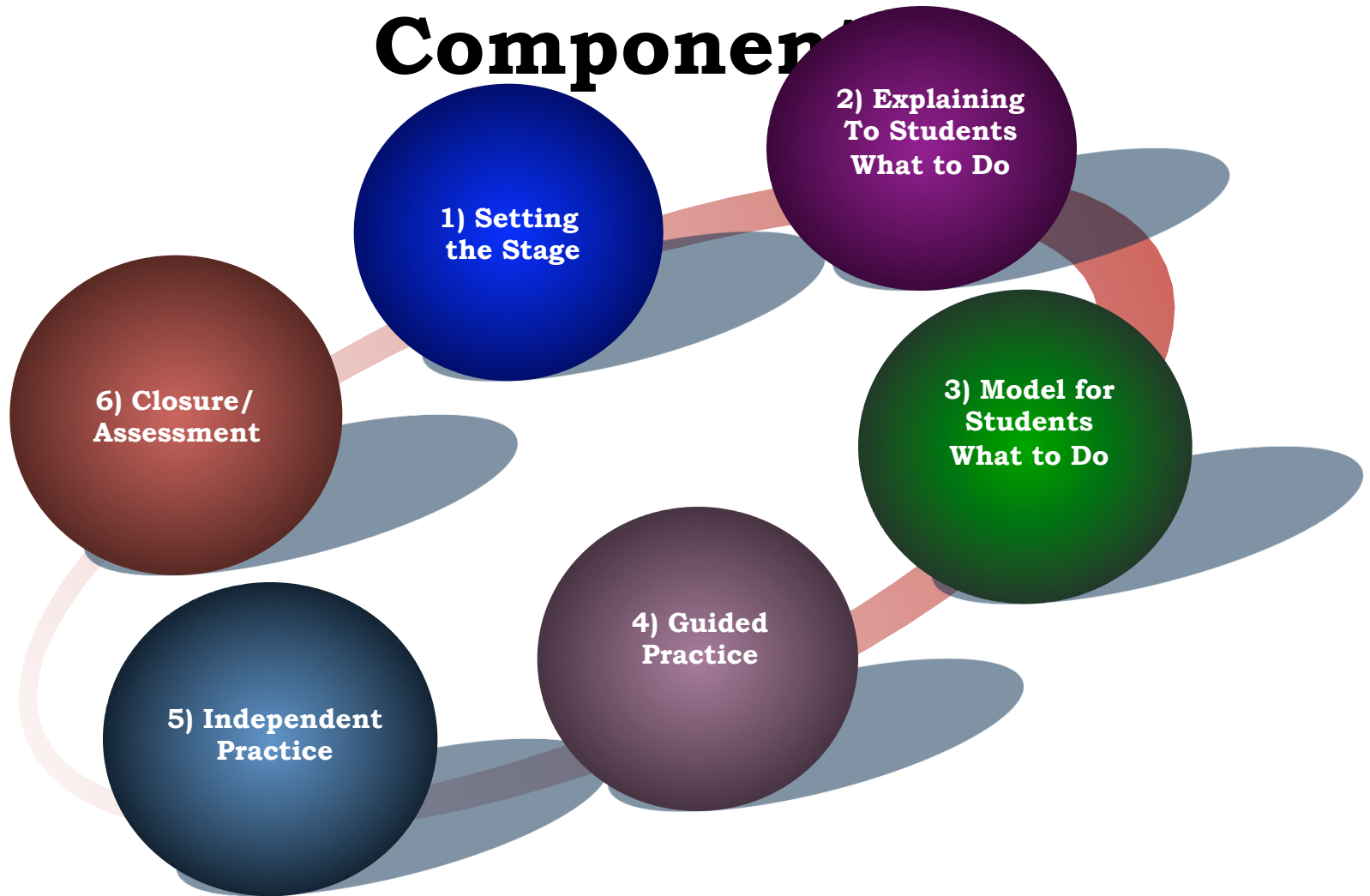


Active Engagement Strategies for Each Direct Instruction Component



Active Engagement Strategies for Each Direct Instruction Component

The six components of Direct Instruction include:

- 1. Setting the Stage**
- 2. Explaining to Students What to Do**
- 3. Model for Students What to Do**
- 4. Guided Practice**
- 5. Independent Practice**
- 6. Closure/Assessment**

In this packet are a variety of Active Engagement strategies to use with each component. Many strategies can be used with more than one component. The strategy will be described the first time it comes up in the component list, and referenced in the later components. Also in the packet will be references to the research materials and books from which the strategies are taken.

