

The (not so) Little Itty Bitty Book of the C.I.F.

155 Ways to Make it Happen!



Compiled by
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Table of Contents

CT= Classroom Talk	QUES= Questioning
CGW= Collaborative Group Work	SCFL= Scaffolding
LG= Literacy Groups	WTL= Writing to Learn

Name of Protocol	Page	CT	CGW	LG	QUES	SCFL	WTL
1. Consensus Census: 1-3-6	5	X	X			X	
2. Best Summary	5	X	X			X	X
3. Teacher Prompts	5	X			X	X	
4. Find Someone Who Knows!	5	X					
5. Make an Appointment	6	X	X				
6. Final Word	6	X	X				
7. Philosophical Chairs	6	X				X	
8. Chalk Talk	7	X	X			X	
9. Chalk Talk, Too!	7	X	X			X	X
10. Piggybacking	7	X				X	
11. Old-Time Town Hall Meeting	7	X			X	X	
12. Think, Write, Pair, Share	8	X					X
13. Modified Lecture	8	X					
14. Three Index Card Discussion	8	X			X		X
15. Socratic Seminar	9	X			X	X	
16. Vocabulary Beast	9	X				X	X
17. Fishbowl	10	X	X				
18. Stormin' the Question	10	X				X	X
19. Silent Discussion	10	X				X	X
20. Partner Talk	11	X	X				
21. Technology: Mindmeister	11	X	X				X
22. Technology: Wordling	11	X					X
23. Wagon Wheel	11	X					X
24. Tea Party	12	X	X		X	X	
25. Student Choice	12	X					
26. Brown-Bag-It!	12	X	X			X	X
27. Take Ten and Talk	12	X					
28. De Bono's Six Thinking Cards	13	X	X				
29. The Candy Fiasco!	13	X				X	
30. Student Fishbowl	13	X			X		
31. P.E.E.R. Sequence for Teens	14	X				X	
32. Four Corners Debate	14	X				X	
33. Side-to-Side	14	X				X	
34. You're the Expert!	15	X				X	X
35. Roll and Respond	15	X				X	
36. Speed Sharing	15	X	X				X
37. Fortune Teller	16	X	X			X	
38. The Prescribed Solution	16	X				X	X
39. Survey Says! Protocol	16	X				X	
40. Small Group Consensus Census	16	X	X			X	
1. Collaborative Brainstorming	17	X	X			X	
2. Experiential Exercise	17	X	X			X	
3. Gallery Walk	17	X	X				X
4. Graffiti Walk	18	X	X				X
5. Collaborative Annotation	18		X				
6. Word Webbing	18	X	X				
7. Jigsaw	19	X	X			X	
8. Value Line	19	X	X				
9. Roving Reporter	19		X				
10. Using Technology: Solvr	19	X	X			X	
11. Group Quiz	20	X	X			X	
12. Sort it Out!	20	X	X			X	
13. Criss-Cross-Cross-Out	20	X	X			X	
14. Baseball	21		X		X		
15. Collaborative Comics	21		X			X	
16. Group Project Presentation	21	X	X				
17. Paired Shared Note Taking	22	X	X				X
18. Using Technology: Blogs	22		X		X		X

Name of Protocol	Page	CT	CGW	LG	QUES	SCFL	WTL
19. Say What You Mean!	22		X		X		X
20. Partner Quiz	22	X	X		X		
21. Quiz-Quiz Trade	23	X	X				
22. Send a Problem	23	X	X				X
23. Stand Up-Hand Up-Pair Up	23	X	X			X	
24. Tech: Foreign Language Wordle	24		X				
25. M-O-T-I-V-A-T-E!!	24	X	X				
Section 2							
1. Information Cubes	25	X	X	X			X
2. "No Lit" Literacy Groups	25	X	X	X			
3. Poetry Loops	26	X	X	X			
4. Literature Circles	26	X	X	X			
5. Operation Presentation	27	X	X	X			
6. Mr. Coley's Book Club	27	X	X	X			
Section 3							
1. Questioning Categories	28	X	X		X		
2. The Interview	28	X			X		
3. All American Wait Time	28				X		
4. Make a Decision	28	X			X		
5. Around the Table	29	X	X		X		
6. Dyads and Triads	29	X			X		
7. Ask Three Before Me	29	X			X		
8. Four Questions Protocol	29				X		X
9. The Five Whys	30	X			X	X	
10. SQ3R	30		X		X		
11. Tag Questioning	30	X			X		
12. In the Hot Seat	30	X			X		
13. Suchman Inquiry Model	31				X		
14. Lecture Bingo	31				X		
15. Questioning Circles	31				X		
16. I Wonder . . . Word Problems!	31	X			X		
17. Team Quiz	32		X		X	X	
18. Question Cards	32	X			X		
19. Lecture Bites	32	X			X	X	
20. ReQuest	33	X			X		
21. ReQwest	33				X		
22. Socratic Questions	33	X			X		
23. Test the Teacher	34	X			X	X	
24. Prove it to Me!	34				X		
25. Kagan's Quiz, Quiz Trade	34				X		
Section 4							
1. Word Wall B-I-N-G-O	35					X	
2. Mini-Lessons	35					X	
3. Fishbone Mapping	35					X	X
4. Around-the-Room	35		X			X	
5. Prediction Diction	36	X				X	
6. Anticipation Guides	36	X				X	
7. Personal Vocabulary Journal	36					X	X
8. Cue Cards	36					X	X
9. The Frayer Model	37		X			X	X
10. Cloze Activity	37					X	X
11. Think Alouds	37	X				X	
12. Guess and Check	38					X	X
13. Evaluation Rotation	38	X	X		X	X	
14. Talking Drawings	38		X			X	X
15. List-Group-Label	39		X			X	X
16. K-N-W-S Chart	39	X				X	X
17. WebQuests	39					X	X
18. Rubrics	40					X	
19. Mnemonics	40					X	X
20. Interactive Notebook	40					X	X
21. Cornell Notes	41					X	X
22. PechaKucha	41	X				X	
23. View-Finder	41					X	X
24. Post-It Posters	42					X	
25. Modified Graphic Organizer	42		X			X	X
26. "HK" (Hawk) Math Attack	42	X				X	

Name of Protocol	Page	CT	CGW	LG	QUES	SCFL	WTL
27. ABCs	42	X	X			X	
28. Matching Dominoes	43					X	
29. Will the Winner Lose?	43	X	X			X	
1. Admit Slips	44				X		X
2. Entrance Tickets	44						
3. All-Aboard! Ticket-Out-The-Door	44				X		X
4. Journal/Learning Logs	44						X
5. Texting	45						X
6. Double Entry Journals	45						X
7. E-Scrapbooks	46	X					X
8. Annotated Bibliography	46						X
9. Ink Think	46	X	X				X
10. Concept Sketches	46					X	X
11. Dear Absent Student	47		X			X	X
12. Essence	47	X	X				X
13. Cheat Sheets	47					X	X
14. Web Karaoke	47	X					X
15. Quiet Comments Protocol	48		X				X
16. Canyon Notes	48		X	X			X
17. Make Beliefs Comix	48					X	X
18. 3-2-1 Protocol	49						X
19. Foldables	49					X	X
20. Write My Own Word Problem	49					X	X
21. Times Three	49					X	X
22. Critical Response	50	X					X
23. Inkshedding	50		X				X
24. Stop and Think!	50				X		X
25. Storytelling Carousel	50	X				X	X
26. Semantic Feature Analysis	51				X	X	X
27. Bio Poem	51					X	X
28. Free Form Mapping	52						X
29. Six Degrees of Expectations	52					X	X
30. Dialectical Journal Writing	52				X		X

Addendums

Addendum	Page
Addendum A: Make An Appointment	53
Addendum B: Bloom's Revised Taxonomy Pocket Guide	54
Addendum C: Fortune Teller Construction Instructions	55
Addendum D: The Prescribed Solution	56
Addendum E: Word Wall Bingo Template	57
Addendum F: Maxims, Sayings, and Phrases	58
Addendum G: Anticipation Guide	59
Addendum H: The Frayer Model	60
Addendum I: Talking Drawings	61
Addendum J: Interactive Notebook	62
Addendum K: All Aboard! Exit Ticket	63
Addendum L: KNWS Chart	64
Addendum M: Domino Cards	65
Addendum N: The Five Whys?????	66
Addendum O: SQ3R Guide Sheet	67
Addendum P: Questioning Circles	68
Addendum Q: Socratic Questions	69
Addendum R: Prove it to Me! Chart	70
Addendum S: Book Club Roles	71
Addendum T: Poetry Loops	77
Addendum U: Literature Circle Roles	78
Addendum V: Literature Circle Process	79
Addendum W: Critical Response Guidelines	80
Addendum X: Dialectical Journal Log	81

References

For more Information	Page
References	82-85

Classroom Talk

1. CONSENSUS CENSUS: 1-3-6 (Classroom Talk, Scaffolding, Collaborative Group Work)

Description: This collaborative strategy is designed to support students' building group consensus.

Application: This is used when students are asked to answer a question, solve a problem, or analyze a statement.

Process: Pose a question, problem, or statement. First, ask students to individually tackle the challenge (1). Second, form groups of three in which students combine sets and agree on one list (3). Third, join two groups together to form groups of six and instruct them to combine the two lists into a final list, prioritizing by teacher-determined parameters (6). Assign a student from each group to present final list.

2. BEST SUMMARY (Classroom Talk, Writing to Learn, Scaffolding, Collaborative Group Work)

Description: Students use a discerning eye to judge the best summary amongst all.

Application: This lecture protocol is especially useful for informational or conceptual content.

Process: Stop the lecture at appropriate intervals. Ask students to write a summary of the content presented so far. Organize students into equal-sized teams. Redistribute summaries from one team to the next one. As a whole class, ask each team to identify the best summary among those given to them, read it out loud to the class and explain why it is the best.

3. TEACHER PROMPTS (Classroom Talk, Scaffolding, Questioning)

Description: This communication method allows teacher to ask thought-provoking questions to encourage student talk.

Application: This process is a means of evaluating student learning, constructing foundations for further learning, and sparking critical thinking for all students.

Process: Create questions using prompts such as "I wonder . . .?" "Perhaps . . .?" "How could we check?" "Is that fair?" "Can you rephrase it?" "Can you put that into your own words?" "Do you agree with that?" "Why/why not?" "Predict what will happen next" "Where is the evidence in the text for what you said?"

4. FIND SOMEONE WHO KNOWS! (Classroom Talk, Scaffolding)

Description: This protocol directs students to search for information by moving around and talking to each other.

Application: This time-tested method is especially useful for exchanging informational content.

Process: Give each student in the class an activity sheet to be completed within a limited period of time by finding someone else in the class who can answer each question, only one answer per student. Clearly instruct students to verbally ask the question and write answer on their own paper, denoting the student initials that answered the question. Remind students that papers should not be passed from student to student.

5. MAKE AN APPOINTMENT (Classroom Talk, Collaborative Group Work)

Description: Students collaboratively communicate with rotating partners in a pre-planned manner.

Application: This technique activates prior knowledge and provides guidance for paired discussion or review.

Process: Before using the strategy, decide which questions/assigned topic will be discussed at each appointment. (It can be printed on the clock, written on the board or verbally shared by the teacher.) Give each student a clock handout (Addendum A). Tell students they will need to find a partner for each hour mark on the clock. Remind the students that they can't use any classmate's name twice on the clock. (Partners always have each other's names on their matching hour on their clock.) Say to the students "You have 10 seconds to get with your three o'clock partner and discuss question or topic." Limit time per appointment. Repeat process until all appointments are met (number of appointments may vary).

6. FINAL WORD (Classroom Talk, Collaborative Group Work)

Description: The use of this tool promotes deeper understanding by having students explain their interpretation of text (or thoughtful question) and reflect on other's contributions.

Application: This protocol is used when students are reading text.

Process: Assign students to pre-read and highlight three to four significant passages in the selection. Direct "Student A" to read aloud one part that he marked and then to *remain silent*. Instruct others in the group to comment, one at a time, on what "Student A" highlighted and read. (Time limit may be agreed upon.) Discourage sidebars. After all students in the group have commented, tell "Student A" to expand and elaborate on his selection, thus giving him the "final word." Move to "Student B" and repeat process until all members of the group have shared and other group members have responded.

7. PHILOSOPHICAL CHAIRS (Classroom Talk, Scaffolding)

Description: This method strengthens critical thinking and communication skills.

Application: This protocol is especially useful for exploring controversial topics but can also be applied to points-of-view discussions.

Process: Give students a central statement or topic to research and formulate a particular opinion. Set-up chairs/desks with two rows facing each other; a third row is then set up at the end, forming a "U." Read statement. Direct the students who agree with the statement to sit on one side, those who disagree on the other. Tell undecided students to sit at the end. Begin the discussion with an argument in favor of the stated position; then, direct a student from the opposing side to respond to that argument. Inform the "undecided" that they should state their concerns at any time. Emphasize "open-mindedness" rather than insisting on "standing one's ground". Remind students that they can change seats at will and should move to the appropriate side. (There is no limit to the amount of times one may move.) Also remind them to listen and not interrupt each other as the argument continues back and forth (first side "A", then side "B", and so on). Create the conditions so that all students participate.

8. CHALK TALK (Classroom Talk, Scaffolding, Collaborative Group Work)

Description: This protocol is done completely in silence, giving students a change of pace and encouraging thoughtful contemplation.

Application: This method can be used to determine prior knowledge, to informally assess student understanding, and/or to increase class participation in discussions.

Process: Explain that Chalk Talk is a silent activity and give the following directions: 1) no one may talk at all; 2) anyone may add to the chalk talk as he pleases; 3) students can comment on other's ideas by drawing a connecting line to the comment; and 4) students write as they feel moved. (It may be that long 'silences' occur and that is natural; allow plenty of wait-time.) Next, write a relevant question or questions on the board. Instruct the students to begin writing their responses. Interact with the chalk talk either by standing back and letting it unfold or expanding the thinking by circling interesting ideas, inviting comments to broaden the thinking or writing a question about a student's comment.

9. CHALK TALK, TOO! (Classroom Talk, Scaffolding, Writing to Learn, Collaborative Group Work)

Description: Students work a problem and explain findings.

Application: This method can be used to determine prior knowledge, to informally assess student understanding, and/or to increase class participation in discussions.

Process: Assign a different problem for each group of students to solve within a predetermined time limit. One by one, ask each group to explain the solution to the entire class. Allow students to "call-out" group's solution if error is suspected or additional information is needed.

Sherman Sumpter, CCECHS

10. PIGGYBACKING (Classroom Talk, Scaffolding)

Description: This protocol scaffolds students toward a deeper understanding of the content, as well as provides opportunities to build verbal skills.

Application: This technique occurs when students must expand, elaborate on, and extend an idea or must clarify an initial idea.

Process: Introduce the topic and instruct students that they must "jump-in" to the conversation. Remind them after information is delivered, all students must contribute to the conversation. Guide and encourage students to piggyback by modeling "jump-in" language: "I hear what you are saying, but . . ." "_____ has a point when he said ..." "I like (didn't like) what _____ said because . . ." "Can I add something to what _____ said?"

11. OLD-TIME TOWN HALL MEETING (Classroom Talk, Questioning, Scaffolding)

Description: Students assume roles of personalities from a time period.

Application: This is used as a review to clarify a student's understanding of a time period.

Process: At the end of review, ask students to create interview questions for a noted personality. Hand-out name cards to students and direct students to research the characters by pre-set parameters (who, what, why, how, when). On town hall day, assume the role of the mayor, and tell students to become their personalities. Have students ask prepared questions. Assign a few students the role as news reporters to summarize the meeting.

Janice Sutton, CCECHS

12. THINK-WRITE-PAIR-SHARE (Classroom Talk, Writing to Learn)

Description: This academic approach provides students fuel on a given topic, enabling them to formulate and communicate individual ideas and share these ideas with another student.

Application: This procedure is useful for activities like note and lecture checks, vocabulary, quiz, and concept reviews, outline, discussion questions, partner reading, topic development, agree/disagree, brainstorming, simulations, current events, summarization, and development of an opinion.

Process: Assign partners and present a topic to discuss. Give students at least ten seconds of think time to ponder their own answers and tell them to scribble down some ideas. Next, direct partners to discuss the topic or solution (both must contribute) and then randomly call on a few students to share their ideas with the class. Instruct students that no one can provide more than one answer for each topic.

13. MODIFIED LECTURE (Classroom Talk)

Description: Students communicate through visual cues as a way to be actively involved in a lecture.

Application: This lecture protocol can be used to introduce or review facts, events, concepts, generalizations, arguments, and points-of-view.

Process: Give students two (green and red) or three (green, red, and yellow) cards. Tell students to keep one of the three cards visible to the teacher at all times. Instruct each student to display the green card if he understands what the teacher is saying, display the yellow card if he is not sure of the information, or display the red card if he disagrees or objects to what is being said. When the majority of cards are green, continue the lecture. If more cards are yellow, explain and elaborate, citing more examples or more evidence. Upon seeing red, acknowledge why some may not be in agreement, or perhaps generously offering examples of objections.

14. THREE INDEX CARD DISCUSSION (Classroom Talk, Questioning, Writing to Learn)

Description: This student talk strategy is less formal than the Socratic Seminar but allows all students to speak and share, thus developing discussion skills.

Application: This pre-reading, reading, and post-reading strategy encourages rich discourse.

Process: Distribute three blank index cards to each student. Direct them to come up with three discussion questions about the text. Give a set time for students to generate and record questions on the cards. Direct the students to sit in a circle and pose their question for the class to discuss. Remind students to make comments around the circle and not to the teacher. (For each turn that a student takes, either asking or responding to a question, a card is thrown into the center of the circle.) Provide guidance as students must use all index cards, either asking or responding. (Once all cards are used, the activity is over.) Save time at the end for feedback and debriefing the discussion. Ask students to summarize the discussion in a paragraph and turn-in.

15. SOCRATIC SEMINAR (Classroom Talk, Scaffolding, Questioning)

Description: The teacher poses questions requiring students to weigh options and draw conclusions on a specific topic, text, or work of art.

Application: This protocol is especially useful when the teacher asks critical questions and students can expand, justify with evidence, and share their ideas with others.

Process: Choose common text (or artwork) and tell students to pre-read or pre-study the selection. Design opening questions. Teach any background information necessary for a good understanding of the text. Have the students put their desks in circle so that they can see each other. Provide an empty desk for the “hot seat.” Start by explaining the Socratic Seminar to the students:

- Explain that the conversation is theirs, and that the teacher’s question is a starting point which they can move away from as they pose ideas and questions that are more interesting to them as long as the new ideas and questions can be discussed in terms of the text.
- Tell the students to direct their comments *to other students* and explain to them that the teacher will not comment on what they say since this will cause them to talk to the teacher rather than to each other. Look down or avoid eye contact until the discussion takes off on its own.
- Encourage students to listen carefully and to think before they talk, asking them to comment or add on to what others have said.

