meaning of the term. Or students can form teams and ask a designated team member to act out the term while others guess the chosen word.	Visual/Spatial, Bodily/Kinesthetic	Whole Class, Individual, Small Groups, Pairs	The movement in this game is a good energizer for students.	<i>Building Academic Vocabulary, Robert J. Marzano</i>
Draw Me		Vocabulary	This is similar to the game, Pictionary. Divide students into pairs or small groups and designate one person on each team to draw on a pad or whiteboard with markers. Have the student select a term or group of terms, then draw quick pictures to illustrate the term. Teachers can display the designated words on cards or on a wall with an overhead projector or other software. Have students in the guessing area keep their backs to the words displayed.	Visual/Spatial, Bodily/Kinesthetic	Small Groups, Pairs	This game helps students visualize and attach picture images to word meanings.	<i>Building Academic Vocabulary, Robert J. Marzano</i>
Puzzle	A puzzle is often simply an organization of important content that you want students to reassemble into a recognizable whole.	Teaching Content or Concepts	Types of puzzles include: <ul style="list-style-type: none"> Pieces around a center Strip puzzle Placemat with individual pieces to go on top. Matching two halves 	Visual/Spatial, Bodily/Kinesthetic	Small Groups, Pairs, Individual	Puzzles help students actively think about how and why something fits together. Working through a puzzle helps in thinking about all possible options and making group decisions. Style/Intelligence: Kinesthetic, Visual, Interpersonal	<i>Learning Activities from Write Your Own Workshop, KASC</i>
Graffiti Walls	Create a space on the wall where students can brainstorm ideas, list words, phrases or ideas on a given topic.	Processing Content, Formative Assessment	The graffiti wall can be a good way to introduce a new topic or new unit and get students interested and thinking about this new topic.	Visual/Spatial, Bodily/Kinesthetic	Small Groups, Pairs, Individual	These are good for encouraging students to brainstorm on a theme or topic and can serve as a reference during their writing.	<i>Formative Assessment for Learning Toolkit, KASC</i>
Human Graphs	Students actively use evidence and details to support their answers or opinions. Students stand in line and use their bodies to create the segments for a bar graph and support their choice.	Teaching Content or Concepts	Example: Say, "Listen to the following statement: Bobbie Ann Mason and Barbara Kingsolver are Kentucky authors who have similar writing styles." Students line up to show if they: "agree," or "disagree." Once in line, students have to explain their choice to another student in line. Next, one student from each line is called upon to explain their choice aloud.	Visual/Spatial, Bodily/Kinesthetic	Whole Class, Group	Students learn by being actively engaged, especially kinesthetic learners. Learning that involves body movement is easier to recall.	<i>Learning Activities from Write Your Own Workshop, KASC</i>