Check For Understanding

*Should be Done During Every Component,
Along the Way!*

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of Strategy</i>
Three Column Charts	p. 105	<u>Just ASK Publications</u> , by ASK Inc.	What I knew What I now know What I still don't know/wish I knew
Signal Cards	p. 109	Same as above	Teacher can use whatever cards desired, but an easy place to start is with red, green, and yellow cards – this way students can signal if they are lost, confused, fully understand, complete, run-on, or fragments, saturated, semi-saturated, or unsaturated, etc.
Manipulatives For sorting/ categorizing	p. 110	Same as above	Index cards, strips of paper, or other objects can be moved and arranged to help teachers know who understands vocabulary terms, definitions, scientific terms, categorizing, etc.
Mini White Boards, Slates, Think Pads, etc.	p. 111	Same as above	Teacher can see at a glance who understands or has the correct answer or not when at a teacher signal, every student holds up their mini white board, slate, or pad.
Five Card Draw	p. 87	Same as above	Students work in groups to review content. Prepare cards with vocabulary words, geographic locations, components of mathematical equations, etc. As kids enter room, they take a card. They move about room to find four other students who “fit” their category. The review begins at that point.

Check For Understanding

*Should be Done During Every Component,
Along the Way!*

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of Strategy</i>
I have the Question, Who has the Answer?	p. 85	<u>Just ASK Publications.</u> by ASK Inc.	Each student has an answer card. A student turns over a question card from the center pile. The student reads the question and the student with the answer reads their card aloud. If the student was correct, then that person gets to turn over the next question card.
Response Cards	p. 46	<u>Formative Assessment Techniques for Your Classroom</u> by Douglas Fisher and Nancy Frey	Response cards are index cards, signs, dry-erase boards, magnetic boards, or other items that are simultaneously held up by all students in class to indicate their response to a question or problem presented by the teacher.
Hand Signals	p. 48	Same as above	Similar to response cards, hand signals require engagement from the whole group and allow the teacher to check for understanding in large groups of students.

Active Engagement Strategies for Each Direct Instruction

Component

1) Setting
the Stage



Active Engagement Strategies for “Setting the Stage”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
Quick Scans	p. 43-45	<u>50 Strategies for Active Teaching</u>	A quick check around the room to gain insight into whether students have considerable background knowledge on the topic, some, or little – many different options – colored dots, fingers, a “target”, book look, etc. (see page 224 for template)
Quick Writes	p.48-49	<u>50 Strategies.....</u>	Students quickly write about a topic to activate relevant experiences or background knowledge on a topic
Quick Draws	p. 50-52	Same as above	Students quickly draw in response to a prompt before studying a topic
Idea Share	p. 53-55	Same as above	Students generate and share an idea related to a topic based on their experiences (see p. 225 for template)
Partner Share	p. 56	Same as above	Students share what they know and anticipate new additions to what they know (see p. 226-227 for templates)
Group Graphs	p. 58-61	Same as above	Students identify or gather information about a topic they will soon be studying and construct a graph representing the collective data from the class (see p. 228-229 for templates)
Overheard Quotes	p. 62-65	Same as above	Students circulate to hear a variety of quotes related to the topic under study and then analyze and identify patterns in the quotes (see p. 230 for template)
True-False Sorts	p. 66-68	Same as above	Students work in small groups to sort statements into two stacks: statements that are true and those that are false

Active Engagement Strategies for “Setting the Stage”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
Carousel	p. 87-89	<u>50 Strategies for Active Teaching</u>	Students respond with written brainstorming notes to topics or prompts on charts posted around the room
Magnetic Quotes	p.90-92	<u>50 Strategies.....</u>	Students read quotes/statements/ideas posted around the room, move to stand by one that interests them, and respond/discuss with peers
Question Only	p.112	Same as above	Students ask questions about an upcoming topic of study (see pages 112-117 for details)
Object-based Inquiry	p. 124	Same as above	Teacher presents objects and initial questions, then elicits questions that can be answered through empirical study
Photo Analysis	p. 134	Same as above	Teacher obtains one or more photograph related to the topic/lesson and develops questions/prompts to lead students in analyzing the images
Content Links	p. 173	Same as above	Students given a card with a word or short phrase, hold up their cards for peers to see as they circulate around the room and try to find someone with a card that fits with theirs
Take a Stand	p. 99	<u>Instruction for All Students</u> by Paula Rutherford	(see page 99 for details) Purpose is to motivate students through controversy, give students a purpose for reading, and to use students' experience base to involve them in new learning
Exclusion Brainstorming	p. 100	Same as above	(see page 100 for details) Purpose is to predict and set a focus for learning, to find out what students think they know about a topic, and to build skills for analyzing possible connections