Pose a thought-provoking question. End the seminar when it “feels” done. Go around the circle and ask each student about the experience: What was good about it? What was not so good? What could be improved for the next time? Time needed is 50+ minutes, no more than 25 students participating at a time.

16. VOCABULARY BEAST (Classroom Talk, Scaffolding, Collaborative Group Work)

Description: Incorporating grammar skills with content is at the heart of this protocol.

Application: Use as a review of previously learned material.

Process: Give students vocabulary terms to tackle throughout a lesson or unit. (Work can be done in or out of class as directed by the teacher.) During review time, tell students to bring vocabulary to class. Assign students into groups of two or three (preferably two). Instruct students that the goal of the activity is to create complex sentences, relating concepts using the vocabulary. Review the rules of the Beast: 1) there will be time limits or work until one group has used all of the terms; 2) each sentence must be factually correct as well as grammatically correct (no run-on sentences); and 3) the vocabulary term used must be underlined. Award points for each vocabulary term used correctly in a meaningful way. In order to encourage students to write complex sentences that relate different concepts together, award points based on the sequential number in the sentence. (The first term will receive one point, the second term two, and the third term three points and so on. Remind students that each term can only be used once for points although it may be used again for no points.) Call time when students finish the sentence writing activity and direct them to “trade and grade.” Tell students that if a vocabulary sentence is called into question, the grading group needs to poll the entire class on whether or not the sentence should be accepted for points. If a sentence is deemed unacceptable, award no points.

Whitney Mohr, CCECHS

17. FISHBOWL (Classroom Talk, Collaborative Group Work)

Description: This student-led activity concentrates on active listening, accountability, and communication skill-building.

Application: Fishbowl protocol creates dynamic group involvement and stimulates discussion.

Process: Select a topic, find two to three short articles about the topic and create a set of framing questions for students to explore. Direct students to read the articles and then to form an inner circle that will be the discussion group and an outer circle that will be the observation group. Ask the inner circle to engage in a discussion about the articles and the framing questions. Instruct the outer circle to listen and take notes for later use in clarifying and deepening the conversation. After eight to ten minutes, student circles reverse their positions and roles. After another eight to ten minutes, have the inner circle turn and discuss the questions with those in the outer circle. After an additional eight to ten minutes, bring the circles together and discuss the main ideas and questions that emerged from the fishbowl, with timing being at the discretion of the teacher.

18. STORMIN' THE QUESTION (Classroom Talk, Scaffolding, Writing to Learn)

Description: Teacher conducts a brainstorming session on an open-ended question/problem, contributing his ideas when appropriate. After brainstorming, the teacher derives some general principles on the topic and corrects any misconceptions.

Application: This lecture tactic is especially useful when the instructional content is primarily informational or conceptual or when the content involves analyzing and solving a problem.

Process: Introduce the question/problem. Conduct a brainstorming session. If necessary, explain the ground rules for brainstorming. Start the session by asking a question that is broad enough to elicit varied responses. Guide and direct students to challenge and/or support other's ideas, explaining any discrepancies. Direct the students to summarize the major points of the session and hand in as an exit ticket.

19. SILENT DISCUSSION (Classroom Talk, Questioning, Writing to Learn)

Description: This tool allows students to participate in a discussion through low-stakes writing.

Application: Students create and respond to questions related to a text they have previously read.

Process: Assign a text for students to read. Provide them with a silent discussion form divided into timed "rounds." In round one (one to three minutes), have each student create two questions and pass his paper to the right. In round two (two to three minutes), have each student answer one of the questions and add two of his own. In round three (three minutes), tell students to answer two of the unanswered questions above and add two questions of his own. In round four (three minutes), ask students to answer one of the three questions not yet answered and respond to at least one answer given by another student by elaborating, agreeing, or disagreeing. Remind students to use Bloom's Revised Taxonomy Pocket Guide to generate multi-level questions (Addendum B).

20. PARTNER TALK (Classroom Talk, Collaborative Group Work)

Description: This academic approach provides students fuel on a given topic, enabling them to formulate individual ideas and share these ideas with another student.

Application: This procedure is useful for activities like note check, vocabulary review, quiz review, concept review, lecture check, outline, discussion questions, partner reading, topic development, agree/disagree, brainstorming, simulations, and/or summarization and development of an opinion.

Process: Assign partners and present a discussion topic or problem to solve, allowing at least 10 seconds of think time to ponder individual answers. Tell partners to discuss the topic or solution (both must contribute) and then randomly call on a few students to share their ideas with the entire class.

21. TECHNOLOGY: MINDMEISTER (Classroom Talk, Writing to Learn, Collaborative Group Work)

Description: This web-based process innovates regular brainstorming sessions by using real-time collaboration and easy web sharing.

Application: This program allows all students to expand, elaborate, and share their ideas with others via technology.

Process: Give laptops to each pair of students. Go to www.mindmeister.com. Enter topic/question into the map. Tell pairs to enter information in map, assigning specific topics or subtopics for them to fill-out. Print finished product.

22. TECHNOLOGY: WORDLING (Classroom Talk, Writing to Learn)

Description: This technique incorporates technology with verbal communication skills.

Application: This procedure is best used as a pre-reading or post-reading activity.

Process: Create a wordle (www.wordling.com) from a non-fiction source. When used in a pre-reading activity, show students the wordle and instruct students to generate a prediction of what the Wordle means and create a title and headline from that prediction. Have students share their answers, justifying their prediction and title/headline. When used in a post reading activity, put students into groups and tell them to reflect on the reading by creating a list of key words or ideas. Enter words at wordle website, create and print. Display each wordle so that groups can discuss similarities and differences.

23. WAGON WHEEL (Classroom Talk, Writing to Learn)

Description: Students are actively engaged as both “giver” and “receiver” of information.

Application: This technique occurs when the teacher asks critical questions and students can expand, elaborate, and share their ideas with others.

Process: Create multi-level questions based on the topic. Divide students into two groups, forming inside and outside circles. Pose a question to the class, directing the two students facing each other to talk for a brief time (usually 30–60 seconds). Tell students that at the signal, the outer circle rotates one position to the left to face a new partner. Ask another question, allowing for conversation to continue. Have students write and turn-in a summary of the wheel.

24. TEA PARTY (Classroom Talk, Questioning, Scaffolding, Collaborative Group Work)

Description: Students communicate by reflecting and sharing information with each other.

Application: This protocol encourages and generates discussion about a topic and is best used with large groups.

Process: Write a question or a quotation about the topic on index cards, having enough for each student, and place the cards in a box or on a table. Direct the students to select one card and write a reflection on its content and its relationship to them personally. Tell students to mingle and share quotation or question and reflections from their cards in pairs (three to five minutes per pair, fifteen minutes total). Have students then form triads or quads to further discuss the topic and implications for them. End activity with a whole group share session.

25. STUDENT CHOICE (Classroom Talk)

Description: A student randomly selects another student to share information, read a passage, and/or answer a question.

Application: This method encourages and generates discussion for all students without the added burden of the teacher "calling-on" students.

Process: Instruct students that when the teacher says "student choice," a student will call on another to share information, read a passage, and/or answer a question. Continue this process, adding that all students must be called-on before students are asked twice. To start off, say, "Student A, pick someone."

26. BROWN-BAG-IT! (Classroom Talk, Writing to Learn, Collaborative Group Work, Scaffolding)

Description: This protocol offers a fun and unusual way to get students thinking about a topic.

Application: The brown-bag-it activity is a great way to introduce, present, or review a concept.

Process: Assign each student a topic; all may share the same topic, or individual ones may be given. Supply one brown lunch bag per student and instruct each student to fill his bag with items that explain or describe and/or relate to the topic. Determine a minimum and maximum number of items that can be placed in the bag. As homework, direct students to place items in bag and complete a graphic organizer, listing items and a brief explanation of the item's relationship to the topic. The next day in class, organize students into groups of three or four in order to share and "defend" their item choices. Collect graphic organizers. Model activity by having a sample bag filled with objects from a previously studied topic.

27. TAKE TEN AND TALK (Classroom Talk)

Description: This is a student-centered procedure that promotes classroom talk.

Application: Use this procedure as a guiding doctrine in the classroom.

Process: Teach students that at certain times, you will direct them to turn to a neighbor and talk about the question or statement posed for exactly ten seconds.

28. DE BONO'S SIX THINKING CARDS (Classroom Talk, Collaborative Group Work)

Description: Adapted from De Bono's *Six Thinking Hats*, this is a structured group activity in which different perspectives are explored amongst a group of six students.

Application: This protocol is especially useful for exploring controversial topics.

Process: Model this process before you use it the first time. Divide students into groups of six. Direct students to read article, passage, or watch a video, taking notes. Hand out different colored card tents to six students. Create a chart so that students know what each colored card needs to do in the discussion. (Yellow card tent: express the positive aspect of the topic; Red card tent: express emotions connected to topic; White card tent: give neutral facts connected to topic; Green card tent: create additional questions for others to answer about the topic; Black card tent: express negative comments in regards to the topic; Blue card tent: facilitate discussion amongst all participants).

29. THE CANDY FIASCO! (Classroom Talk, Scaffolding)

Description: This fun activity uses candy as a way to get students talking! "The more you take, the more you talk!"

Application: This protocol can be used as a traditional ice-breaker but also as a way to get students talking about previously learned content.

Process: Buy a large bag of individually wrapped candy. Chairs should be in a circle for this activity. Greet students and tell them to take *up to* three pieces of candy (or tell them to take as many pieces they wish) from the bowl. Warn them not to eat the candy yet. Once all students have their candy, tell them that for every piece of candy taken, they must reveal an interesting fact about themselves OR they must share what they know about the content in the form of facts. Once all students share, they may eat the candy that they took originally.

Jennison Shields, CCECHS

30. STUDENT FISHBOWL (Classroom Talk, Questioning)

Description: This protocol allows students to share their perspectives on a given topic in a formalized manner.

Application: The Student Fishbowl is used when students' experiences and ideas can add depth of understanding in a discussion.

Process: Prior to the activity, prepare questions on a hand-out and ask students to write out answers. Clip these prepared questions and answers out and put in a bowl. Ask "Fishbowl" students to sit in a horseshoe formation and the rest of the group, observers, should sit facing toward the open part of the horseshoe. Instruct observers that they are not allowed to speak during the Fishbowl dialogue as their job is to listen. Mention to observers that they will get a chance to talk at the end of the activity. Assign one person to be the facilitator, who will retrieve prepared questions with answers, read them, and direct the student who answered the question to go deeper into the answer. Encourage students to take the conversation where they want to go; there are no wrong answers. Make sure everyone in the Fishbowl who wants to answer the question is allowed to do so in a timely manner. Allow discussion to go on for twenty to twenty-five minutes. During the actual protocol, ask facilitator to draw a Q & A out of the bowl and read both the question and answer. The student who answered will raise their hand and explain their answer. If more than one answered the same way, he may also add to the discussion. Repeat the process, pulling questions and answers. At the end of the discussion, invite observers to comment on the Fishbowl, but with the understanding that they are not to invalidate or question the students' contributions to the discussion.

31. P.E.E.R. SEQUENCE FOR TEENS (Classroom Talk, Scaffolding)

Description: Partners are engaged in a multifaceted conversation about a reading, the more complex the reading, the deeper the conversation.

Application: Use this reading skill builder as a dynamic way for students to improve critical thinking and memory skills, which all play a part in building comprehension.

Process: Assign a reading and pair students together. Tell partners to read the selection and follow the directions below:

Prompt your reading partner to say something about the selection by asking a question.

Evaluate your reading partner's response (e.g.: "Give me some specific examples", "Tell me more", or "Try again").

Expand your reading partner's response by rephrasing and adding information to it (teach them a new vocabulary word or concept, for example).

Repeat the prompt to make sure your reading partner has learned from the expansion. Repeat the process so that both partners participate as Questioner and Responder.

Model the process before using this protocol so that students are comfortable with their roles.

32. FOUR CORNERS DEBATE (Classroom Talk, Scaffolding)

Description: This is a post-reading strategy that deepens a student's understanding of topics or issues by forcing the student to make judgments about them.

Application: This activity is used when students are required to take a position on a particular issue.

Process: Select a topic and determine the issue/problem to be tackled by students. Create ten statements that will force students to think deeply about the topic or issue. Label the four corners of the room with signs reading: *strongly agree, agree, disagree, strongly disagree*. As the student hears the statement, direct them to the corner that best represents their opinion. Once students are in their corners, elicit a volunteer from each corner to justify their position. After all positions have been heard, ask if anyone wants to move based on one of the volunteer's statement. To clarify ideas shared during the discussion, chart the main arguments, for and against, on the board as a whole-class activity.

33. SIDE-TO-SIDE (Classroom Talk, Scaffolding)

Description: A twist on the Four Corners Debate, this strategy deepens a student's understanding of topics or issues by forcing the student to make judgments about them.

Application: This activity is used when students are required to take a position on a particular issue.

Process: Select a topic and determine the issue/problem to be tackled by students. Create ten statements that will force students to think deeply about the topic or issue. Label each side of the room as "Definitely" or "Definitely NOT." As the student hears a statement, direct them to the side that best represents their opinion. Once students are on their sides, elicit a volunteer from each side to justify their position. After both positions have been heard, ask if anyone wants to move based on one of the volunteer's statement. To clarify ideas shared during the discussion, chart the main arguments, for and against, on the board as a whole-class activity.

Janice Sutton, CCECHS

34. YOU'RE THE EXPERT! (Classroom Talk, Scaffolding, Writing to Learn)

Description: Students work in pairs to explain/review details of a topic.

Application: This is a great warm-up or wrap-up activity to review material.

Process: Place students in pairs. Designate each person in the pair as a "One" or "Two". Explain to students that when their number is called, they are the ones who will be the "experts", during which they explain the topic at hand to their partner. At the appointed time call out the *other* number. When that number is called, students pick up where their partners left off, continuing to explain the topic. As a follow up, have students write a summary of their discussion.

Julie Ridenour, CCECHS

35. ROLL AND RESPOND (Classroom Talk, Scaffolding)

Description: Roll and Respond is a game protocol by which students must answer questions and justify answers.

Application: This protocol can be used to ask a variety of questions including questions that extend a topic by providing new directions for further exploration.

Process: Hand out the Bloom's Revised Taxonomy Pocket Guide (Addendum B). At the end of a unit or chapter, refer students to http://www.toolsforeducators.com/dice/make1_text.php for a blank die template. Tell them to use Bloom's question stems to create two "Level One" questions, two "Level Two" questions, and two "Level Three" questions and create and construct the die. Once students make the die direct them to play the game. Randomly select one of the student's created die. Review directions for game: Select one student (per group if there are more than one group) to start. (1) Roll die. (2) Read question out loud and answer it. (3) The next person rolls the die and repeats the action. In the second round, if a student has already had the same question to answer, he passes on that question, but rolls again. Encourage students to add to another person's answer or provide an alternative answer.

36. SPEED SHARING (Classroom Talk, Scaffolding, Writing to Learn)

Description: This fun protocol allows students to share information with others and truly follows the desired 80% student talk to 20% teacher talk ratio.

Application: Use Speed Sharing when a broad overview of the topic is desired.

Process: Assign students a section of information to study. Tell students to "become experts" on the section of information, making sure they highlight the most important information and take notes if needed. Next class, arrange desks in an inner/outer circle formation, with students' desks facing each other. After students are seated, tell them that they will have one minute to share/explain the most important information about the section and remind them to keep their paper in front of them as they are talking to the other student facing them. After the minute, tell the students to switch "experts" and allow the other student to share. After that minute, tell students that they have thirty seconds each to ask clarifying questions about the subject matter. Direct the students in the inner circle to remain seated and the students in the outer circle to shift counter-clockwise one seat, and the process repeats until the students are with their original partners.

Joshua Long, CIECHS

37. FORTUNE TELLER (Classroom Talk, Scaffolding, Collaborative Group Work)

Description: Fortune Teller, based on a school-yard game, allows students to introduce or review information in a fun way.

Application: Teach students to create a fortune teller for review.

Process: Select a topic for the Fortune Teller foldable. Show students how to create a foldable fortune teller (Addendum C). Make sure the folds are set to use uneven markers (that is, 1, 3, 5, 7 or Red, White, Black, and Green). Instruct students to create eight questions and write them under each flap, making sure that questions are open-ended. Partner students together, Student A goes first with Student B answering the question. Repeat the action except Student B goes first with Student A answering the question. Tell all students to move to another partner, repeating the partner actions.

April Ormsbee, CCECHS

38. THE PRESCRIBED SOLUTION (Classroom Talk, Scaffolding, Writing to Learn)

Description: A symbolic way to look at symptoms of a problem so that students can “prescribe” ways to fix it.

Application: This is a problem and solution activity.

Process: Pose a general problem to students. After a brief discussion, allow students to write down a specific symptom of the problem. Redistribute the symptoms. Tell them to individually write a “prescription” for the very specific symptom. Allow students to share some of the answers and encourage others to add to the discussion. If there are time concerns, write one symptom on the “What Seems to be the Problem,” Symptom Checklist (Addendum D) so that students concentrate on just the solutions. (Example: Small tax base is the overall problem. Urban blight and crime are symptoms of the problem. The prescribed solution could be financial incentives for businesses to move into the city.)

Alison Thetford, CCECHS

39. SURVEY SAYS! PROTOCOL (Classroom Talk, Scaffolding)

Description: This process allows students to actively participate in a survey, but then to also be able to see other participants’ responses, comparing and contrasting answers.

Application: Use this protocol when student opinion is critical to challenging or reaffirming the status quo.

Process: Ask students to respond to a survey. Reveal answers from other respondents. Ask respondents to analyze the similarities and differences between the groups. This can be done in a blog, chat, or other electronic means such as a post-board. Challenge students to add other survey questions or to add comments on the survey sheet.

40. SMALL GROUP CONSENSUS CENSUS (Classroom Talk, Scaffolding, Collaborative Group Work)

Description: This collaborative strategy is designed to support students’ building group consensus.

Application: This is used when students are asked to list possible solutions.

Process: Pose a question, problem, or statement. Ask students to individually tackle the challenge, with time limits. Form groups of three or four in which students combine sets and agree on one list with the top three in order of importance. Instruct students that each will be called on to defend one of the group’s choices.

Collaborative Group Work

1. COLLABORATIVE BRAINSTORMING (Collaborative Group Work, Classroom Talk, Scaffolding)

Description: This is a role-assigned group method for generating original ideas and promoting higher-order thinking.

Application: Use this method when students need to expand project ideas, determine problem solutions, or to review and revise answers. It can also be used as a frontloading activity.

Process: Introduce the subject to be brainstormed. Form groups of three and assign roles within group: Organizer—contributes ideas and sets parameters for group and keeps work session flowing; Scribe—contributes ideas and writes down every idea so that all team members can see; Presenter—contributes ideas and shares group list with whole class. Direct the students to brainstorm for the allotted time. Bring class back together so that each presenter shares list. Lead class discussion with a focus on prioritizing top responses.