Active Engagement Strategies for “Setting the Stage”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
All Hands on Deck	p. 86	<u>Just ASK Publications</u> , ASK, Inc.	<p>Purpose is to promote participation by all students in a brainstorming session, focus students on topic, and to find out what kids know already</p> <p>Process – use of chart paper, index cards, and small groups of students</p> <p>For details, variations, and description, see page 86</p>
Stir the Class	p. 98	Same as above	<p>Process – have students write three reasons, three causes, three points of interest about the topic to be studied. They move from student to student sharing their ideas. Possible ideas, see page 98</p>
Take a Stand Facts and Folklore	p.101	Same as above	<p>Purpose is to discover what students “know” correctly and incorrectly about a topic and to differentiate between truth and fiction for concepts with much information in both forms</p>
Walking Tour	p.106-7	Same as above	<p>Purpose is to introduce complex texts, ideas, or discrepancies, to emphasize key ideas of content, and to raise curiosity and speculation.</p> <p>Process – use of charts and “touring groups” of students to go around the room “touring” the charts.</p> <p>To see variations and details, see pages 106-107</p>
Think Pad		<u>Cooperative Learning</u> , by Kagan, S. San Clemente, CA, 1994.	<p>In teams, students quickly generate ideas on thinkpad slips, announcing them to teammates and placing them in the center of the table. After brainstorming, ideas can be sorted with graphic organizers like mind-maps or Venn diagrams.</p>
Mind Mapping		Same as Above	<p>Students create a visual map of their ideas. Teacher give topic, like Geometry. Students write the word or draw picture of it in center. Radiating from main idea are related ideas, icons, arrows, symbols, and codes used to represent main idea and interrelation of related ideas.</p>

Active Engagement Strategies for “Setting the Stage”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
Anticipation Reaction Guide	p. 102	<u>Instruction for All Students</u> by Paula Rutherford	(see page 102 for full directions and also at the end of this section of the packet for additional information) Respond to several statements before students read a passage/story/book with true or false. Read the selection and then respond again on guide to see how opinion/knowledge has changed.
Personal Opinion Guide	p.103	Same as above	(see page 103 for details) Before reading read a series of statements and mark your opinion on each. While reading, look for issues in the story that are relevant to the statements. After reading, re-read the statements and compare your reactions....
Three Column Charts or KWL	p.105	Same as above	(See page 105 for details) Purpose is to access prior knowledge through brainstorming, identify student interest, check for understanding, track student learning – three columns of writing for student – what I knew, what I now know, what I still don’t know or what I want to know
Important Words	p. 69-70	<u>50 Strategies for Active Teaching</u>	Students select 10 words that they consider the most important to the topic of the lesson or unit of study (see p. 232 for template)
Graffiti	p. 82	<u>Just ASK Publications,</u> ASK, Inc.	This is great for brainstorming. Write problems, sentences, ideas to brainstorm on pieces of large chart paper around the room. Students move from chart to chart in a small group. Each group works on a different question and ultimately post the charts and have students react to the statements and predict... (See page 82 for more details and also the end of this section of the packet for additional information)

Active Engagement Strategies for “Setting the Stage”

Title	Page	Book	Description of the Strategy
Previewing the chapter or selection		Kate Kinsella, San Francisco State	Actively teach students how to pre-read the headings, introduction, text structure, predict, etc. (See end of this section for more details)
Structured use of academic language		Same as above	Teacher clearly structures student use of academic language; modeling an appropriate academic response, providing sentence starters with target vocabulary and syntax, building in partner rehearsal before whole class reporting
Provide clear instructions and model		Same	Regularly stop teaching to orchestrate student response to instruction such as “tell your partner, list ideas, act out something, etc.”
All Hands on Deck	p. 86	<u>Just ASK Publications</u> , ASK, Inc.	This is helpful to get students involved in a brainstorming process about a topic about to be studied. Students use index cards and in 60-90 seconds, students brainstorm ideas about subsets on cards and add to charts about the room. (See page 86 in the book for more details and variations)
Read Around the Text		<u>Spotlight on Comprehension</u> By Linda Hoyt	Steps: <ol style="list-style-type: none"> 1. Look at any pictures provided. What ideas are presented? 2. Read the captions 3. Look at the maps, charts, and graphs. Discuss. 4. Look at the titles and headings. What is big idea? 5. Read the first and last lines of each paragraph for information. 6. Ask questions. What do you wonder about? Give yourself a reason to read.