2. EXPERIENTIAL EXERCISE (Collaborative Group Work, Classroom Talk, Scaffolding)

Description: In this energizing activity, students act out a scene from a book, novel, or historical event.

Application: This protocol allows students to show their interpretation of a scene, reading, or event to others.

Process: Have students read from a specific source and, in groups, create a five to seven minute skit based on the reading. Assign the roles with scripts provided encouraging prop use and directing each student to wear his character's name card while acting out the scene. To add additional rigor to the protocol, pass out an index card with assigned role and allow student actors to write their own script. In order to guarantee that essential information is covered in the skit, provide guiding questions. When the group presents skit, give the "audience" a copy of the questions to answer as they view the skit.

Janice Sutton, CCECHS

3. GALLERY WALK (Collaborative Group Work, Classroom Talk, Writing to Learn)

Description: This systematic approach allows students to work together in groups in order to expand, elaborate on and share their ideas with others.

Application: A gallery walk is used when students need to answer critical questions.

Process: Develop several questions/problems and post each question/problem at a different table or at a different place on the wall. Assign each group a different color marker that the group uses throughout the entire activity. Allow one to three minutes to respond to each topic and after the allotted time, shift students to the next "station." Repeat this procedure until all charts have been visited by all groups. In whole group, review chart content by asking students to judge which response was the most important point from all charts and explain the reason.

4. GRAFFITI WALK (Collaborative Group Work, Scaffolding, Writing to Learn)

Description: This protocol resembles the “Gallery Walk,” except the information is more foundational.

Application: The Graffiti Walk works very efficiently as an anticipatory set, a closure activity or an energizer during any lesson where recall of facts is desired.

Process: Divide students into groups of three or four. Give each group of students chart paper and a marker color unique to their group, one marker per student. Announce the topic and allow all students to write on their chart paper at the same time, resembling graffiti, for three to five minutes. Stop students and post efforts on the wall. Ask students to make a comparison of the charts.

5. USING TECHNOLOGY: COLLABORATIVE ANNOTATION (Collaborative Group Work)

Description: This web-based protocol allows students to become adept at research and annotation while at the same time contributing to a group goal.

Application: This use of technology presents a new way for students to work collaboratively, in finding and assessing information, sharing ideas, and creating knowledge.

Process: Technology preparation: Go to a website such as *Diigo*, *Reframe It*, *MyStickies*, or *Google Sidewiki*. Register and notice the tool bar on the browser menu for the program. (The application then superimposes a “layer” over any web page. This layer stores highlighting and comments and can be seen only by those who have been granted viewing permission.) Set-up a web group for a specific class and assign a task that familiarizes students with the practice of academic annotation. Highlight for students specific content on a web page and add a note explaining thoughts or pointing to additional resources. Tell students to highlight text or images, add their own comments, and share those annotations with fellow students.

6. WORD WEBBING (Collaborative Group Work, Classroom Talk)

Description: This structure allows students to create a visual representation of their learning.

Application: Word Webbing is a graphic prewriting or review activity.

Process: Hand out a poster-sized sheet of paper to each group of students. Ensure that all members of the team have a different colored marker. Present the topic to students. Direct them to simultaneously break the topic into parts and further find multiple connections among ideas and/or processes, recording them on the poster paper. Emphasize that each student must contribute to the group effort, as noted by the color of pen. Direct all groups to present the word web and to be fully prepared to justify answers.

7. JIGSAW (Collaborative Group Work, Classroom Talk, Scaffolding)

Description: The students will work in planned teams in which all students' parts are needed to complete the product.

Application: This method helps students to be actively engaged while learning new materials, reviewing previously learned materials and perfecting listening skills.

Process: Place students into groups. Divide the lesson into the same number of parts as students within each group. Assign one student from each group to a section of text or material, usually with some guiding questions. Direct students to form new groups (expert groups) and all the experts from the same topic meet together to work on the important points of the section they are covering. After students have finished preparing their questions, have them go back to their original groups and take turns teaching their "expert information" while others are taking notes. When all students have finished teaching their section to their group, have students complete an assignment.

8. VALUE LINE (Collaborative Group Work, Classroom Talk)

Description: This method helps form heterogeneous groups.

Application: This process is used when a variety of opinions is needed within a group.

Process: Present an issue or topic to the group and ask each member to determine how they feel about the issue (could use a 1-10 scale; 1 being strong agreement, 10 being strong disagreement). Form a rank-ordered line and number the participants from 1 up (from strong agreement to strong disagreement, for example). Structure the groups of four by pulling one person from each end of the value line and two people from the middle of the group. (For example, with 20 students, one group might consist of student number 1, 10, 11, 20.) Tell students to state their positions and to defend them within the group.

9. ROVING REPORTER (Collaborative Group Work)

Description: One student in each group roams the classroom, asks critical questions, and reports back to their group.

Application: This strategy is best used when students need information they do not have.

Process: Form groups of three or four students. Tell each group to select a "roving reporter" whose job is to seek answers that have not been answered within their own group and to then bring the information back to the group to share. (This works best when reporters are sent out at the same time, usually near the end of the activity.)

10. USING TECHNOLOGY: SOLVR (Collaborative Group Work, Classroom Talk, Scaffolding)

Description: This website allows students to solve problems posed by teacher or student.

Application: This is a problem-solution activity.

Process: Go to www.a.freshbrain.com/solvr/. Follow directions given by the program developer. Post a problem. Send an e-mail with a specific URL to each student. Direct each student to respond to either the initial problem or comment on a possible solution that had been offered by another student. Require each student to respond at least one time.

11. GROUP QUIZ (Collaborative Group Work, Classroom Talk, Scaffolding)

Description: This collaborative strategy allows students to complete an assessment together.

Application: Group quizzes boost student involvement while helping students develop critical thinking and teamwork skills.

Process: Prior to the day of the assessment, create a quiz and copy one per group. Put quiz in an envelope, one envelope per team. Create mixed ability groups of three, four, or five. Instruct students to choose a "team writer" within each group. Place one envelope in front of "team writer." Tell students at the signal, "team writer" will open envelope and quietly ask the questions and teams of students will quietly (almost a whisper) answer them. Encourage students to huddle around the writer. To avoid a free-for-all, emphasize that the first group to answer all questions will get a bonus and the group with the most correct answers will get a bonus, creating two separate bonus opportunities.

12. SORT IT OUT! (Collaborative Group Work, Classroom Talk, Scaffolding)

Description: This is a great categorization activity that forces students to make decisions.

Application: Use this technique as a review of previously learned material.

Process: Create categorization topics. Create jumbled lists of people, places, and things that would fall into the topics, making sure that the lists are specific. Set-up partner teams and hand-out one categorization activity sheet per team. Give a pre-determined amount of time for the activity. Tell students to stop at time and go over the answers for each category. Remind students that they can challenge category entries.

13. CRISS-CROSS-CROSS-OUT (Collaborative Group Work, Classroom Talk, Scaffolding)

Description: This protocol is game-like; it is fast, furious, and fun!

Application: Use this as a review activity.

Process: Before using this protocol, rehearse with a general subject. Divide the class into two groups (yes, each group will be big). Groups must be physically apart. Tell students in each group to select a "paper writer" and a "board writer." Hand "paper writers" paper and a pen. Instruct students that the object of the activity is to record the most unique relevant terms from the topic within a given amount of time (2-3 minutes). Encourage students to be quiet when discussing because they do not want to "give away" answers to the other team. Say, "O.K. teams, you have ____ minutes. Remember, I have the final say in approving all terms. You have _____ minutes to think of everything and anything specific to _____ (topic). GO!" At the predetermined time, tell students to stop and hand their sheets to the "board writer." Tell both "board writers" to go up to the board (which is divided into two sections) and be ready to write down what is on their papers in one to one and a half minutes. Say, "Go!" At time, tell students to stop. Next, instruct the board writers to switch places, and as the teacher goes down the list, "board writers" mark off common terms. Count unique terms and announce that the team with the most distinctive terms wins!

Alison Thetford, CCECHS

14. BASEBALL (Collaborative Group Work, Questioning)

Description: This activity-game resembles baseball except the “ball” is replaced by “questions” and there is no bat.

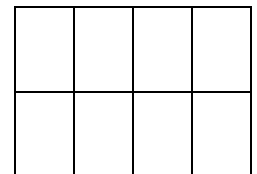
Application: Use this protocol as a review activity for tests.

Process: Prepare questions ahead of the game. Create the “baseball diamond” and “bases:” first base should be one wall; second another; third another; and home plate should be the whiteboard. Divide the class into two groups and remind students that they will be physically moving from one base to the other. Assign team captains and emphasize that there is a no-talking rule when students are “at bat.” Direct a question to player number one on Team A. (This student cannot receive assistance from other team members.) If the student answers correctly, tell him to go to first base. If the student fails to answer, direct the question to the opposing team captain. If the captain answers correctly, the student at bat is “out.” If the captain does not answer correctly, pose another question to the next student, correct answer advances all players. Repeat until there are three strikes at which time switch “at bat” teams. Remember, four students’ correct answers equal one home run!

15. COLLABORATIVE COMICS (Collaborative Group Work, Scaffolding)

Description: Partnered students create comics that tell a structured “story” usually combining words with images.

Application: This activity is best used when student comprehension needs to be assessed.



Process: Assign a section/passage. Put students into groups of two, hand-out two sheets (one for practice, one for submission) of un-ruled paper and direct the students to divide the paper into eight equal squares. Instruct them to draw a picture with limited text that represents each part of the passage/section in each box. Place parameters on the assignment such as if color is mandatory, etc. Remind students that the practice sheet will be individually prepared; the final copy will be a combination of both students’ efforts. (Example: one student prepares four squares and the partner prepares four squares etc., with contributing student initials in one corner of each square.)

16. GROUP PROJECT PRESENTATION (Collaborative Group Work, Classroom Talk)

Description: This strategy helps students learn the value of working together to produce a product.

Application: This can be used when students need to complete a given task that requires numerous participants to get the job done.

Process: Divide class into groups of three or four. Assign topic(s) and allow students to divide the workload so that each student has an essential part. Tell students the parameters of the presentation such as minimum and maximum presentation time limits, participation in presentation, and visual aid requirements.

17. PAIRED SHARED NOTE TAKING (Collaborative Group Work, Writing to Learn, Classroom Talk)

Description: This paired protocol allows students to compare each other's notes during a lecture, PowerPoint, or other times notes are being generated.

Application: Use this activity to revise and refine information gathered via note taking.

Process: Pair students and remind them to be careful note takers during lesson/lecture. Stop immediately after covering a crucial concept and have student pairs read each other's notes, filling in the gaps in their own note taking and being prepared to share similarities and discrepancies.

18. USING TECHNOLOGY: BLOGS (Collaborative Group Work, Writing to Learn, Questioning)

Description: A blog is a technology tool that allows teachers and students to communicate using text from varied sources and content. Since blogging occurs amongst participants it is, by definition, collaborative in nature.

Application: Use this tool to enhance reading and writing skills, review previously learned content, or create an e-portfolio.

Process: Go to one of the available free blogging sites (www.blogger.com) Provide the necessary information requested such as user name and password. Make a title for the blog. Accept terms and select a template. Create an introduction or thought-provoking question that has many possible answers. Place requirements on students such as the number of times a student must respond. Publish the blog.

19. SAY WHAT YOU MEAN! (Collaborative Group Work, Writing to Learn, Questioning)

Description: This fun group activity uses maxims to integrate the skills of listening, thinking, writing, and reading.

Application: Use this activity to improve knowledge and metacognitive skills.

Process: Before using this protocol, define *maxim* and rehearse with a general subject. Assign a reading. Pair students and hand out, "*Maxims, Sayings, and Phrases*" (Addendum F). Ask students to find at least three maxims that apply to the reading and fill-out the following for each: *Maxim*

Interpretation of Maxim

Explanation of How the Maxim and the Reading Are Connected

After completion, direct student pairs to present their very best effort.

Adapted from **Beyond Rhetoric and Rainbows: A Journey to the Place Where Learning Lives** ©1996 University of Illinois Extension

20. PARTNER QUIZ (Collaborative Group Work, Questioning, Classroom Talk)

Description: This question and answer partner activity occurs during a lesson and/or lecture.

Application: Use this method to fact check information.

Process: Remind students to be careful note takers during the lesson/lecture. Stop the lesson/lecture after fifteen to twenty minutes. Ask students to take a few minutes and summarize their notes. Direct students to write three quiz questions based on their notes. Pair students and tell them to "swap" questions with their partner. Tell students that questions that can not be answered must be brought to the whole class for discussion.

21. QUIZ-QUIZ TRADE (Collaborative Group Work, Classroom Talk)

Description: This Kagan activity allows students to move around the room, sharing questions and answers with others.

Application: Use Quiz-Quiz Trade to prepare for a test or to enhance listening skills and improve comprehension.

Process: Prepare an index card with a question on one side and the answer on the back for each student. Pair students, assign them "A" and "B" status. Direct "A" to quiz partner "B." Partner "B" answers and, depending on the answer, "A" coaches or praises. Tell duos to reverse roles with "B" quizzing "A." Have partners' trade cards, seek new partnerships, and repeat. (Optional: ask students to prepare questions/answers for Quiz-Quiz Trade.)

22. SEND A PROBLEM (Collaborative Group Work, Classroom Talk, Writing to Learn)

Description: Based on a Kagan protocol, Send a Problem enables students to practice and discuss math procedures and solutions with each other.

Application: Use Send a Problem to strengthen recently learned material and/or to review test results.

Process: Form students into groups of four, assigning each student a letter and the group a color. Provide students within each group a colored pencil that corresponds to the group's color. Write a math problem for each student on separate note cards and label problems A-D for students within each group. Give each student a white board and marker. Direct each student to solve his problem on the white board. Within each group, have students take turns defending their answers, allowing for challenges to the solution. Instruct groups to transfer accepted answer to the back of each note card. (Remind students that there will be four answers on the back of the card so write small!) At the end of time allotted, tell each group to pass its stack of four note cards to the group clockwise and, using white boards, check and discuss other group's work. Remind students to use A-D designation to determine who will facilitate the discussion of each question's answer. If receiving group disagrees with any answer, tell them to write their answer as an alternative. If group agrees, tell them to write "Agree." Repeat process until stacks of cards are returned to the originators. Allow originators to discuss alternative answers, either defending their original answer or accepting the alternative and record the final answer on the front of the card. Collect cards.

23. STAND UP – HAND UP – PAIR UP (Collaborative Group Work, Scaffolding, Classroom Talk)

Description: This protocol allows students to think individually before thinking and explaining together.

Application: Use this activity to practice a concept just taught or as a review.

Process: Create a set of questions. Pose first question, asking students to answer it on their own. Give them a time limit, depending on the difficulty of the question. Even if a few students do not finish in the given time frame, continue with the next step. Once time is called, ask students to stand up and put their hand up. Direct the students to find a partner and put hands down so others know who is still available. Have the students discuss the answer to the question, explaining how they got to it. Remind the class that if a student did not finish, he can ask questions to his partner. (If students agree, they can high-five each other.) Instruct students to stay where they are to solve the next question and to find a new partner, repeating the process until all questions have been asked and answered.

24. TECH: FOREIGN LANGUAGE WORDLE (Collaborative Group Work, Classroom Talk)

Description: This technique incorporates technology with language acquisition skills.

Application: Use Wordle as a quick review.

Process: Before students arrive, determine vocabulary words needed for review and the English equivalent and input into Wordle (www.wordle.net/). Print out document (or use Smart Board) and ask students to link the foreign language and English words together. Extend the learning by asking what the commonalities of the Wordle are.

25. M-O-T-I-V-A-T-E!! (Collaborative Group Work, Classroom Talk)

Description: Students will constantly form new groups as students move to another team to share answers and to work problems.

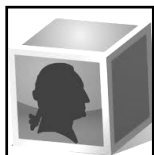
Application: This strategy is best used when students need to compare information.

Process: Form groups of three. Tell each student within a group to number off. Give same problem to solve for each group. After a period of time, instruct only the "number 1 student" to "motivate" (move) to the next group to the right. Then, direct the students to compare and discuss solutions with new group. At end of discussion, if the solutions match, instruct students to place in Green envelope. If the members of the group can not reach a common solution, then place the problem in the red envelope and tell them that this problem will be reviewed. This new group gets question number two, they collaborate and solve, then instruct number two student to take the groups answer, move two places to the right and the process is repeated, reminding them to place solutions in appropriate envelopes. Student number three will move three groups to the right. Repeat process as necessary.

Sherman Sumpter, CCECHS

Literacy Groups

1. INFORMATION CUBES (Literacy Groups, Collaborative Group Work, Writing to Learn, Classroom Talk)



Description: Information Cubes allow students to create a product in which roles are assigned within a group.

Application: Use when students are analyzing non-fiction text.

Process: Before using this activity for assessment, students should practice roles numerous times. Preview and select non-fiction resources on a specific topic for students or help students select their own resources. Introduce roles by distributing the role descriptions. Organize students into groups of four or five. Set time parameters and provide students with folders to help keep information organized. Instruct students to join together and share their learning by creating an Information Cube, a six-sided cube that must include both text and visuals. The roles are:

Data Digger: reads a section of the text to find interesting information and explains why each bit of information is important.

The Illustrator: reads the same section of the text and creates a visual representation via picture, cartoon, sketch, graph, chart, etc; makes sure the visual(s) will fit on the cube; creates a side of the cube with a title and group members and role assigned.

The Questioner: reads the same section of the text and creates four or five questions based directly from the text; includes all levels of questions and provides at least one open-ended question; includes information on the cube.

The Summarizer: works closely with the Data Digger in order to make conclusions and summarize the information; makes sure information is included on the cube.

Word Warden: finds words that are not universally known to all; defines them and makes sure one side of the cube includes the words, with salient definitions. Have students present their cubes to the class.

2. "NO LIT" LITERACY GROUPS (Literacy Groups, Collaborative Group Work, Classroom Talk)

Description: Literacy groupings are not only for the written word, but they can also be applied to mathematical problems.

Application: Use in mathematics class for problem solving, perhaps at the beginning of a new concept.

Process: Based on student strengths and weaknesses, assign a role for each student. Form groups and give each student group problems to solve. Differentiate each group based on abilities:

Word Warden: Find words to help in solving the problem and develop vocabulary for the problem; what functions may need to be performed to solve the problem?

Fact Finder: Unearth the facts of the problem. Determine which mathematical formulas may be needed to be used to solve the problem.

Illustrator: Seek charts, diagrams, organizers, or pictures that will help the group visualize the problem and "see" the potential answer.

The Calculator: Label calculations to keep track of calculations and advise on the best calculations to use.

The Explainer: Explain reasons why or why not the group's ideas about the problem and its solution are working. Find the trouble spots. Conclude if the answer is right or wrong.

The Questioner: Determine questions do you have about the problem and what do you need to solve it? Find where the group can find the information to solve the problem.

3. POETRY LOOPS (Literacy Groups, Collaborative Group Work, Classroom Talk)

Description: Poetry Loops are role-specific groupings in which students are assigned an element of poetry to examine, come back together in a group and share.

Application: This format is used when students are analyzing poems for context and meaning.

Process: Collect four or five poems and allow students to choose which poem they would like to examine, a different poem each week for three weeks. Instruct students to read their chosen poem silently three times. After a predetermined amount of time, ask students to write a brief reflection on how the poem made them think and feel. Next, place students in a group based on their selection, maximum five students per group. Allow students to decide which role they would like to assume, but each student must have a unique role. Hand-out Poetry Circle Role Sheet (Addendum T):

The Overviewer uncovers the type and form of the poem.

The Paraphraser: gives a brief restatement of the poem in the student's own words.

Language Analyzer: discovers special uses of language in the poem.

Meaning Consultant: reveals clues to help students understand the poem.

Visualizer: draws pictures to illustrate the poem.

Once students have completed their Role Sheet, tell them to share their answers within their group. Repeat for three weeks. Optional: on the fourth week, ask students to return to the poem that had the greatest meaning to them personally and share out with each other, using the format given.

4. LITERATURE CIRCLES (Literacy Groups, Collaborative Group Work, Classroom Talk)

Description: Literature Circles are formalized reading/writing groups in which each student in it has a defined role to play within the group.

Application: This format is used when students are analyzing a novel or other piece of significant literature.

Process: Form student groups. Introduce literature circles by explaining they are "groups of people reading the same book and meeting together to discuss what they have read" (Peralta-Nash and Dutch 30). Emphasize the student-centered collaborative nature of the reading strategy by discussing how the strategy places students "in charge of leading their own discussions as well as making decisions for themselves" (Peralta-Nash and Dutch 30). Share some of the ways that students will work independently (e.g., choosing the text the group will read, deciding on the questions that the group will discuss about the text).

Introduce the Literature Circle Roles (Addendum U) to the class, and answer any questions that students have about these roles:

Discussion Director: Creates questions to increase comprehension and asks who, what, why, when, where, how, and what if.

Vocabulary Enricher: Clarifies word meanings and pronunciations and uses research resources.

Literary Luminary: Guides oral reading for a purpose and examines figurative language, parts of speech, and vivid descriptions.

Checker: Checks for completion of assignments, evaluates participation, and helps monitor discussion for equal participation.

Preview the way that literature circles work for students, sharing the Literature Circle Process (Addendum V). Explain that the class will practice each of the roles before students try the tasks on their own.

ReadWriteThink.org

5. OPERATION PRESENTATION (Literacy Groups, Collaborative Group Work, Classroom Talk)

Description: This method makes all students within a group responsible for presentations.

Application: This formal protocol is used when students are presenting information to the class.

Process: Create a presentation rubric before using this protocol. Divide students into groups of three. Give students a topic to research and tell them that they will present the information to the entire class. Assign roles or allow students to choose one of the following:

Designer: The designer has the responsibility of making sure that the verbal and technical parts of the presentation mesh together.

Speaker: The speaker is in charge of assigning speaking roles and assisting with speech techniques (volume level, clarity, and enthusiasm).

Technician: The technician is in charge of setting up, maintaining, and putting away the equipment for the presentation.

6. MR. COLEY'S BOOK CLUB (Literacy Groups, Collaborative Group Work, Classroom Talk)

Description: In Mr. Coley's Book Club students within a group analyze and discuss a book they are reading.

Application: Use this fun method to delve into novels and short stories.

Process: Choose a novel or a short story for students to read. Assign (see www.MrColey.com "Literature Circles") groups of four or five. Determine student roles and hand out subsequent role sheet for the "Connector," "Illustrator," "Word Finder," "Discussion Director," and "Correspondent" (Addendum S). Guide the process to make sure students are following guidelines such as pace, depth of analysis, and equity amongst the students within the group. When students are finished, allow groups to share with each other.

Questioning

1. QUESTIONING CATEGORIES (Questioning, Collaborative Group Work, Classroom Talk)

Description: This strategy encourages students to recognize levels of questions and produce high quality questions, which helps them to be autonomous thinkers.

Application: Use Questioning Categories to enhance the quality of questions that students produce.

Process: Assign students a reading. After students complete reading task, ask them to create three to five questions. Review Bloom's Revised Taxonomy (Addendum B). Place students in groups of three and direct them to identify the level of Bloom's for each question. Challenge students to revise questions until they have two of each level of Bloom's. Instruct each group to pass its final questions to the group to its right, directing the groups to verify the level of questions. Direct all groups to return papers, and as a class, discuss any discrepancies. Next, instruct each group to pass its questions to the left for that group to answer. Conclude the activity with a discussion.

2. THE INTERVIEW (Questioning, Classroom Talk)

Description: This fun activity enhances questioning skills.

Application: Use this approach to explore the issues surrounding a human event.

Process: Before students watch a video or read about an event, assign one student the role of the interviewee. Tell all other students that as they read or watch, create three questions they want to know about the event or the person. Assure the interviewee that he does not always have to know the answer; in fact, questions raised may be open for further investigation.

3. ALL-AMERICAN WAIT TIME (Questioning)

Description: This method helps ensure that students have enough time to answer questions.

Application: Use this protocol as a way to enhance the questioning experience for students.

Process: Ask a fellow teacher to sit in class and record questioning and wait time. From that information, create a plan to extend wait time for students. Remind students that some questions deserve five seconds of thought and others require more. Label thinking questions by telling students that a particular question is a one, five, or a ten minute question. Ask a question, avoiding scaffolds or interruptions while they are meant to be thinking. Encourage students to jot down ideas, and after the appropriate wait time, discuss with the class.

4. MAKE A DECISION (Questioning, Classroom Talk)

Description: This activity uses case studies and questioning to encourage students to think in deeper context.

Application: Use this strategy when students must make a decision about a controversial or hot button topic.

Process: Distribute a case study for review. Tell students to read and to create questions and possible answers that helped them make a decision about the situation. Ask students who disagreed with the decision of the others to share their questions and possible answers. Remind students to value each opinion and to be respectful.

5. AROUND THE TABLE (Questioning, Collaborative Group Work, Classroom Talk)

Description: This protocol allows all students to ask questions within a group.

Application: Use Around the Table protocol when students need to solve problems or review a process.

Process: Assign students a task. Allow them to review information. Put them into groups of four or five. Pose an open-ended question. Direct the students, one at a time and in order around the table, to comment on questions. Remind them that they do not interrupt each other nor comment on what is being said at this time. In round two, students can comment on what others said or continue to ask clarifying questions based on the original question. Repeat this for one or two additional rounds.

6. DYADS AND TRIADS (Questioning, Classroom Talk)

Description: Students write closed and open questions and gain points by answering each other's questions.

Application: This interactive lecture method is useful with any type of instructional content.

Process: During the first part of this three-part activity, have students listen to the lecture, taking careful notes. During the second part, direct each student to write a closed question on a card, followed by repeatedly forming dyads and answering each other's questions. During the third part, instruct each student to write an open-ended question. Organize students into triads to select the best open-ended question for another group to answer for homework.

7. ASK THREE BEFORE ME (Questioning, Classroom Talk)

Description: This is a student-centered procedure focusing on student self-reliance.

Application: Use this procedure as a guiding doctrine in the classroom.

Process: Teach students that at certain times when they are working on an assignment and have a question, they must ask each other rather than asking the teacher first.

8. FOUR QUESTIONS PROTOCOL (Questioning, Scaffolding, Writing to Learn)

Description: This research-based protocol, adapted from Dietz-Uhler & Lanter (2009), emphasizes the use of four critical questions that will activate students' critical thinking skills.

Application: Use this protocol to promote deeper thinking.

Process: Assign topic to students. Present the four questions for them to answer:

1. "Identify one important concept, research finding, theory, or idea that you learned while completing this activity." (analyzing)
2. "Why do you believe that this concept, research finding, theory, or idea is important?" (reflecting)
3. "Apply what you have learned from this activity to some aspect of your life." (relating)
4. "What question(s) has the activity raised for you? What are you still wondering about?"(questioning).

Guide students to answer the four questions by practicing the method numerous times in a whole-class situation. Eventually allow students to complete the questions on their own.

9. THE FIVE WHYS (Questioning, Classroom Talk)

Description: The Five Whys is a systematic problem-solving technique.

Application: Use this protocol to solve problems through questioning.

Process: Identify a problem. Group the students into teams and tell them to develop a corresponding problem statement. Ask the first “why” of the team: why is this or that problem taking place? Ask four more successive “whys,” repeating the process for every statement and recording the information on a poster board (Addendum N). Remind students that they have identified the root cause when asking “why” yields no further useful information. Extend the learning by suggesting the team create a step-by-step solution to the problem, compare with others, and turn-in.

10. SQ3R (Questioning, Collaborative Group Work)

Description: This technique helps students learn how to study independently by using questioning.

Application: Use this protocol as a way to teach study skills and to improve reading comprehension.

Process: Lead students in a “survey” of a reading selection, by calling special attention to headings, subheadings, topic sentences, and highlighted words (Addendum O). Build a “question” for each heading and subheading in the text selection. Instruct students to “read” the text. Have students “recite” the answers to the questions by verbalizing them in a group discussion or writing them down. (This act of restating thought in spoken or written form reinforces learning.) Have the students “review” all of their spoken or written answers.

11. TAG QUESTIONING (Questioning, Classroom Talk)

Description: Tag Questioning is a simple but fun way to get students talking to each other in a foreign language class.

Application: Use this process when students need to communicate with each other.

Process: Direct students to create 10 statements in the foreign language and then add a tag. Example: “You like to ride a bike,” (main statement) “don’t you”? (the tag).

12. IN THE HOT SEAT (Questioning, Classroom Talk)

Description: In the Hot Seat is a fun activity to get students involved in a novel way.

Application: Use this method to check comprehension.

Process: Prior to class meeting, prepare questions related to the topic and write each question on one sticky note. Place the sticky notes underneath student desks so that they are hidden from view. Ask open-ended higher-level thinking questions. Begin lesson and at the appropriate time, inform students that some of them are sitting on “Hot Seats” and will be asked to answer questions related to the topic; have students check their desks. One by one, ask students to read their question out loud and attempt to answer it.

13. SUCHMAN INQUIRY MODEL (Questioning)

Description: This model is intended to help students develop questioning skills.

Application: The Suchman Model is used most often in science and social studies classes where there is a puzzling situation or event to explore.

Process: Before using this protocol, rehearse numerous times. Present a seemingly unanswerable or perplexing occurrence. Tell students to ask questions of the teacher that elicit a “yes” or “no” answer as this helps students establish the basic facts. Direct them to gather information via Internet, article, or text that helps verify the occurrence. Guide students to identify the variables, to hypothesize and to test possible connections. Ask students to organize the information gathered and form a possible explanation. At the conclusion of this inquiry session, pose questions to students that will elicit a deeper understanding of the puzzle.

14. LECTURE BINGO (Questioning)

Description: Students play BINGO intermittently during a lecture.

Application: This engagement strategy enables the teacher to divide lecture into manageable bits of information.

Process: Review lecture and create BINGO cards with “answers” pre-written, making sure that not all cards have the same answers nor in the same place. (Addendum E) Meanwhile, create meaningful questions that go along with the answers. Lecture for 10-15 minutes, followed by questioning. Repeat process until the lecture is over and the final questions have been asked and answered.

15. QUESTIONING CIRCLES (Questioning)

Description: This strategy helps teachers create questions that make text engaging and meaningful for all learners.

Application: Use Questioning Circles when text, especially literature, is being examined.

Process: Select text to be read. Before students read the selection, create two questions that can be found within the reading itself. Next, create two questions that combine the text and relevance to the student (reader). After that, create one question that solely involves the reader. Include two questions that are universal in nature, that is, main themes of life that pertain to human-kind. Finally, create two questions that combine the text and the universal theme. After several times using the strategy, ask students to create questions (Addendum P).

16. I WONDER . . . WORD PROBLEMS! (Questioning, Classroom Talk)

Description: This math strategy helps students to better understand the process of solving word problems.

Application: Use this to bring meaning to skill-oriented subjects like math.

Process: Determine problems for homework. Instruct students to write down questions they had while they were working on a problem that was difficult to solve. Ask them to circle the question that helped them solve the problem. When students return to class, randomly ask students to share their findings and remind them that there are many ways to find an answer; they just need to keep looking!

17. TEAM QUIZ (Questioning, Scaffolding, Collaborative Group Work)

Description: This lecture procedure promotes active engagement while the teacher passes on large amounts of information to the students.

Application: This is especially useful for presenting significant amounts of technical information or conceptual content.

Process: Pre-organize students into teams, trios, or groups of four. Warn students that the lecture will be interspersed with quiz contests. Set timer for 10 minutes. Start the first segment of the lecture. Stop talking when the timer goes off and ask each team to come up with three or four fact-recall, rote-memory questions and one or two open-ended, divergent questions. After two to three minutes, ask a team to read a fact-recall question and choose an individual from any other team to come up with the answer. Later, choose another team to ask a divergent question and ask a team to give a response. Continue with the next segment of the lecture, building on the questions and answers from participants. Repeat the quiz sessions as many times as needed.

18. QUESTION CARDS (Questioning, Classroom Talk)

Description: This protocol allows students to actively ask questions based on information received during and after a lecture, video or PowerPoint presentation.

Application: Question Cards are especially useful for content review and can be used as an informal assessment tool.

Process: Decide the manner by which information will be given to students: video, lecture, or PowerPoint presentation. Create partnerships and tell students to write notes during the presentation. Pass out as many index cards to each partnership as there are "segments" of the presentation. For each segment, each team will write a short-answer question along with the answers on individual index cards (one side will have the question; the other side will have the answer). Continue with the next part of the presentation, repeat the procedure. After the last segment, collect all question cards and shuffle them. Ask each team to send a representative to the front of the room to create a panel of student participants. Conduct a question program using the questions from the cards, avoiding duplicate questions. (Each time this protocol is used, student questions and answers improve.)

19. LECTURE BITES (Questioning, Classroom Talk, Scaffolding)

Description: Topics are presented via lecture in small chunks. Students then create questions for two student "experts" to respond.

Application: This lecture protocol is especially useful for exploring controversial topics without getting bogged down in unnecessary debates.

Process: The day before a lecture on a particular topic, assign students a reading which will allow them to be more knowledgeable about the topic. At the same time, pre-select two students to be the "experts" and give them more information to examine. During class, present topic to students, limiting lecture time to fifteen or twenty minutes. Ask students to generate one question on the topic and write it on an index card and collect cards. Set up classroom in a panel configuration with the "experts" at the front of the classroom. The first student expert selects one of the question cards and gives the response, and when the first expert stops, the second expert adds any additional information. The second expert then answers a question with the first expert adding any additional information. Remind "experts" not to answer any duplicate or irrelevant questions. This process is repeated until all key questions are answered.

20. REQUEST (Questioning, Classroom Talk)

Description: The students take on the role of the teacher by formulating their own list of questions about a reading selection. The teacher then answers the students' questions.

Application: The ReQuest exercise assists reading comprehension at two levels. Students deeply analyze the reading selection to extract their "teacher" questions. The teacher, in turn, reinforces learning by answering the questions and, if necessary, helping students to refine their work into more focused questions.

Process: Divide the class into small groups and provide each group with a reading selection. Have students read a selection and develop discussion questions directed toward the teacher. Allow time for students to read their selections independently and to write a list of potential questions. Have the groups combine and revise the team members' questions into a final form. During the class discussion, a spokesperson for each group asks the questions to the teacher. Answer the questions to reinforce student learning. In a post-exercise discussion, ask students to identify strategies they used in writing and refining questions.

<http://www.readingeducator.com/strategies/request.htm>

21. REQWEST (Questioning, Classroom Talk, Collaborative Group Work)

Description: ReQwest is based on Anthony J. Manzo's reading comprehension activity, ReQuest.

Application: Use ReQwest as an assessment for understanding but also as a method by which students are practicing good questioning behaviors.

Process: Divide the class into small groups and provide each group with a reading selection. Direct each group to appoint a group representative. Give groups enough time to read the selection and develop three or four discussion questions. Tell representative to shift to another group to ask the most compelling question and elicit discussion within group and, if necessary, clarify or explain answer. At the appropriate time, move the representative to another group, asking the same question. After a few rounds, return student representatives back to original group to repeat the process with each group appointing a new representative and asking and answering a new question amongst the groups.

22. SOCRATIC QUESTIONS (Questioning, Classroom Talk)

Description: Based on the work of Socrates, Socratic Questions are meant to test students' accuracy and completeness of thought.

Application: Use Socratic Questions when breadth and depth of understanding is most important.

Process: Depending on the type of learning desired, ask questions from the following categories:

Clarifying questions are "tell me more" questions that make students think deeper.

Probing questions are questions that may challenge previous beliefs or suppositions.

Probing rationale, reasons and evidence is a way for the teacher to force students to provide logical rationale, reasons, and evidence of what they are thinking.

Questioning viewpoints and perspectives is a way for teachers to push students to think about other's viewpoints.

Exploring implications and consequences can be fruitful when students must project consequences of an action.

The strategy, *Questions about the Question*, returns a question to the student by challenging an asked question (Addendum Q).

23. TEST THE TEACHER (Questioning, Classroom Talk, Scaffolding)

Description: Test the Teacher is a game where students will create questions based on a reading assignment and then students “test the teacher.”

Application: Use this game to check if students are reading assigned text but to also pique student interest.

Process: In preparation, assign students a reading. Tell them that each student must create at least five content-based questions from the reading. Remind them that questions can be true/false, short answer, multiple choice, or fill in the blank. Meanwhile, create a student quiz with ten to twenty questions. Say to students, “When I draw your name randomly, you will get to ask me one of your questions. If I get the answer right, I get a point. If I get it wrong, the class earns a point. I then will ask you a question from my quiz. If you get the answer correct, you earn a point for the class. If you don’t know the answer or get it wrong, you earn a point for me. Each student will get at least one turn. Although only one of you is participating at a time, your incentive is to listen so that repeated quiz questions will be easy to answer. At the end of the game if I have the most points, the class has to take the quiz. If the class has the most points, all of you will each get the total points for the quiz recorded in the grade book without actually taking the quiz.” Be ready to follow through on the game’s parameters.

24. PROVE IT TO ME! (Questioning, Scaffolding, Collaborative Group Work)

Description: This protocol focuses on ideas of mathematical prediction and proof.

Application: Prove It to Me! Is an introductory protocol that leads to student discovery.