Active Engagement Strategy for “Setting the Stage”

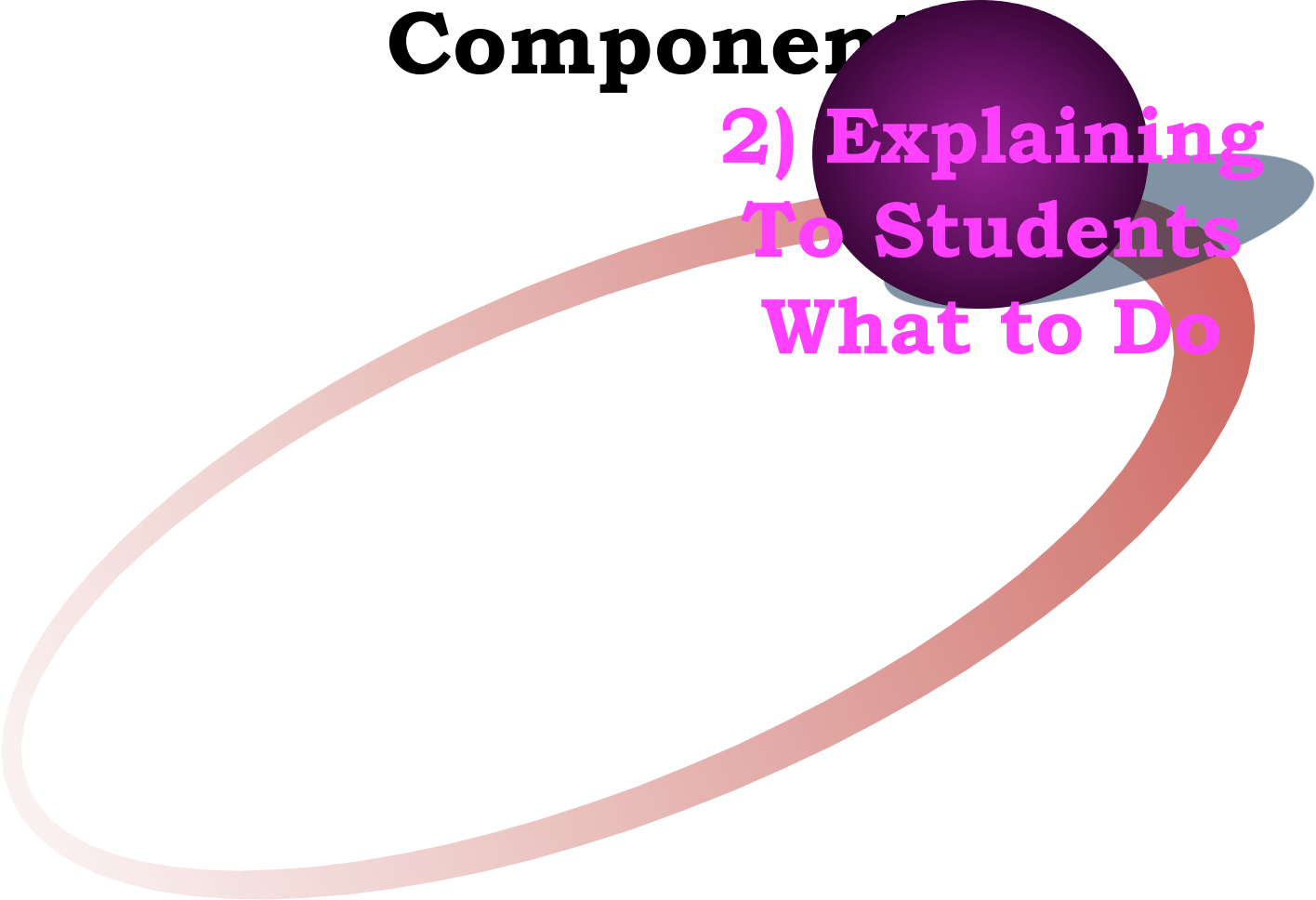
Title	Page	Book	Description of the Strategy
Contextual Redefinition		<u>Content Area Literacy: An Integrated Approach.</u> Readance, Bean, & Baldwin, 1998	<p>Often, grade-level narrative and informational texts do not consistently offer adequate contextual support for students. Without conscientiously planned prereading preparation for critical vocabulary, vulnerable readers are more apt to receive hasty drafts of definitions with no visual support, entrusting comprehension and retention of critical vocabulary to their auditory memory.</p> <p>* Contextual Redefinition is a teacher-directed prereading strategy that introduces critical lesson vocabulary in context that help define words by giving words dynamic associations.</p> <ul style="list-style-type: none"> • It encourages kids to draw on prior knowledge to predict meanings. When strategic readers see an unfamiliar word, they try to figure out its meaning using syntactic (word order) and semantic (word part) clues and then, if need be, a dictionary or glossary. • Finally, they return to the original context to make better sense of both the word and the context. • It is a simple format. Steps: 1. Identify words that students MUST understand 2. Present each target word visually, have students guess meaning. Students discuss their clues, come to consensus on predictions 3. After definitions recorded, present words in sentences created. Present one or more sentences that provide reasonable clues 4. Kids revise initial predictions, encouraging them to identify part of speech and context clues. <p>* <i>This can be done in small groups. This is the analyzation time. Kids follow steps: a. Read to the end of the sentence. b. identify the part of speech. c. pronounce the word and see if it reminds you of another word you know. d. look at the parts of the word. See if there are word roots or prefixes. Check on suffixes and inflections. e. check if there is an example, synonym or antonym that can help. f. Substitute another word you know that would seem to fit logically.</i> 5. Kids use dictionaries in order to confirm the definitions. 6. Have a volunteer write the definition on the board. 7. Wrap it up by pointing out to kids that trying to figure out an unfamiliar word by just focusing on the word in isolation makes it hard.</p>