Process: Assign students to groups and give each group three dice and prepared “Prove It to Me!” activity sheet (Addendum R). Tell groups to roll the dice and record the number of each die in the “Let’s Roll” Column; repeat process nine more times. Instruct groups to make and record a prediction about the type of triangle each set of numbers will form. Encourage students to use the Triangle Ready Reference Sheet if needed. Pass out toothpicks to each group. Tell students to “build” triangles based on their column one numbers and record either a yes or no in column three depending on whether or not a successful triangle can be built. Require students to assess the successful triangles for commonalities or trends. List commonalities under the column “Listen to the Yeses.” Also require students to assess the non-triangles for commonalities or trends and record in the “What Do the No’s Know?” Challenge students to draw a mathematical conclusion about their findings and record at the bottom of the page.

Sherman Sumpter, CCECHS

25. KAGAN’S QUIZ, QUIZ TRADE! (Questioning, Classroom Talk, Collaborative Group Work)

Description: This Kagan-based activity keeps students moving and involved with content.

Application: Use this protocol for content or vocabulary review.

Process: Create a set of questions and answers printed or written out on cards (or allow students to create questions and answers), and hand out one per student. Announce, “Quiz-Quiz-Trade.” Tell students to find a partner and direct student one to ask student two the question on the card and allow student two to either answer it or say, “I don’t know.” Instruct student one to either congratulate student two or to give him the correct answer. Remind student two to repeat the process, asking his question and confirming answer. Once both partners have asked and answered their questions, tell them to switch cards and find another partner. Let students mingle for about five minutes, asking and answering questions. Stop the activity immediately if students are distracted or are not asking/answering questions as directed.

Scaffolding

1. WORD WALL B-I-N-G-O (Scaffolding)

Description: Word Wall B-I-N-G-O is game that uses word walls.

Application: Use Word walls as an introduction or review of important vocabulary from a unit.

Process: Clear a bulletin board or an area at least four feet by four feet. Using a unit topic, create cards with vocabulary words and post them. At the end of the unit, supply students with a bingo card (Bingobaker.com or Addendum E) and tell them to look at the word wall and fill in spaces using the bingo cards. Ask students to cover the correct word as clues are given. Review clues to words and recognize the first student who gets BINGO as the winner!

2. MINI-LESSONS (Scaffolding)

Description: Mini-lessons are daily warm-up activities that concentrate on foundational factual information.

Application: Use this protocol as an introduction or review of informational or conceptual content.

Process: At the beginning of each class, require students to copy six to eight teacher-provided terms or questions. After five to eight minutes, give the answers to ensure review material is correct. Provide questions that are both introductory and review (questions are asked many times in numerous ways). Students are quizzed every week and each quiz builds on itself.

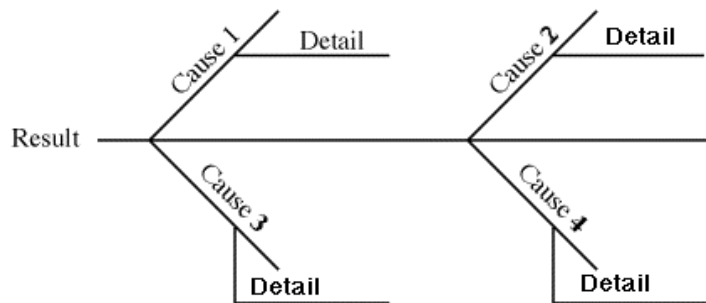
Janice Sutton, CCECHS

3. FISHBONE MAPPING (Scaffolding, Writing to Learn)

Description: A Fishbone Map is a graphic organizer that shows causes that come together to influence some result or effect.

Application: Use the map when identifying possible causes of a problem.

Process: In a whole class setting have students agree on a problem statement (result). Direct the students to brainstorm the major categories of causes of the problem, adding as many details as possible. Require students to create a fishbone map by hand, filling in the essential information.



4. AROUND-THE-ROOM (Scaffolding, Collaborative Group Work)

Description: Around-the-Room is a competitive spelling bee type of activity.

Application: Use this competitive protocol for review.

Process: Count-off the class by saying "1, 2, 1, 2;" etc. Direct the "Number 1" students to line up on one side of the room and "Number 2" students on the other side of the room. Ask a question to the first student on Team #1. (If he answers the question correctly, he remains standing and goes to the back of the line. If not, he sits down.) Ask questions back and forth from one side to the other. Tell students the team with a student standing at the end wins.

5. PREDICTION DICTION (Scaffolding, Classroom Talk)

Description: This activity combines a student’s prior knowledge and inference skills to predict a possible outcome.

Application: Make use of this protocol when “thinking beyond the text” is desired.

Process: Model protocol first by reading a passage and inserting predictions at appropriate points. Tell students to read a passage of text, list what is already known about the subject, and then list clues (title, headlines, chapter headings, and illustrations) to help predict what may happen next. Ask students to share possibilities and remind them that predictions do not always come true.

6. ANTICIPATION GUIDES (Scaffolding, Classroom Talk)

Description: An anticipation guide is a strategy that is used before reading to activate students’ prior knowledge and create interest about a new topic.

Application: Use this process as an introduction to a reading.

Process: Predetermine the big ideas of the reading. From those ideas, write six to eight statements that elicit an “Agree” or “Disagree” response; include statements that students have a good chance of knowing by using prior knowledge and statements that will introduce the big ideas to them. Avoid statements meant to trick students and have at least one statement in which there are many possible answers. Make sure that the statements can be answered either by the reading or the discussion that follows. Once students individually have filled-out the guide (Addendum G), place the students in pairs so that they may compare and contrast their ideas.

7. PERSONAL VOCABULARY JOURNAL (Scaffolding, Writing to Learn)

Description: This method allows each student to create a unique journal that records new, different, and unfamiliar vocabulary.

Application: Use this method when students are researching or reading new material.

Process: Tell students to bring a small spiral-bound notebook to class and label it “Vocabulary Journal.” Emphasize that this journal is only for vocabulary. As students are assigned readings, direct them to write words that are unfamiliar or strange; words that are new, different, challenging, foreign, and/or fun are examples. Remind them to leave a space for the definition or explanation of the word. Encourage students to comment on the word perhaps by writing an emotional response or drawing a picture to highlight the meaning.

8. CUE CARDS (Scaffolding, Writing to Learn)

Description: Cue cards are reminders or prompts provided for or made by students. The most popular type of cue card is a “flash card.”

Application: Help students learn steps in a process; define principles, procedures, and rules; organize their approach to a task; and monitor students’ performance by using cue cards.

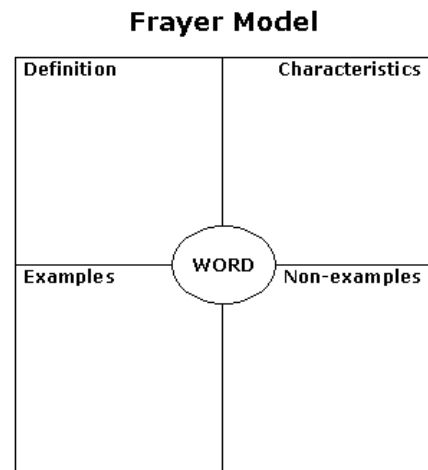
Process: Supply students with heavy cardstock or have students bring index cards. Provide necessary information for students to create the cue card. Remind students that cue cards must be studied again and again in order for effectiveness.

9. THE FRAYER MODEL (Scaffolding, Writing to Learn, Collaborative Group Work)

Description: The Frayer Model is a chart with four sections that includes a section for a definition, some characteristics/facts, examples, and non-examples of the word/concept.

Application: Use this model as scaffolding in both language and mathematics instruction.

Process: Before using this organizer, rehearse with a general term. Hand out a Frayer template to each student (Addendum H) and give students the words or concepts to be examined, as well as the time limits to complete the template. Direct the students to form pairs and share their products with each other, adding or deleting information as necessary. Remind students to bring any unresolved issues to the whole class for discussion.



10. CLOZE ACTIVITY (Scaffolding, Writing to Learn)

Description: In Cloze, students are given a passage with strategic words deleted and are asked to fill in the gaps. This activity is best used in vocabulary-rich subjects.

Application: Use cloze as a teaching strategy for determining what students already know about a topic and/or assessing for comprehension.

Preparation: Choose text that students will use and delete words that are topic specific, making sure there are enough clues in the text. (It is recommended to double-space and use 12 to 14 fonts in the student document.) Remove at least one word that indicates the order of ideas. To promote class discussion, include among the deleted words some that may generate several alternatives.

Process: Teach students ways to find clues that may identify the deleted words. Give each student a copy of the prepared text. Tell students to work on their own, writing one word in each gap in their copy of the prepared text, reminding them to highlight the 'clue' in the text. Once finished, direct the students to move into small mixed groups to discuss responses and to decide which alternatives are better. In whole class discussion, review the prepared text and ask students to justify word choices.

11. THINK ALOUDS (Scaffolding, Classroom Talk)

Description: This is a scaffolding process to help students understand the kind of thinking required for a specific task.

Application: Use Think Alouds to model the thinking process and/or as a diagnostic tool that pinpoints a student's strengths and weaknesses in the thinking process.

Process: Model a process that requires analytic and trial and error reasoning. Describe the process, as well as the "mental stops" along the way. Ask students to then "think aloud," too, demonstrating their understanding of the process.

12. GUESS AND CHECK (Scaffolding, Writing to Learn)

Description: This is a problem-solving strategy used to solve mathematical problems by guessing, using prior knowledge.

Application: Use Guess and Check when students need a starting point to solve problems.

Process: Before using this strategy, rehearse with a simple mathematical problem. Ask probing questions such as “what is it that we are looking for in the problem”; “what are the relationships amongst the things in the problem;” and “what operations are being used in the problem?” Direct the students to make a plan by drawing a chart in order to see the relationship between the pieces of the problem. Tell them to “guess” some numbers, completing the chart as directed. Ask students to name or explain shortcuts they use to find the answer and remind them that the charts will help scaffold and organize the information. Require students to review their work by double-checking answers.

13. EVALUATION ROTATION (Scaffolding, Collaborative Group Work, Classroom Talk, Questioning)

Description: In groups of four, students rotate their essay rough drafts clockwise and focus on evaluating a specific technique during each round.

Application: This activity familiarizes students with evaluating and editing the writing of others, which also strengthens their own writing.

Process: Place students in heterogeneous groups of four. Explain the expectations for peer-evaluation (i.e. ask questions that prompt the writer to expand, discuss, clarify, explain, etc.; make corrective comments that encourage the writer to change something; suggest ways to improve portions of the paper; note something positive about the writing). Ask students to rotate the papers clockwise and evaluate that paper for **focus** (identify a thesis, make sure the paragraphs follow the topic and are well-organized). On the second rotation, tell students to look for **elaboration** and **style** (identify relevant examples used in each paragraph and ways to expand those ideas, look for appropriate transitions and variety of sentence structure). On the third rotation, have the students proofread **mechanics** (identify chronic problems, such as pronoun agreement or comma usage). On the final rotation, instruct students to revise their returned paper based on the feedback from the other students.

Kellen Pagan, CCECHS

14. TALKING DRAWINGS (Scaffolding, Writing to Learn, Collaborative Group Work)

Description: Talking Drawings challenges students to use prior knowledge and to think in a visual context.

Application: This method assists students when the text selection is difficult and of low interest to students.

Process: Select a topic from a reading. Hand out Talking Drawing Activity Sheet (Addendum I). Ask students to close their eyes and think about the topic for one to two minutes. Instruct students to draw a picture of what they saw while they were thinking about the topic. Teach lesson that accompanies the reading. At the conclusion of the lesson, ask students to review and refine their first drawing by creating a new drawing that integrates what the students learned about the topic during the lesson. Tell students to share with partners their before and after drawings, directing them to discuss the similarities and differences between the two pictures. Require the students to respond at the bottom of their Talking Drawings Activity Sheet, emphasizing what they learned during the lesson.

15. LIST-GROUP-LABEL (Scaffolding, Collaborative Group Work, Writing to Learn)

Description: List-Group-Label is a semantic mapping activity in which organization of new concepts in connection with prior knowledge is desired.

Application: Use List-Group-Label when new vocabulary or concepts need to be introduced.

Process: Choose a main topic from a reading and write topic on board. In a whole group setting, ask students to brainstorm and elicit any words that relate to the topic and visually display the words, without interjecting. Pair students and tell them to organize words into subcategories. Call on random pairs to share and justify answers.

16. K-N-W-S CHART (Scaffolding, Writing to Learn, Classroom Talk)

Description: K-N-W-S is a graphic organizer that guides students through mathematical word problems.

Application: This chart can be used as a method of assessment.

Process: Choose a math problem and create a K-N-W-S chart visible to the class (see Addendum L). For the "K" column, ask students to list all the things they KNOW from looking at the problem. Prompt students with "Tell me everything you know about _____" and if the connections are unclear, ask "What made you think of that?" For "N", ask students to write anything they do NOT need in order to solve the problem. For the "W" column, have students read the problem again and to state WHAT exactly does the problem ask to find. Continue to prompt students by asking what "S," strategies or operations, will be used to answer the problem. After the chart has been completed, allow students to attempt to solve the math problem using the chart as guidance.

17. USING TECHNOLOGY: WEBQUESTS (Scaffolding, Writing to Learn)

Description: A webquest is an Internet-based learning activity.

Application: This allows students to integrate prior knowledge and to discern new information in order to create a product of learning.

Process: Have an overall instructional objective in mind when designing the webquest. Consider all the practical needs of using web-based instruction with students such as Internet block points and number of computers available. Create a list of elements for the quest, for example:

- A *User's Guide* that must contain an introduction that explains the overall goal of the quest and a list of the websites to be visited.
- An *Activity Sheet* that shows work by the student, but it can also contain a rubric and/or a list of clues.
- A *Summary Presentation* that proves students made connections amongst the websites visited.

See <http://www.teachersfirst.com/summer/webquest/quest-a.shtml> for more detailed instructions on webquest creation and Filamentality, a free webquest creation service at <http://www.kn.pacbell.com/wired/fil/index.html>.

18. RUBRICS (Scaffolding)

Description: Rubrics are assessment tools used to judge the quality of student performance in relation to predetermined standards. The rubric document serves as the scaffold.

Application: Use rubrics as a scoring guide (assessment tool) for students and teachers, as well as a working guide for students. Rubrics also provide the opportunity for student self-monitoring.

Process: Refer to the numerous rubric-generating on-line websites for more information. Keep in mind the following when creating a rubric: the dimensions of the rubric, the number of dimensions, and the benchmark for each level of the dimension. (Example: For an oral presentation, consider body language, grammar and pronunciation, organization, and voice projection.)

19. MNEMONICS (Scaffolding, Writing to Learn)

Description: Mnemonic devices are clever tools to help students remember facts, rules, processes, etc. Training students to use mnemonics is a scaffolding method.

Application: Use these devices when students have a large amount of material to remember.

Process: Determine what material needs to be recalled. Depending on the information, teach students the various ways to remember.

Acronym: Substitute each word in the sequence with the letter it begins with and create a memorable word that will enable students to remember the list.

Imagery: Memorize words by depicting them in picture form; simpler is better.

Rhyming: Acoustic encoding is a way of storing something based on the sound it makes when spoken aloud and it is a powerful tool (*ABC Song*).

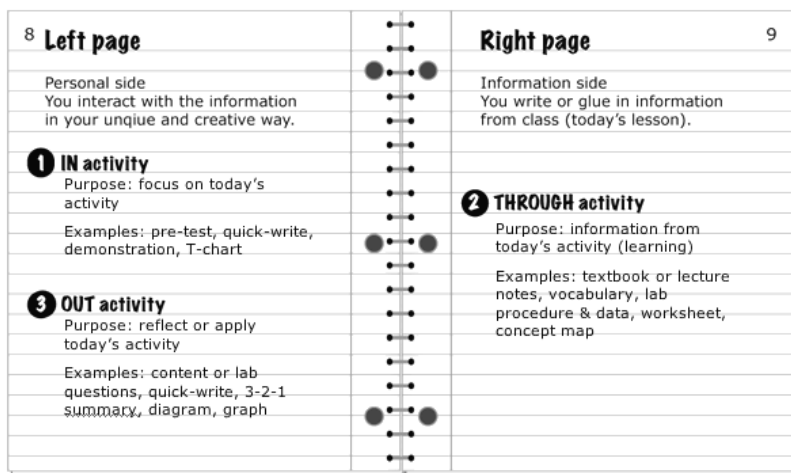
Song: Same principle as rhyming, songs create pathways to memory.

20. INTERACTIVE NOTEBOOK (Scaffolding, Writing to Learn)

Description: An interactive notebook is a compilation of a student's work that ultimately connects prior and new learning.

Application: Use in any class and in any subject when scaffolding of content is desired.

Process: Refer to Addendum K for more information on content, format, and student procedures.



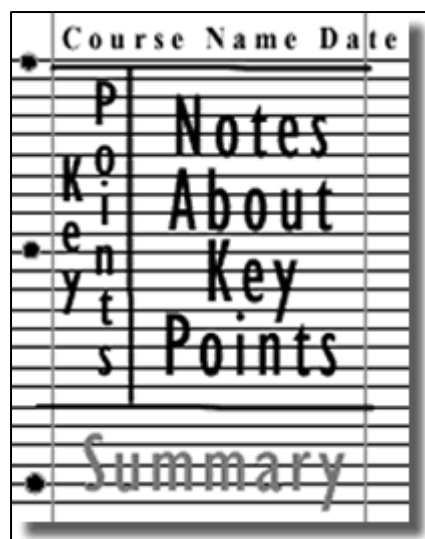
<http://interactive-notebooks.wikispaces.com/Paste-ins>

21. CORNELL NOTES (Scaffolding, Writing to Learn)

Description: This proven method helps students keep their notes organized. The Cornell Notes act as a scaffold of prior learning.

Application: Use Cornell Notes when students need to take notes from lecture, video, PowerPoint, etc.

Process: Tell students to divide the paper as shown and place a header on the top of the paper that includes name, date, and topic/title of notes. Ask students to create notes about the key points from the assignment. Remind them that the notes could be in the form of linear notes, a graphic organizer, or an outline. Direct the students that the left side is used to recall the major points from the assignment or to ask questions for clarification. Remind students that the Cornell Notes are not finished until they summarize the assignment/notes and that they should review the notes several times.



Adapted from How to Study in College 7/e by Walter Pauk, 2001 Houghton Mifflin Company

22. PECHAKUCHA (Scaffolding, Classroom Talk)

Description: Pechakucha is a Japanese word that means "chit-chat."

Application: Use Pechakucha as a presentation device.

Process: Model an example using Pechakucha before assigning graded work. Give students a topic to research and tell them they will present using Pechakucha. Review the guidelines:

- Presenters are only allowed 20 slides and those slides must automatically advance every 20 seconds.
- Presentations should never be longer than 6 minutes 40 seconds.
- PowerPoint slideshow must depend on visuals, rather than text-heavy slides.
- Presentations are expected to have structure, including an introduction and conclusion and an internal structure (clear main points, transitions) that will guide the audience through the slide show.
- Presentations are expected to be polished, professional, and engaging.

USM-The Writing Center

23. VIEW-FINDER (Scaffolding, Writing to Learn)

Description: This is a post-reading strategy that deepens a student's understanding of topics or issues by forcing the student to make judgments about them.

Application: Use the view-finder protocol when eliciting students' opinions.

Process: Select a topic and determine the issue/problem to be tackled by students. Create ten statements that will force students to think deeply about the topic or issue. Ask students to choose the following for each statement: SA-Strongly Agree, A-Agree, D-Disagree, and SD-Strongly Disagree. In the discussion that follows, direct students to use facts to back up their opinion. As a closure piece, tell students to write at least a paragraph using one of the statements, their opinion, and facts to back it up.

24. POST-IT POSTERS (Scaffolding)

Description: Simple visuals posted around the room provide students with a constant reminder of concepts, events, symbols, or processes.

Application: Use posters when students need a visual reminder of concepts, events, symbols, or processes.

Process: Find, create, or instruct students to create posters of concepts, events, symbols, or processes. Post them around the room, referencing them often and change locations every few weeks.

25. MODIFIED GRAPHIC ORGANIZER (Scaffolding, Writing to Learn, Collaborative Group Work)

Description: This idea allows teachers to front load information so that clues given make connections to new learning easier.

Application: The Modified Graphic Organizer can be used for new learning or a review.

Process: Provide materials and resources where students can locate needed information. Find a suitable organizer and partially complete it by including a word bank, inserting visuals, combining ideas, providing page numbers to find information, or adding questions to guide students to the correct answer. Direct the students to compare work with each other.

26. "HK" (HAWK) MATH ATTACK (Scaffolding, Classroom Talk)

Description: HK Math Attack is a mnemonic device used to locate the center of a circle.

Application: Use this acronym to teach students how to find the center of a circle.

Process: Teach students the following formula: $(x-H)^2 + (y-K)^2 = R^2$. Tell students that the center of the circle is (h,k) and using the formula, students will be able to find the center of any circle and by extension, the radius.

Ex. $(x-3)^2 + (y-5)^2 = 100$. Tell students to find "h" first (3). Next, direct students to find "k" (5) and using the "h comes first, k comes second" method, students will be able to determine the center of the circle. Remind students to find the radius as well.

Sherman Sumpter, CCECHS

27. ABC'S (Scaffolding, Classroom Talk, Collaborative Group Work)

Description: This game-style protocol is fast, furious, and fun!

Application: Use this as a review or a pre-assessment activity in any subject.

Process: Divide class into groups of four; allow each group to choose a paper-writer and a whiteboard-writer. Give each group a white board and marker, paper and pen. Instruct students that the object of the activity is to record a unique term for each letter of the alphabet that is relevant to the chosen topic within a given amount of time (five minutes). Encourage students to be quiet when discussing because they do not want to "give away" answers to the other groups. Announce topic to students. After five minutes, say "Stop, paper-writers pass list to whiteboard-writers who will copy A-G." Direct them to then hold up terms to show the class their answers." Tally only unique terms and repeat process to get through H-N, N-S, T-Z. Remind students that the teacher has final say in all terms submitted.

Jennison Shields, CCECHS

28. MATCHING DOMINOES (Scaffolding, Classroom Talk)

Description: A game to help students review vocabulary terms.

Application: This protocol is useful as a review tool before a quiz or exam.

Process: Have a prepared list of vocabulary terms that need to be reviewed. Print dominoes from the domino template (Addendum M), vocabulary term on one side, mismatched definition on the other. Create each set with at least 20 terms. Group the students into partnerships and instruct them to find the "start" card. Tell teams to continue matching terms and definitions, forming a chain of dominoes.

April Ormsbee, CCECHS

29. WILL THE WINNER LOSE? (Scaffolding, Classroom Talk, Collaborative Group Work)

Description: In this review and reinforcement game, negative scoring means that even winners can lose.

Application: Use this game as a fun way to review by having student teams compete and/or create the questions and compete.

Process: Prepare two sets of cards, one for questions and one for scoring instructions. Write a review question on each question card. On each scoring card, write a different instruction. (Ex: Earn 100 points/Lose a turn/Take 50 points from the other team/Double total points/Take an extra turn/Earn 50 bonus points/Lose 30 points/Give 50 points to the opposing team, etc.) Arrange students into two or more teams, set the score to which the teams will play and decide which team will go first. Instruct the student to draw a question card and if he answers correctly, to then draw a scoring card. (The scoring command on the card determines the score the student earns for his team.) If the student answers incorrectly, allow the first student on the opposing team who raises his hand to "steal" the question. (A correct answer earns that student the opportunity to draw a scoring card.) Remind students that the design of the game scoring means that a team could conceivably answer all the questions correctly and still lose the game.

Education World

Writing to Learn

1. ADMIT SLIPS (Writing to Learn, Questioning)

Description: Admit Slips are used to help students reflect on their understanding of the previous day's lesson or homework.

Application: Use this activity as an assessment tool.

Process: Give students a thought-provoking question that must be answered before they come to class. As students enter the classroom, collect slips. Pull random cards and read answers as a bellringer activity.

2. ENTRANCE TICKETS (Writing to Learn, Questioning)

Description: This low stakes writing protocol is used as a way to immediately focus students' attention to the topic at hand as they enter the classroom.

Application: Use this activity in the first five minutes of class.

Process: Create the entrance ticket question. Have question printed on a file card and hand the ticket to each student as he enters the room. Allow three to four minutes for thinking and writing. Direct the students to hand-in the ticket or to take two minutes and talk about their answer with a partner.

3. ALL ABOARD! TICKET-OUT-THE-DOOR (Writing to Learn, Questioning)

Description: This short but sweet writing method occurs at the end of class when students must provide feedback about the day's lesson as they leave the classroom.

Application: Use Exit Tickets to assess what students understand about a lesson.

Process: At the last five minutes of class, ask students to write in response to a critical question posed. Establish parameters of the ticket, but generally, tickets are not graded on conventions (Addendum K). Stand by doorway and collect student responses. Read ticket and provide students feedback from their answers.

4. JOURNAL/LEARNING LOGS (Writing to Learn)

Description: Learning Logs and Journals are student-centered on-going written collections.

Application: Use these tools as a way for students to summarize what they have learned, to communicate with peers or teacher, to generate questions for deeper understanding, and/or to explain problem-solving processes in writing.

Process: Require students to bring "journal" everyday. Demonstrate the journal's importance by requiring students to interact with it at least once a class. Establish parameters of the journal or learning log such as pen/pencil only, number pages, dates, etc. Check journals/logs for completion and give credit for work.

5. USING TECHNOLOGY: TEXTING (Writing to Learn)

Description: This is a learning platform in which students must get to the point in 160 characters or less.

Application: Use this electronic tool as a way for students to summarize information.

Process: Give students the summarization assignment and direct them to “text” the answer. Remind students that the challenge is to be brief. If the student does not have access to a phone, tell him to write out the text.

6. DOUBLE ENTRY JOURNALS (Writing to Learn)

Description: Double Entry Journals organize a student’s thoughts on a specific subject in a novel way.

Application: Use this writing activity as a method to improve student interest, comprehension and vocabulary.

Process: Assign a reading to students. Direct them to create a graphic organizer consisting of two columns and as many rows as directed by the teacher: the left side will consist of a quote from the text and the right side will hold the student’s response to the particular passage. Sometimes students will choose the passages for reflection, and other times, the teacher will choose. Use the chart below for right-hand side suggestions.

Title of Work:	
Page:	
Quotes	Right Side Reflection Possibilities
Quote from the text	Visual commentary (drawings, visual analogies, doodles)
Quote from the text	Reactions (“This bugs, annoys, moves . . . me because . . .”), reflections (“I wonder if. . .”), musings (“Hmmm...”), questions (“I wonder why...”) with possible answers (“Maybe because . . .”)
Quote from the text	Connections Text to other text(s)—print, visual, sound Text to self Text to world
Quote from text	Significance in relation to piece as a whole; relating part to whole.
Quote from text	Social Questions (Race, class, gender issues)
Quote from text	Naming Literary Techniques

<http://vccslitonline.vccs.edu/doubleentryjournal.html>

7. USING TECHNOLOGY: E-SCRAPBOOKS (Writing to Learn, Classroom Talk)

Description: Electronic Scrapbooks, which incorporate technology into the classroom, is an exciting way to get students engaged in the curriculum.

Application: Use the E-scrapbook to hone research skills and to encourage student creativity.

Process: Assign topic(s) to student(s). Tell students to visit various websites about the topic and gather “tidbits” of information that help explain the topic. Remind students that they are allowed to copy and paste text, pictures, audio, backgrounds, clip art, poetry, songs, and video but are limited to only two to three sentences, things that will “wow” the reader. Direct the students to include a bibliography at the end of the E-scrapbook. Allow students to present their scrapbooks to the class.

8. ANNOTATED BIBLIOGRAPHY (Writing to Learn)

Description: An annotative bibliography includes works cited but also explains the content of the works.

Application: Use this tool to force students to find appropriate research sources.

Process: Teach students how to correctly format a bibliography, reviewing citation styles as needed. Underneath each citation, tell students to briefly explain the main points or the purpose of the work in a paragraph format. For an added challenge, direct them to add information such as bias, author’s methodology, and particular evidences from the work.

9. INK THINK (Writing to Learn, Classroom Talk, Collaborative Group Work)

Description: This simple protocol allows students to write down their thoughts on paper and produce a product.

Application: Ink Think is best used to help students focus on a particular topic.

Process: Determine the writing task and give students a minute to silently contemplate the topic. Instruct students to write down their thoughts on the subject. Ask them to pair up with another person and share their responses. Tell the pair to synthesize the information into one document.

10. CONCEPT SKETCHES (Writing to Learn, Scaffolding)

Description: Concept Sketches are diagrams that are annotated with short statements describing the processes, concepts, and relationships shown in the sketch.

Application: Use this strategy when students must explain a process or concept.

Process: Before using this protocol for assessment, rehearse numerous times. Select images that students will use as the topic’s “prompting materials,” such as photos, computer animations, textbook-style illustrations, video clips, or maps. Ask students to separately list what they think are the key features versus those things that they observed but are not essential. Direct the students to gather information and make notations of ways various aspects are related. Tell students to brainstorm ways to depict the system and draw and annotate the sketch.

11. DEAR ABSENT STUDENT (Writing to Learn, Scaffolding, Collaborative Group Work)

Description: This activity serves as a way for students to scaffold information learned using the format of an informal letter to an “absent student.”

Application: Use this activity as a review of information learned in a class period.

Process: At the end of a class period, ask students to “write a letter to _____” (name a student who is not in class), explaining the main idea of the day’s lesson. Guide students to use specific vocabulary and content when explaining. Ask students to read their letter to a partner and then to select the better of the two. From that selection, ask students to read the letter to another person, again, selecting the better of the two. (If the class is large, one more elimination round is possible.) From that set of students, ask students to share their letters with the entire class. Elicit responses from the group.

12. ESSENCE (Writing to Learn, Scaffolding, Collaborative Group Work)

Description: In this challenging protocol, students write several summaries of a lecture, repeatedly reducing the length.

Application: Use this interactive lecture protocol with factual, conceptual, or informational content that can be effectively summarized.

Process: Ask students to listen carefully to the presentation (or video, etc.), taking notes. Create teams of three or four. After the lecture, ask teams to prepare a 32-word summary of the lecture. Listen to the summaries from different teams and select the best one. Ask teams to then rewrite the summary in exactly 16 words, retaining the key ideas and borrowing thoughts and words from other teams’ earlier summaries. Repeat the process, asking teams to successively reduce the length of the summary to eight, four, and two words. Finally, ask each student to write an individual summary of appropriate length and turn in.

13. CHEAT SHEETS (Writing to Learn, Scaffolding)

Description: Students are allowed to use prepared notes on a quiz or test.

Application: Use this as a skill builder for summarization, and/or as a scaffold for tests or quizzes.

Process: Shortly before a test or quiz, hand out one 3 x 5 card to each student. Tell students to prepare both sides of the note card with information they believe will be on the test/quiz. Remind them that they are allowed to bring the card to the test and use. Eventually, withdraw the use of the cheat notes or use created note cards once or twice a semester.

14. USING TECHNOLOGY: WEB KARAOKE (Writing to Learn, Classroom Talk)

Description: Create original lyrics for a song, matching text to the melody.

Application: Web Karaoke can be used to explain concepts, events, terminology, and processes.

Process: Group students into teams of three or four and instruct them to go to <http://www.pbs.org/independentlens/offthecharts/webkaraoke.html>. Give the lesson parameters, including time limits for completion of lyrics. Have students sing the song and for extra fun, ask another adult to “judge” the teams for a prize such as a homework pass or a piece of candy. (This assignment can also be done without using technology by selecting a popular song, such as *Twinkle-Twinkle Little Star* or *My Country 'Tis of Thee*).

15. QUIET COMMENTS PROTOCOL (Writing to Learn, Collaborative Group Work)

PLACE PASSAGE HERE	_____

Description: This protocol allows students to comment on a passage in a unique but engaging way.

Application: Use Quiet Comments as an introductory or a review protocol.

Process: Find three to six critical passages for student comments. Use the PowerPoint program, inserting one passage or problem per slide. Go to "Print" and on the print window select "Handouts" and "3" per page and select print. Copy as many as needed, dividing each page into three separate pieces. Instruct students to read passage or problem and to limit comment to one line per person and once finished, trade passage with another. Circulate to assist students, emphasizing to students to write on one line only. After activity, review and/or post comments on a bulletin board for all students to see.

Alison Thetford, CCECHS

16. CANYON NOTES (Writing to Learn, Scaffolding, Collaborative Group Work, Literacy Groups)

Description: Based on the commercial product sold at bookstores, "Canyon Notes" are student-created summarization products.

Application: Use this product producing-activity to compel students to summarize a novel.

Process: Make sure students have seen the original "CliffsNotes" for basic understanding of the layout inside and out. Create groups in which each student has an assigned role for each chapter. (These roles can stay static or rotate for each chapter examined). Encourage students to mimic the cover of CliffsNotes. Use novels/stories that have no CliffsNotes; otherwise, students may be inclined to borrow from Cliffs.

http://www.studyguide.org/integrating_writing_strategies.htm



17. USING TECHNOLOGY: MAKE BELIEFS COMIX (Writing to Learn, Scaffolding)

Description: Make Beliefs Comix allows students to create comics with relative ease.

Application: Use this free on-line program as a summarization and comprehension tool.

Process: Tell students to go to <http://www.makebeliefscomix.com/Comix/>. Determine the manner for students' use of this on-line program in class:

- To help students better understand "perspective" of characters in a book, have them assume the roles of two of the characters with each one's personality and voice and have them interact with one another in the comic strip.
- Tell students to use the comic strip as a book report, summarizing or commenting on what they have been reading.
- Assess students' knowledge of facts they are learning.
- Tell students to create a comic strip story using new terminology that is being taught.
- Direct students in a foreign language class to write their text in the language they are studying.
- Have students use the characters to create comic strips that comment on local or national politics.

Have students print or email their completed comics.

18. 3-2-1 PROTOCOL (Writing to Learn, Scaffolding)

Description: The 3-2-1 Protocol is a student-centered summarization activity.

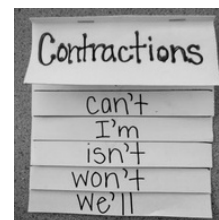
Application: Use the 3-2-1 as an effective method to conclude a class session.

Process: At the end of the class session, ask students to take out a sheet of paper, fold lengthwise, tear and share. Tell them to write down three things they learned, two things that were interesting or noteworthy, and one question that they still have. Use as an exit ticket out the door.

19. FOLDABLES (Writing to Learn, Scaffolding)

Description: Based on the work of Dina Zike, foldables are study organizers that help students interact with the information they are learning.

Application: Foldables can be used in any subject and are a simple way for students to generate charts, lists, and graphs. In conjunction with an interactive notebook, they can be used as an organizer for school work. Foldables can also be used for note-taking activities, guided practice, or student-centered project creation.



Pinterest.com

Process: Consult the Internet and research Zike's Foldables. For a "foldable organizer," give students the appropriate amount of paper and tell them to stack three to seven pieces of paper on top of one another. After that, direct them to pull out the edge of the bottom page so that half an inch is exposed. (Repeat this process so that each succeeding page is one-half inch lower than the page above it.) Check that students are following directions and direct them to fold over the top of the first page toward the back of the organizer. The folded section should be enough that it covers all other pages. Staple the foldable across the top edge so that all the pages are held in place. Finally, guide students to write the topic on each of the tabs that were created. Have the students write information that is required for that section on the corresponding tab.

Adapted from *How to create Foldables*: e-how.com

20. WRITE MY OWN WORD PROBLEM (Writing to Learn, Scaffolding)

Description: Students create word problems based on an equation given.

Application: Use this activity in mathematics classes that use word problems.

Process: Tell students that they are going to translate an equation to a word problem and then solve it. Supply equations for students to practice. Guide instruction through the first few problems. Start with a few equations; add more as students' confidence rises.

21. TIMES THREE (Writing to Learn, Scaffolding)

Description: Times Three is a mathematics-centered activity that emphasizes mathematical perspective in three forms.

Application: Use this activity for in-class or, preferably, practice at home.

Process: Give students equations to solve. Direct them to solve each equation three times—once algebraically, once graphically, and once numerically and describe the steps needed to solve the problem. Remember to model each method to students before requiring them to do the work independently. Extend the learning by asking students to describe in writing how to solve the equation(s). Ask students to share and compare answers with a partner.

22. CRITICAL RESPONSE (Writing to Learn, Classroom Talk)

Description: Students are given a reading assignment and then must produce a one page, double-spaced critical evaluation of the work.

Application: This is an advanced activity for subject courses with assigned readings.

Process: Before using this protocol for assessment, have students practice numerous times. Give students a reading. Tell them that within the one side, double-spaced paper, they must express what they gathered from the reading and ways it makes connections to their lives, the course subject, and possible links to other readings (Addendum W). Warn students work will be refused if it is over the stated length parameter. Have students turn-in and close with class discussion.

23. INKSHEDDING (Writing to Learn, Collaborative Group Work, Questioning)

Description: Inkshedding is a style of freewriting in which written dialogue deepens student understanding.

Application: Use in conjunction with the Critical Response protocol, #22.

Process: Tell students to pass one page response to the right and the partner to the right reads the critical response. Direct them to turn the paper over and write a response (a response to the response, so to speak). Remind students that they should concentrate on the contents of the response rather than evaluate the paper (like "good job"). Tell the student to find another person to write a response and that each student should have two responses on the back of each work. Be mindful of the time, but once students are finished, promote discussion about the assignment. Once the students are finished, tell them to hand the assignment in to be evaluated.