Active Engagement Strategy for “Setting The Stage”

Title
Page
Book
Description of the Strategy

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
Possible Sentences		Stahl & Kapinus 1991	<p>Possible Sentences is a prereading vocabulary instructional strategy that encourages kids to predict an author’s use of language in a text passage, and evaluate initial predictions against actual text.</p> <p>Alone or in a group, students write original sentences using new terms from an assigned reading, after receiving contextualized definitions. Kids read assigned passage and search for sentences reflecting similarities and differences in their use of the words. Possible Sentences is flexible and engaging that can provide clear purpose before reading, focus student thinking during reading, and give a framework for thinking back and integrating key ideas after reading. STEPS: 1. Select 6-8 words from assigned text. They should be central concepts and related words. 2. Select then, four to six words with which students are very likely to be quite familiar. 3. Place the list of ten to twelve words on the board. Pronounce words several times, and provide brief definitions as needed. 4. Model how to combine two or more words from the list into a “possible sentence” including your thinking. 5. Challenge students to devise sentences containing two or more words from list. This may be done independently or together. 6. Write sentences on board, both accurate and inaccurate, so students can copy. 7. After a few sentences, they read the entire passage once. 8. After completing an initial reading, students search through passage to verify sentences on board. They revisit possible sentences and discuss whether they could be true based on the passage read or how a sentence could be modified to make it more accurate.</p> <p>Independent Work: Write two possible sentences that could reasonably appear in the reading selection on infectious diseases. Include two or more words from the vocabulary list in your sentences. Example sentence: LYME DISEASE is caught by drinking from polluted streams and is highly CONTAGIOUS. After reading the passage, revise your sentences so that they are accurate. Example: LYME DISEASE is not CONTAGIOUS, it is caught from the bite of a deer tic.</p>

Active Engagement Strategies for Each Direct Instruction Component



2) Explaining
To Students
What to Do

Active Engagement Strategies for “Explaining to Students What to Do”

Title Page Book Description of the Strategy

Vocabulary Development		<u>Vocabulary Development.</u> S.A. Stahl, Cambridge MA: Brookline Books.	<p>These brief vocabulary strategies are designed to efficiently introduce two kinds of words – 1. words that are new to kids but represent familiar concepts like transform for change, and 2. non-essential words that are not critical “brick” (content specific) or “mortar” (academic English) words but are worth clarifying.</p> <ul style="list-style-type: none"> •SYNONYMS: provide a synonym that kids know to connect the new word to a known word. e.g link stringent to the known word, strict. • ANTONYMS: provide an antonym. While not all words have antonyms, it is effective to contrast a known word that means opposite the new word - can be funny as well e.g. outgoing to contrast the new word introverted one can note that Austin Powers is clearly NOT introverted. •PARAPHRASE: explain the meaning of a new word using words students know, “in other words it means...” require kids to use own words to paraphrase recently learned vocabulary. •NON-EXAMPLES: similar to using antonyms, providing non-examples allows students to contrast meaning of a new word with a known word. This can be an excellent form of informal assessment when students are required to explain if the explanation provided is an example or non-example. e.g after clarifying the meaning of tepid in a passage, students are asked to indicate if boiling an egg uses water that is tepid.
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Active Engagement Strategies for “Explaining to Students What to Do”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
Choral Response			<ul style="list-style-type: none"> •Teacher says, “What did I just say?” ____ When the class all says it together, it keeps kids engaged and thinking. Hold your hand up to provide a cue as to when to respond together. Drop your hand when ready for class to respond. Non-verbal choral responses work also – “touch the word...put your finger under...” • Thumbs up/down • Heads Together – students in groups of 3 or 4, students set time limit for conversation around a question/topic, students discuss answer and teacher randomly selects one to share answer of group
Partner Response			<p>One of the most valuable strategies we have to increase active language use, attention, higher order thinking during instruction</p> <ul style="list-style-type: none"> • Teacher chooses partners • Assign roles A and B or one and two – “Partner A, tell Partner B two things we have learned about...” • “Turn to your neighbor and repeat” • “Turn to your partner and predict...” • “Turn to your neighbor and tell them....” • Do this quickly – 15 seconds to 30 seconds • Be sure to structure the academic language – have students use sentence starters “I predict that...” • Think-Pair-Share – Assign partners, assign numbers 1 and 2, assign the question, have partner 1 or 2 say answer • Tell-Help-Check – follow steps 1-3 above, then chose one partner to tell all they can remember about the topic or question, then the remaining partner helps by adding more, then both partners check and validate, correct or elaborate on their answers
Written Response			<p>Writing a quick response to a question frame or discussion item before sharing with a neighbor or partner increases thinking, accountability, focus, it provides the teacher with concrete feedback, and connects written language to oral language</p>