24. STOP AND THINK! (Writing to Learn, Scaffolding, Questioning)

Description: A dialectical journal organizes a student's thoughts by chunking text and adding critical questions throughout.

Application: Use this activity as a method to focus students' attention while reading.

Process: Select and divide a reading into smaller sections. At the end of each section, insert one to two thought-provoking questions. Direct the students to read each section and provide written responses to the questions. (Questions provide a scaffold for students.) Ask students to share with partners or whole class if time permits.

25. STORYTELLING CAROUSEL (Writing to Learn, Classroom Talk, Collaborative Group Work)

Description: This is a fun and challenging creative writing activity.

Application: This activity is used as an alternative to traditional story writing.

Process: Review a literary form with students and explain that they will write a story with the elements of the form. Pair students together and emphasize teamwork is very important. Give students the opening line of the story and tell them they have six minutes to write five or six sentences, after which time, the "story" will shift to the right and another team will continue to write, each round lasting five minutes. After all pairs have added to the story, ask the original team that started the story to read it out loud to the rest of the class to determine if the elements of the literary form were followed.

Jessica Osnoe, CIECHS

26. SEMANTIC FEATURE ANALYSIS (Writing to Learn, Questioning, Scaffolding)

Description: Semantic Feature Analysis uses a grid graphic organizer to help explore how a set of things are related to one another.

Application: Use when sorting out the similarities and differences among a group of events, people, objects or ideas.

Process: Select a topic to be analyzed. In a whole class setting, allow students to list examples or ideas related to the topic. Guide the students by modeling how to format the chart. Direct them to put the elements in the list across the top row of the chart. Tell students to list in the leftmost column a few features or characteristics that some of the elements might have. Ask students to look at the cells in the grid and determine if the element has the feature. If it does, put a "+" sign in the grid. If it does not, put a "-" Leave the box blank if the student is not sure. Request that when the students have completed the grid, they must write a summary of what they have learned. The summary must answer the following questions:

- Which columns are similar to each other? What features do the elements in these columns have in common? Is there a name for the grouping of these elements? Could you make one up?
- Which rows are similar to each other? What elements are tagged in the same way in those rows? What does this similarity tell you about these features?
- Which cells are still blank? Where can I go to find the information I'll need to complete those cells?

Example sample:

	U.S.A.	Russia	Australia	Philippines	Indonesia	Singapore	China
Democratic gov't	+	+	+	+	-	-	-
Population more than 100M	+	+	-	-	+	-	+
Centrally Planned Economy	-	+	-	-	+	+	+

27. BIO POEM (Writing to Learn, Scaffolding)

Description: This protocol fuses the two concepts of subject knowledge and poetry.

Application: Use as a way for students to summarize.

Process: Assign students a person to research and tell them instead of writing a biography, they will use their research to create a poem with the following format:

Line 1: First Name

Line 2: Four Traits (adjectives that describe the person)

Line 3: Relative of

Line 4: Likes . . . (list 3 things)

Line 5: Who feels . . . (3)

Line 6: Who needs . . . (3)

Line 7: Who fears . . . (3)

Line 8: Who gives . . . (3)

Line 9: Who would like to see . . . (3)

Line 10: Resident of . . .

Line 11: Last Name

Adapted from Holly Wille's WAC Attack

28. FREE-FORM MAPPING (Writing to Learn, Classroom Talk, Scaffolding)

Description: Free-Form Mapping is a process by which students create meaningful representations of a particular reading/lesson through diagrams, pictures, words, and/or symbols.

Application: Especially effective for visual learners, use as a post-reading summarization activity.

Process: Assign a reading or instruct students to take notes during a lesson. After completion of that task, hand out blank paper and instruct students to individually create a free-form map by summarizing the key ideas via pictures, symbols, diagrams, etc. Remind students to use very few words within the map. Place students into triads, instructing them to explain their map. In order to allow students to feel comfortable using the method, model free-form mapping numerous times before assessing students' maps.

29. SIX DEGREES OF EXPECTATIONS (Writing to Learn, Scaffolding)

Description: Six Degrees of Expectations is an anticipatory set activity.

Application: This activity is meant to whet the class's appetite for the subject at hand.

Process: Introduce the topic that will be covered in class. Tell students to write three things they expect to learn about the topic and set aside (expectations sheet). After the lesson, return students' attention to their expectations sheet and ask them to mark, on a scale of one to five, five being the most, how their expectations matched with the lesson taught. (Possible follow-up activities include low-stakes writing, partner share, or a parking lot activity in which each student leaves a post it of ideas he expected to learn about, but were not covered by the actual lesson, thus enabling the teacher to address the ideas the next class meeting.)

30. DIALECTICAL JOURNAL WRITING (Writing to Learn, Scaffolding, Questioning)

Description: A dialectical journal organizes a student's thoughts when working with text.

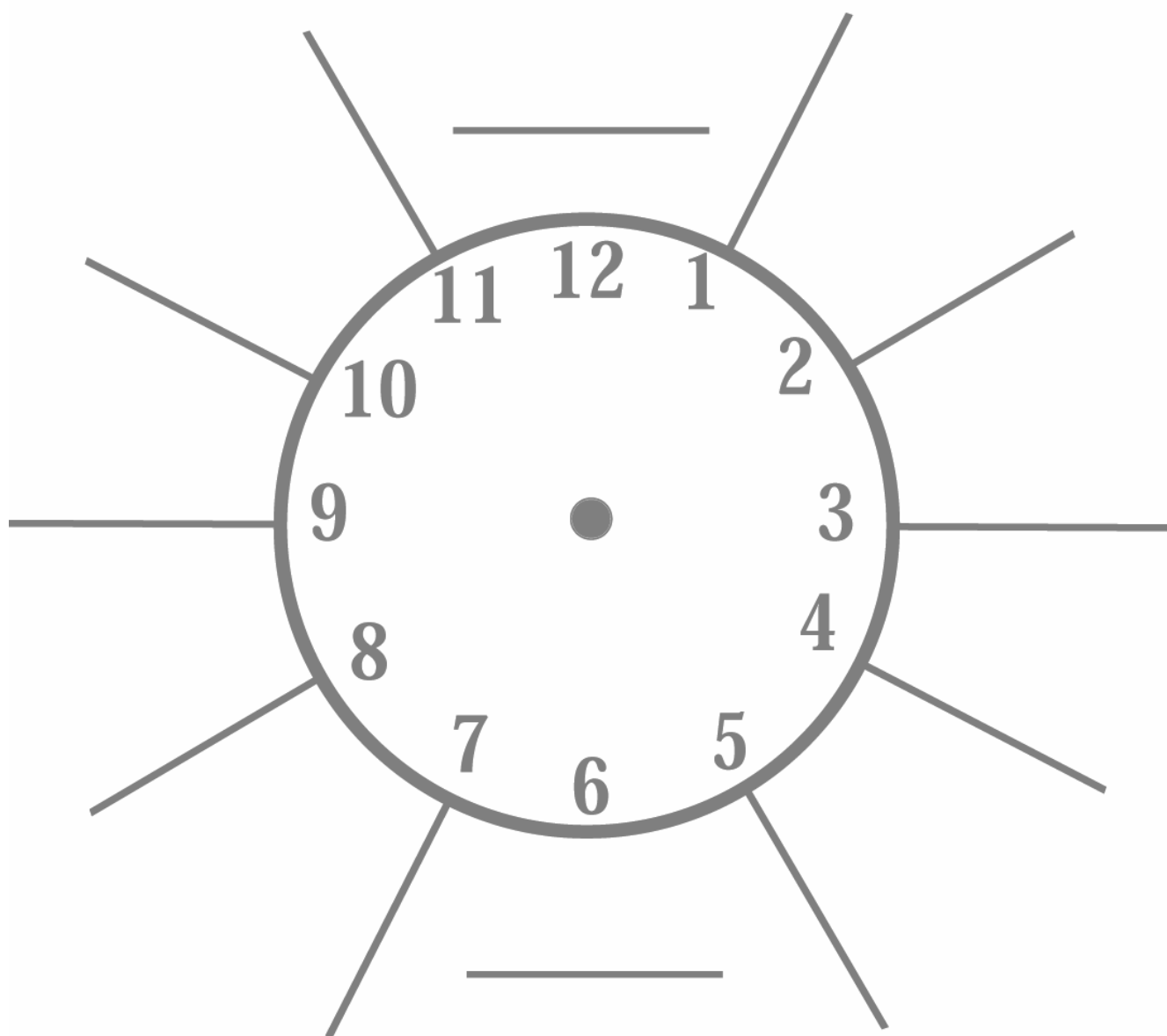
Application: Use this activity as a method to focus students' attention while reading.

Process: Instruct students to divide a regular sheet of paper into two sections, labeling the left column "Quote/Textual Evidence" and the right column "Student Response." Assign reading and review guidelines of the journal:

- Choose passages and record them in the left-hand column of the chart, including page numbers. Look for quotes that seem significant, powerful, thought provoking or puzzling.
- In the right-hand column of the chart, respond to the text, recording ideas, insights, questions, reflections, and comments about each passage. Responses should be detailed and specific.
- The journal should contain at least twenty passages from throughout the reading and must contain various types of responses.

Make an Appointment!

Find a partner for each hour mark on the clock. You can't use any classmate's name twice on the clock. Partners always have each other's names on their matching hour on their clock. Keep this appointment clock in your notebook.



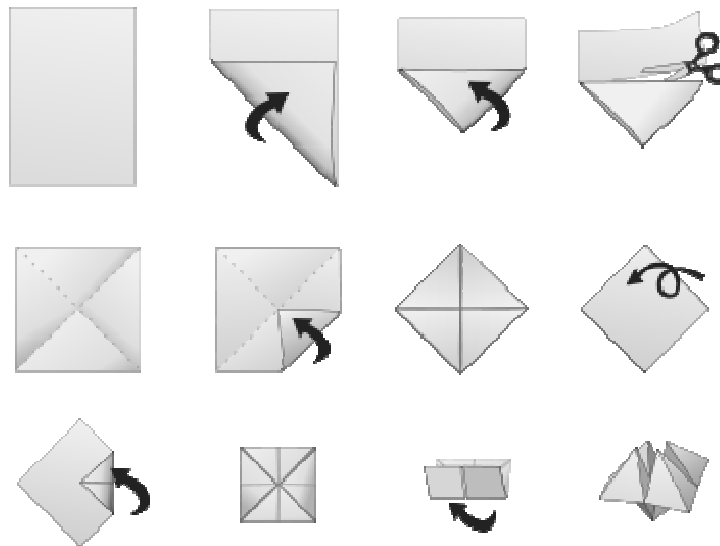
BLOOM'S REVISED TAXONOMY POCKET GUIDE		
Cognitive Domain	Key Words	Question Stems
Level I – Remembering	choose, how, match, recall, select, spell, when, who, define, label, name, relate, show, tell, where, why, find, list, omit, what, which	What is....? Where is....? How did ____ happen? Why did....? When did...? How would you show...? Who were the main...? Which one....? How is....? When did ____ happen? How would you explain...? How would you describe....? Can you recall.....? Can you select....? Can you list three....? Who was....?
Level II – Understanding	classify, explain, interpret, show, compare, extend, outline, summarize, contrast, illustrate, relate, translate, demonstrate, infer, rephrase	How would you classify the type of...? How would you compare/contrast...? State or interpret _____ in your own words...? How will you rephrase this meaning...? Which statements support....? Can you explain what is happening...? What is meant...? What can you say about...? Which is the best answer...? How would you summarize...? What facts or ideas show...? What is the main idea of...?
Level III – Applying	apply, develop, make use of, select, build, experiment with, model, solve, choose, identify, organize, utilize, construct, interview, plan	How would you use...? What examples can you find to...? How would you solve...? How would you organize & show...? Show your understanding of...? What questions would you ask in an interview with...? What other way would you plan to...? What would result if...? Make use of these facts to...? What elements would you choose to change...?
Level IV – Analyzing	analyze, contrast, function, simplify, assume, discover, inference, survey, categorize, dissect, inspect, take part in, classify, distinguish, list, test for, compare, divide, motive, theme, conclusion, examine, relationships	What are the parts of features of...? How is ____ related to...? Why do you think...? What is the theme...? What motive is there...? Can you list the parts...? What inference can you make...? What conclusions can you draw...? How would you classify...? How would you categorize...? Can you identify the parts...? What evidence can you find...? What is the relationship between...? Can you distinguish between...? What is the function of...? What ideas justify...?
Level V – Evaluating	agree, deduct, interpret, recommend, appraise, defend, judge, rule on, assess, determine, justify, select, award, disprove, mark, support, choose, dispute, measure, value, compare, estimate, opinion, conclude, evaluate, perceive, criteria, explain, prioritize, criticize, importance, prove, decide, influence, rate	Do you agree with the actions...? With the outcome...? What is your opinion of? How would you prove...? Disprove...? Can you assess the value or importance of...? Would it be better if...? Why did they (the character) choose...? What would you recommend...? How would you rate the...? What would you cite to defend your actions...? How could you determine...? What choice would you have made...? How would you prioritize...? What judgment would you make about...? Based on what you know, how would you explain...? What information would you use to support he view....? How would you justify...? What data was used to make the conclusion...? Why is it better that...? How would you compare the ideas? People...?
Level VI – Creating	adapt, delete, improve, predict, build, design, invent, propose, change, develop, make up, solution, choose, discuss, maximize, solve, combine, elaborate, minimize, suppose, compile, estimate, modify, test, compose, formulate, original, theory, construct, happen, originate, create, imagine, plan	What changes would you make to solve...? How would you improve...? What would happen if...? Can you elaborate on the reason...? Can you propose an alternative...? Can you invent...? How would you test...? Can you formulate a theory for...? Can you predict the outcome if...? How would you estimate the results for...? How would you adapt ____ to create a different...? How could you change (modify) the plot (plan)..? What could be done to maximize (minimize)...? What way would you design...? What could be combined to improve (change)...? Suppose you could _____ what would you do...? Can you construct a model that would change...? Can you think of an original way for the...? What facts can you compile...?

Fortune Teller

Construction Instructions

A paper fortune teller may be constructed by the steps shown in the illustration below:

1. The corners of a sheet of paper are folded up to meet the opposite sides and (if the paper is not already square) the top is cut off, making a square sheet with diagonal creases.
2. The four corners of the square are folded into the center, forming a shape known in origami terminology as a blintz base or cushion fold. The resulting smaller square is turned over, and the four corners are folded in a second time.
3. All four corners are folded up so that the points meet in the middle, and the player works their fingers into the pockets of paper in each of the four corners.



4. To use the fortune teller, the student telling the fortunes holds the four corners of the paper with pointer fingers and thumbs on both hands, keeping two pairs of corners together and the other two pairs separated so that only half of the internal sides of the corners are visible.

Adapted from: http://en.wikipedia.org/wiki/Paper_fortune_teller

For more information:

Maguire, Jack (1990), *Hopscotch, hangman, hot potato, and ha, ha, ha: a rulebook of children's games*, Simon and Schuster, pp. 46-47, ISBN 978-0-671-76332-9, <http://books.google.com/books?id=55i2ZwCYtpQC&pg=PA46>.

Patient Symptoms

Patient Name :

Date

What seems to be the problem?

Dr. I.M. Teacher
1200 Anywhere Street
Awesome, North Carolina
28300

Patient Name:

Date

R_x

-----Refills

B	I	N	G	O
		FREE SPACE		

B	I	N	G	O
		FREE SPACE		

Maxims, Sayings, and Phrases

Say What You Mean!

- Opportunity knocks but once.
- Don't put all your eggs in one basket.
- Actions speak louder than words.
- Admiration is the daughter of ignorance.
- Many receive advice; only the wise profit by it.
- The qualities we have do not make us so ridiculous as those we affect to have.
- The attempt, not the deed, confounds us.
- You can lead a horse to water, but you can't make him drink.
- Each man's belief is right in his own eyes.
- Birds of a feather will gather together.
- Age is like love; it cannot be hid.
- I never saw a wild thing sorry for itself.
- Well begun is half done.
- Every beginning is hard.
- It's an ill bird that fouls its own nest.
- If the blind lead the blind, both shall fall into a ditch.
- Character is destiny.
- The only people who never make mistakes are those who have never made a decision.
- A little blindness is necessary when you undertake risk.
- A bird in the hand is worth two in the bush
- Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has.
- Hindsight is always twenty-twenty.
- If you do not know where you are going, every road will get you nowhere.
- Yesterday is gone. Tomorrow has not yet come. We have only today. Let us begin.
- Well done is better than well said.
- Look before you leap
- A stitch in time saves nine.
- What goes around comes around.
- Winners never cheat and cheaters never win.
- Better late than never.
- Be careful what you wish for; you might just get it.
- Never judge the book by its cover.
- Rome wasn't built in a day.

ANTICIPATION GUIDE

Topic:

Directions: Write A (AGREE) or D (DISAGREE) for each of the following statements:

AGREE	STATEMENT	DISAGREE
	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	

Which statement did you agree with most? Why?

Which statement did you disagree with most? Why?

What new information did you learn from the reading and discussion?

The Frayer Model

DEFINITION	FACTS/CHARACTERISTICS
EXAMPLES/MODELS	NON-EXAMPLES

The Frayer Model

DEFINITION	NON-ESSENTIAL CHARACTERISTICS
EXAMPLES/MODELS	NON-EXAMPLES

Talking Drawings

Topic:

Before:

After:

In the space below, tell what changed about your before and after pictures and explain why you made those changes.

Interactive Notebook

For the remainder of the semester, we will be using an Interactive Notebook. The interactive notebook is more than a notebook in which to take notes. It is a way of collecting and processing information. It will replace your lab book and most of your binder.

The Interactive Notebook uses a right side and left side to help you organize your learning. The right page includes traditional class assignments: notes, worksheets, etc. The left side is a place for you to process that information.

8 Left page	Right page	9
Personal side You interact with the information in your unique and creative way.	Information side You write or glue in information from class (today's lesson).	
1 IN activity Purpose: focus on today's activity Examples: pre-test, quick-write, demonstration, T-chart	2 THROUGH activity Purpose: information from today's activity (learning) Examples: textbook or lecture notes, vocabulary, lab procedure & data, worksheet, concept map	
3 OUT activity Purpose: reflect or apply today's activity Examples: content or lab questions, quick-write, 3-2-1 summary, diagram, graph		

Implementation

- Notebooks can be kept in your binder or stored in the classroom. Bring it to class every day. It will not be in your best interest to lose it.
- Number the pages sequentially. Do not remove any pages. Both right and left pages should be numbered. It is important that all of us have the same information on the same page.
- The first pages are reserved for a table of contents, and instructions. Other information will be included as appendices.
- Use color to help organize your information.
- Handouts, foldables and other papers should be glued or taped in place. No staples.
- You will need other supplies: markers, glue stick, tape, ruler, pencils, colored pencils
- Notebooks will be graded weekly using self, peer and teacher checklists.

ALL ABOARD! EXIT-TICKET-OUT-THE-DOOR WRITING TASKS

Related to Content:

- What are three characteristics or parts of...
- In what other ways might we show or illustrate the point that....
- How is similar to/different from... (Marzano comparisons)
- In what other ways might this problem/situation have been addressed?
- What are the three big ideas/concepts/ morals to be learned from this situation?
- How does relate to.?
- What three related details can you add to this?
- Give three examples of how Contributed to the situation.
- What is wrong with this statement? (Provide a false statement with at least three details.)
- What might happen if....
- What criteria would you use to judge or evaluate this event?
- What evidence supports...
- How might you confirm/prove the following statement? (Provide a statement.)
- How might this be viewed from the perspective of?
- What alternatives should have/could have been considered?
- What did you learn today?
- What do you think about?
- What are three things you would share with your younger brother about this topic?
- What are the steps to completing an effective?

Related to Thinking Process:

- What made learning easy for you today?
- What made learning difficult for you today?
- What do you still need to know before we move forward?
- What do you think our next steps should be?
- One thing I really liked about today's class was....
- One thing I would like to know more about is....
- One thing that could be improved the next time would be...
- How will your learning change the way you see or do things in your life?
- What I found most useful was....

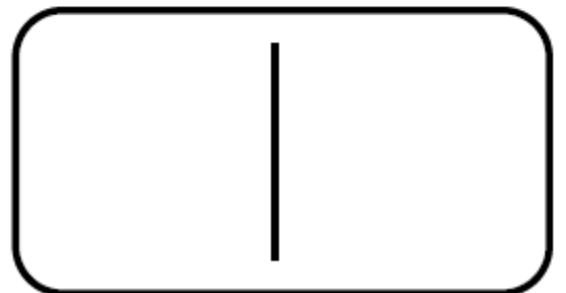
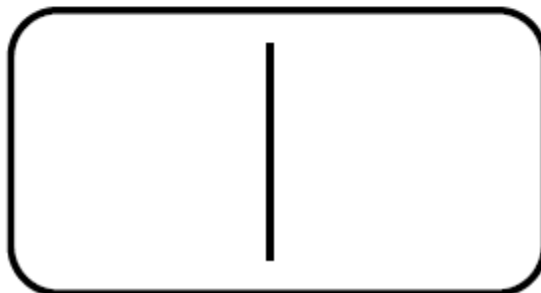
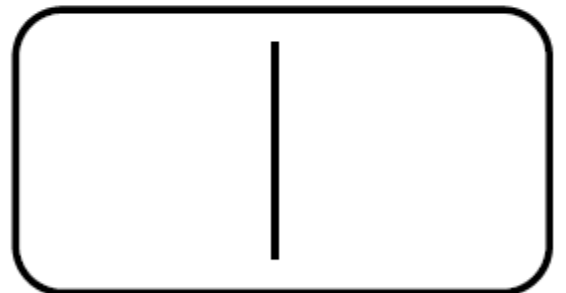
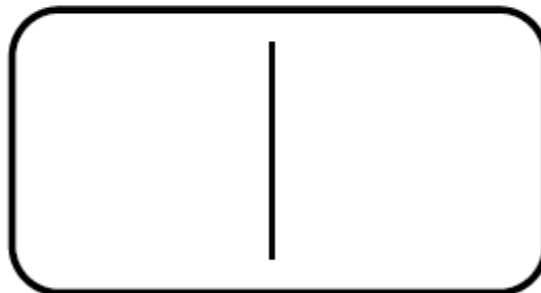
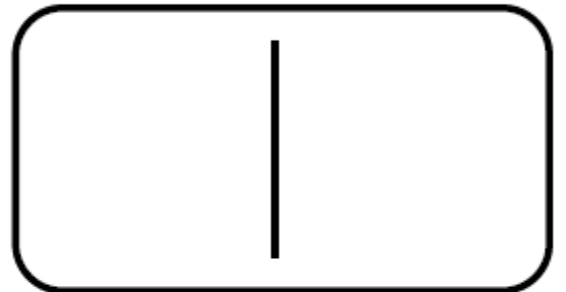
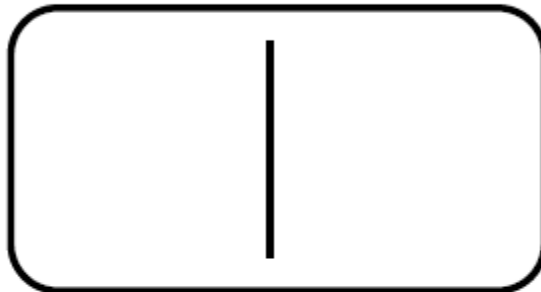
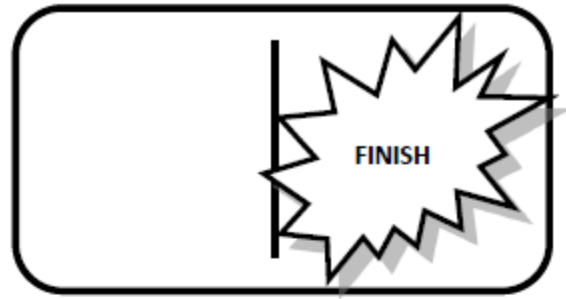
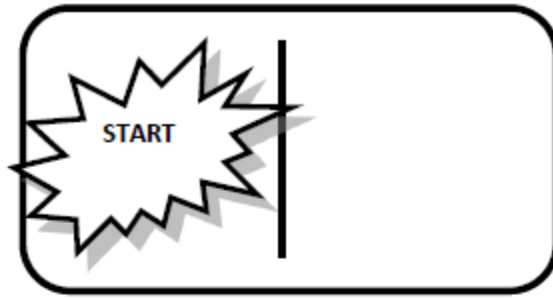
Problem :

<p style="text-align: center;">K</p> <p style="text-align: center;">What do I KNOW from the information stated in this problem?</p>	<p style="text-align: center;">N</p> <p style="text-align: center;">What info. Do I NOT need in order to solve this problem?</p>	<p style="text-align: center;">W</p> <p style="text-align: center;">WHAT exactly does this problem ask me to find?</p>	<p style="text-align: center;">S</p> <p style="text-align: center;">What STRATEGY or operation will I use to solve this problem?</p>

<http://wvde.state.wv.us/strategybank/KWLCharts.html>

Sample Domino Cards:

You may design your own domino cards using the template below.



?????The Five Whys ??????

Addendum N

What is the problem ?
Create a Problem Statement :
WHY ? WHY IS THAT ?
WHY ? WHY IS THAT ?
WHY ? <i>WHY IS THAT ?</i>
WHY ? <i>WHY IS THAT ?</i>
WHY ? <i>WHY IS THAT ?</i>
WHY ? <i>WHY IS THAT ?</i>

?????The Five Whys ??????

What is the problem ?
Create a Problem Statement :
WHY ? WHY IS THAT ?
WHY ? WHY IS THAT ?
WHY ? <i>WHY IS THAT ?</i>
WHY ? <i>WHY IS THAT ?</i>
WHY ? <i>WHY IS THAT ?</i>
WHY ? <i>WHY IS THAT ?</i>

SQ3R Guide Sheet

Survey the reading

?? What is the title, if any?

?? Is there a summary at the beginning or end?

?? List the main ideas in the reading.

?? Are there any graphs, charts, or pictures?

?? If so, describe one or two of the following:

Graphs:

Charts:

Pictures:

?? Are there study questions listed at the end of the reading?

?? What are the key vocabulary words?

?? Describe in one or two brief sentences what this reading may be about.

Question yourself about the reading

?? Turn the major ideas that you listed into questions. Use who, What, Where, When, Why, and How when writing your questions.

1.

2.

3.

4.

5.

Read and then Recite the answers to each question you asked.

Answer all questions

1.

2.

3.

4.

5.

Review the entire reading by going back to your questions and answers.

Combine the information by writing the heading, questions, and answers in outline form.

Questioning Circles

Title of Text :

CREATE TWO QUESTIONS FROM THE TEXT

- 1.
- 2.

CREATE TWO QUESTIONS COMBINING TEXT AND READER'S PERSPECTIVE

- 1.
- 2.

CREATE ONE QUESTION FROM THE READER'S PERSPECTIVE ONLY

- 1.

CREATE ONE QUESTION COMBINING A WORLD AND THE READER'S PERSPECTIVE

- 1.

CREATE TWO QUESTIONS FROM A UNIVERSAL « WORLD » PERSPECTIVE

- 1.
- 2.

CREATE TWO QUESTIONS FROM THE TEXT AND THE « WORLD » PERSPECTIVE

- 1.
- 2.

Socratic Questions

<p>Conceptual clarification questions Get them to think more about what exactly they are asking or thinking about. Prove the concepts behind their argument. Use basic 'tell me more' questions that get them to go deeper.</p> <ul style="list-style-type: none"> • <i>Why are you saying that?</i> • <i>What exactly does this mean?</i> • <i>How does this relate to what we have been talking about?</i> • <i>What is the nature of ...?</i> • <i>What do we already know about this?</i> • <i>Can you give me an example?</i> • <i>Are you saying ... or ... ?</i> • <i>Can you rephrase that, please?</i> 	<p>Probing assumptions Probing their assumptions makes them think about the presuppositions and unquestioned beliefs on which they are founding their argument. This is shaking the bedrock and should get them really going!</p> <ul style="list-style-type: none"> • <i>What else could we assume?</i> • <i>You seem to be assuming ... ?</i> • <i>How did you choose those assumptions?</i> • <i>Please explain why/how ... ?</i> • <i>How can you verify or disprove that assumption?</i> • <i>What would happen if ... ?</i> • <i>Do you agree or disagree with ... ?</i>
<p>Probing rationale, reasons and evidence When they give a rationale for their arguments, dig into that reasoning rather than assuming it is a given. People often use un-thought-through or weakly-understood supports for their arguments.</p> <ul style="list-style-type: none"> • <i>Are these reasons good enough?</i> • <i>Would it stand up in court?</i> • <i>How might it be refuted?</i> • <i>How can I be sure of what you are saying?</i> • <i>Why is ... happening?</i> • <i>Why? (keep asking it – you'll never get past a few times)</i> • <i>What evidence is there to support what you are saying</i> 	<p>Questioning viewpoints and perspectives Most arguments are given from a particular position. So attack the position. Show that there are other, equally valid, viewpoints.</p> <ul style="list-style-type: none"> • <i>Another way of looking at this is ..., does this seem reasonable?</i> • <i>What alternative ways of looking at this are there?</i> • <i>Why it is ... necessary?</i> • <i>Who benefits from this?</i> • <i>What is the difference between... and...?</i> • <i>Why is it better than ...?</i> • <i>What are the strengths and weaknesses of...?</i> • <i>How are ... and ... similar?</i> • <i>What would ... say about it?</i> • <i>What if you compared ... and ... ?</i> • <i>How could you look another way at this?</i>
<p>Probe implications and consequences The argument that they give may have logical implications that can be forecast. Do these make sense? Are they desirable?</p> <ul style="list-style-type: none"> • <i>Then what would happen?</i> • <i>What are the consequences of that assumption?</i> • <i>How could ... be used to ... ?</i> • <i>What are the implications of ... ?</i> • <i>How does ... affect ... ?</i> • <i>How does ... fit with what we learned before?</i> • <i>Why is ... important?</i> 	<p>Questions about the question And you can also get reflexive about the whole thing, turning the question in on itself. Use their attack against themselves. Bounce the ball back into their court, etc.</p> <ul style="list-style-type: none"> • <i>What was the point of asking that question?</i> • <i>Why do you think I asked this question?</i> • <i>Am I making sense? Why not?</i> • <i>What else might I ask?</i> • <i>What does that mean?</i>

http://changingminds.org/techniques/questioning/socratic_questions.htm

Prove It To Me!

Let's Roll!								
Let's Roll!				Here's What We Think: Predictions	Toothpick Talk Yes or No?	Commonalities of the Yeses	Commonalities of the No's	
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
Here's Our Conclusion:								

Book Club: DISCUSSION DIRECTOR

Name: _____ Date: _____

Title: _____

Chapters/Pages: _____

DISCUSSION DIRECTOR: Your job is to create a list of questions your group can use to discuss the part of the book you are currently reading. Don't worry about the details. Try to write questions that will really make your group think. The best discussion questions usually come from your own thoughts, feelings, and concerns as you read. Remember that your questions should have answers that cannot be found in the book.

POSSIBLE DISCUSSION QUESTIONS:

1.

2.

3.

4.

5.

Remember to have each person answer your questions!

Book Club: WORD FINDER

Name: _____ Date: _____

Title: _____

Chapters/Pages: _____

WORD FINDER: Your job is to look for unknown words in the section of the book you are reading. Once you have written down the words and page numbers where you found them, use the context clues surrounding the words to try and guess what they mean. Then use a dictionary to find their actual definitions and see if your guesses are correct. If necessary, be sure to put the dictionary definitions into your own words.

Word	Page	What I Think It Means . . .	What It REALLY Means . . .

Book Club: CONNECTOR

Name: _____ **Date:** _____

Title: _____

Chapters/Pages: _____

CONNECTOR: Your job is to find a connection between the section of the book your group is reading and the outside world. This means connecting the book to your own life, to happenings at school or in the community, to similar events at other times and places, or to other people or problems you are reminded of. You might also see connections between this book and other books you have read. Be sure to write one paragraph describing the part of the book (be specific), and then a separate paragraph describing your connection.

Book Club: CORRESPONDENT

Name: _____ Date: _____

Title: _____ Chapters/Pages: _____

CORRESPONDENT: Your job is to write a letter from one of the book's characters to another. In the letter, you must refer to actions happening within the literature. Do not forget greetings, salutations, and date!

.....

_____,

Book Club: ILLUSTRATOR

Name: _____ Date: _____

Title: _____

Chapters/Pages: _____

ILLUSTRATOR: Your job is to create an illustration of a specific scene from the part of the book your group is currently reading. In the frame below, draw and color a “snapshot” of a funny, scary, emotional, exciting, or interesting scene. Try and make your picture detailed enough that your group will easily be able to guess which scene you illustrated. Be sure you color the entire picture (and shade the background) using colored pencils or markers.



Book Club: Assignment Sheet

Name: _____ Date: _____

Book Title: _____

Date	Next Mtg. Date	Job for Next Mtg.	Assignment for Next Mtg.

Book Club: Assignment Sheet

Name: _____ Date: _____

Book Title: _____

Date	Next Mtg. Date	Job for Next Mtg.	Assignment for Next Mtg.

Poetry Loops

Adapted from Kentucky Education Television
<http://tdcms.ket.org/cheat/doc/poetrycircles.pdf>

OVERVIEWER

Your job is to uncover the type and form of the poem. It is wise to read, review, and reflect.

Name _____

Poem _____

Does the poem . . .

- . . . tell a story? _____
- . . . express a feeling? _____
- . . . create an image? _____

Describe what you find. Look for stanzas, refrains, placement of lines, spaces between lines, capitalization, punctuation, rhyme, free verse, and repetitions. Record your findings.

LANGUAGE ANALYZER

Your job is to discover special uses of language in the poem. Find and record any of the following:

Name _____

Poem _____

Special Language	Line
<input type="checkbox"/> Simile	_____
<input type="checkbox"/> Metaphor	_____
<input type="checkbox"/> Personification	_____
<input type="checkbox"/> Onomatopoeia	_____
<input type="checkbox"/> Hyperbole	_____
<input type="checkbox"/> Imagery	_____
<input type="checkbox"/> Symbol	_____
<input type="checkbox"/> Rhyme	_____
<input type="checkbox"/> Repetition	_____
<input type="checkbox"/> Other rich language	_____

Which line is most important and justify why:

MEANING CONSULTANT

Your job is to uncover evidence that will lead to the theme or central purpose of the poem.

Name _____

Poem _____

Answer the following questions on the back of this paper:

- *Who is speaking, the poet or a character?
- * To whom is the speaker speaking?
- * Are there characters in the poem?
- * What is the setting in time and place?
- * Was the poem written for an occasion?
- * How could this poem be better?
- * What is the mood (feeling) created by the poem?
- *What do you think the poet is telling us or showing us?

PARAPHRASER

Your job is to give a brief restatement of the poem in your own words.

Name _____

Poem _____

Go through the poem and record the key ideas, story parts, or images.

VISUALIZER

Your job is to make a visual interpretation of the poem using a regular sheet of copy paper. Be prepared to explain.

Name _____

Poem _____

Literature Circle Roles

Discussion Director

- creates questions to increase comprehension
- asks who, what, why, when, where, how, and what if

Vocabulary Enricher

- clarifies word meanings and pronunciations
- uses research resources

Literary Luminary

- guides oral reading for a purpose
- examines figurative language, parts of speech, and vivid descriptions

Checker

- checks for completion of assignments
- evaluates participation
- helps monitor discussion for equal participation

Literature Circle Process

1. Choose one of the available texts to read.
2. I'll arrange the class in literature circle groups, based upon book choice.
3. First Literature Circle Meeting
 - Decide how much of the text to read and which role each of you will fill during the next meeting.
 - Make sure you have a copy of the correct role sheet.
 - Read your text and prepare for literature circle meetings.
4. Following Literature Circle Meetings (repeat until the text is finished)
 - Use written or drawn notes to guide the group's reading and discussion, according to the role you are filling for the session.
 - Be open and make sure that everyone has a chance to participate.
 - Remember that personal stories that connect to the reading and open-ended questions about the text are welcome.
 - Decide how much of the text to read and rotate the roles that each of you will fill during the next meeting.
 - Make sure you have a copy of the correct role sheet.
 - Read your text and prepare for the next literature circle meeting.
5. When books are finished, readers share with their classmates, and then new groups form around new reading choices.

Critical Response Guidelines

Critical Response is a structured process that allows responders to pay close attention to a particular piece of text within the one side, double-spaced paper.

1. *What do you notice?* (Describe without judgment: "I notice...")
2. *What does it remind you of?* (What memory, experience, story, music, other work does this trigger?)
3. *What emotions do you feel as you respond to this work?*
4. *What questions does it raise for you?* ("I wonder...")
5. *What meaning or understanding is intended or conveyed in this work?*

Critical Response Guidelines

Critical Response is a structured process that allows responders to pay close attention to a particular piece of text within the one side, double-spaced paper.

1. *What do you notice?* (Describe without judgment: "I notice...")
2. *What does it remind you of?* (What memory, experience, story, music, and/or other subject does this reading trigger?)
3. *What emotions do you feel as you respond to this work?*
4. *What questions does it raise for you?* ("I wonder...")
5. *What meaning or understanding is intended or conveyed in this work?*

Dialectical Journal

Name: _____ Date: _____

Title of Work: _____

Quote / Textual Evidence (provide page number)	Response

A quick reference resource for teachers. Compiled from information obtained from various sources.

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