Active Engagement Strategies for “Explaining to Students What to Do”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
Individual Response			<ul style="list-style-type: none"> • Use of mini white boards so teacher can see at a glance who understands concept or problem – students write their answer on a white board and then at teacher direction, holds up their board to teacher • Provide Think Time before asking students to respond • Tell a partner first when I say Go! • Toss a ball – the student who receives the ball answers the question and then tosses it to someone else to answer the next question • Visual responses – give each student a card with green on one side and red on the other. Give a problem – I’ll say a number, and then I’ll give think time. When I say ‘flash’ show me red if the number is prime and green if the number is composite. If you don’t know, hold the card sideways.
Random Call on Students			<ul style="list-style-type: none"> • Use playing cards • Use popsicle sticks to call on students • Use 3 X 5 cards

Think (Write) – Pair – Share

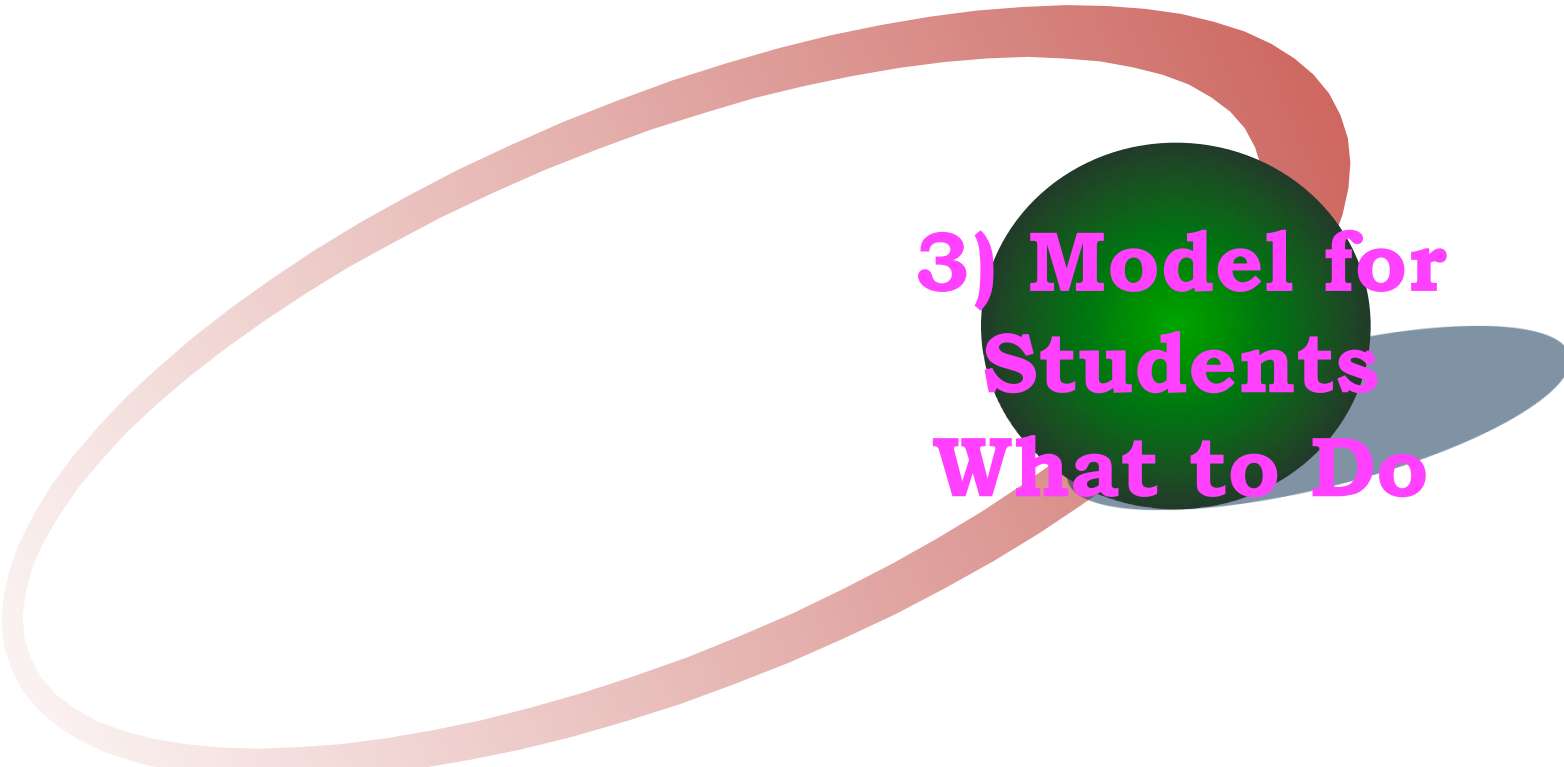
(Partner Discussion and Review Strategy)

From page ____ of document – Explaining to Students What to Do

- Turn to your partner and number off, one and two.
- Listen carefully to the question asked by the teacher.
- Take a moment to consider your own answer and write it in your notebook.
- At the signal, turn and face your partner so you can discuss your answers face-to-face.
- Ones explain your answer and how you decided upon this response.
- Twos respond to your partner's answer by either
 1. agreeing and explaining why
 2. respectfully disagreeing and sharing your answer or
 3. modifying and expanding your partner's answer.
- If your number is called, use your “public voice” and “reported speech” to share the ideas you and your partner discussed.
- **(Also see p.233 in 50 STRATEGIES FOR ACTIVE TEACHING for template)**

(Kinsella, SFSU, 7/03)

Active Engagement Strategies for Each Direct Instruction Component



**3) Model for
Students
What to Do**

Active Engagement Strategies for “Modeling for Students What to Do”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
How to effectively teach students to Express an Opinion		From Kate Kinsella	<ul style="list-style-type: none"> • I think/believe that... • It seems to me that... • In my opinion...
Asking for Clarification		Same	<ul style="list-style-type: none"> • What do you mean? • Will you explain that again? • I have a question about that.
Soliciting a Response		Same	<ul style="list-style-type: none"> • What do you think? • We haven't heard from you yet. • Do you agree:? • What answer did you get?
Individual Reporting		Same	<ul style="list-style-type: none"> • I discovered from ____ that_____ • I found out from ____ that ____ • _____ pointed out to me that....
Disagreeing		From Kate Kinsella	<ul style="list-style-type: none"> • I do not agree with you because... • I got a different answer than you. • I see it another way.
Affirming		Same	<ul style="list-style-type: none"> • That is an interesting idea. • I hadn't thought of that. • I see what you mean.
Predicting		Same	<ul style="list-style-type: none"> • I guess/predict/imagine that.... • Based on....., I infer that.... • I hypothesize that....

Self Monitoring & Fix-Up Strategies (Modeling and Independent Practice)

Title Page Book Description of the Strategy

<p>Self Monitoring & Fix-Up Strategies</p>	<p>pp. 738-747</p>	<p>Klinger, J.K. & Vaughn, S. <i>The Reading Teacher</i>, 1999.</p>	<p>Competent strategic readers pay attention to the process of sense making. They can apply various tactics to repair or fix problems in their reading. They are reflective and self-aware as they read. They use habits of mind. They attend and follow the line of reasoning/description in a text. Reading habits like this are best developed by continual contextualized modeling and coaching during actual situations where kids are having difficulty grasping the meaning of a text.</p> <p>Steps: 1. Model via thinking aloud as you read, how to identify WHERE a problem with understanding is occurring, like with the meaning of a content specific vocabulary word. e.g. “Wait a minute here, I have never heard of <i>grapple</i>, what is this?” 2. Model how to identify WHAT the nature of the difficulty is. e.g. “<i>Grapple</i> could mean something like a grappling hook, but that doesn’t make sense here. I am not sure what <i>grapple</i> means.” 3. Model applying the various kind of “fix-up” strategies used by good readers when they have a problem. * Look back through the text to find clues to possible meaning. * Reread the section. * Break a problem word into parts and look for known prefixes/suffixes/roots/stem words that are known. * Look forward in the text. * Mark with a sticky note and come back to it later. * Ask a teacher or classmate. 4. Clarify for kids the first key is to recognize when something is not making sense, even if unsure what to do. 5. Remind kids these “fix-ups” will often be of little help, and often kids may need to ask someone for help, but over time the metacognitive skills of self monitoring coupled with practice will help.</p>
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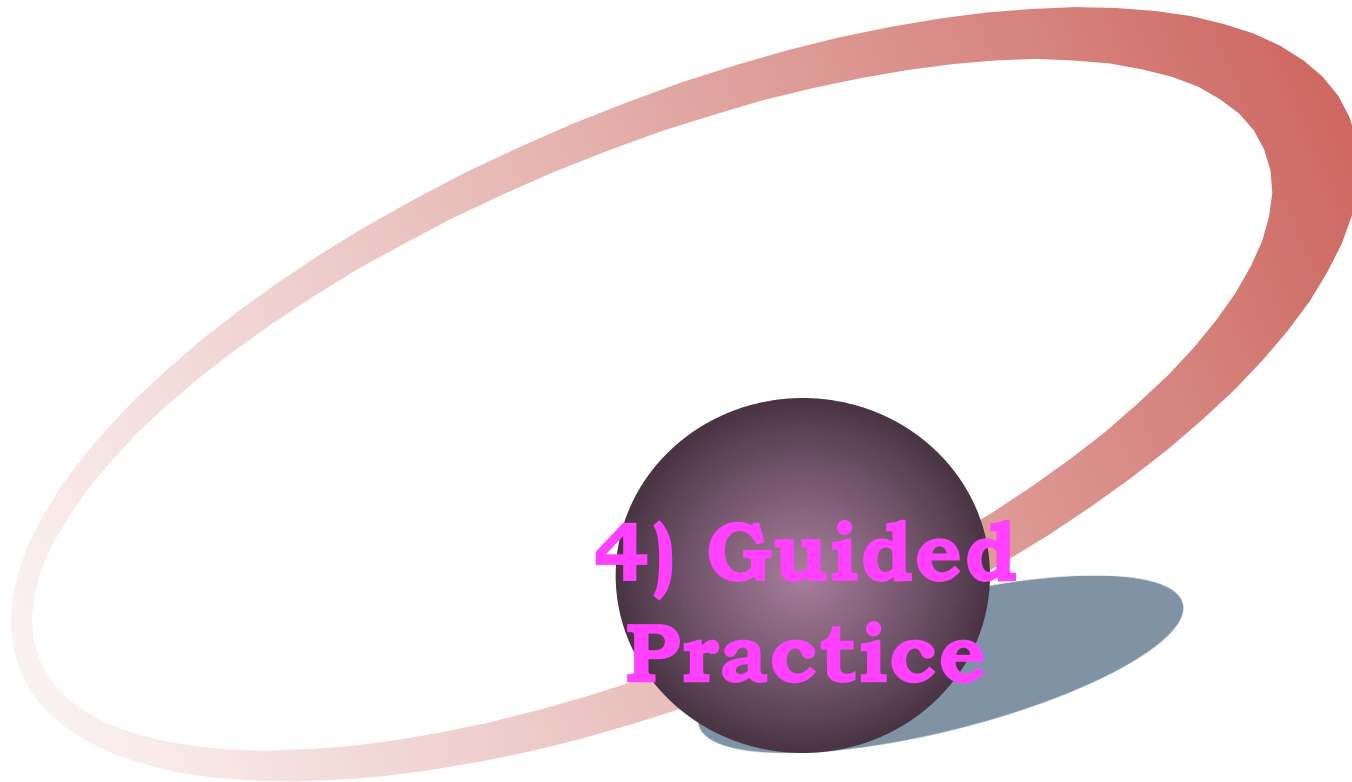
Active Engagement Strategies for “Modeling For Students What to Do”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
Paraphrasing		Kate Kinsella strategies	<ul style="list-style-type: none"> • So you are saying that... • In other words, you think.... • What I hear you saying is...
Acknowledging Ideas		Same	<ul style="list-style-type: none"> • My idea is similar to/related to ____’s idea... • I agree with ____ that..... • My idea builds upon ____’s idea. • As ____ already pointed out, it seems like... • _____ already mentioned..., but I would like to add that...
Partner and Group Reporting		Same	<ul style="list-style-type: none"> • We decided/agreed that... • We concluded that... • Our group sees it differently. • We had a different approach.
Offering a Suggestion		Same	<ul style="list-style-type: none"> • Maybe we could... • What if we... • Here’s something we might try.
Holding the Floor		Same	<ul style="list-style-type: none"> • As I was saying... • If I could finish my thought... • What I was trying to say was...
Expressing Polite Disagreement and Providing Reasons		Same	<ul style="list-style-type: none"> • I don’t entirely agree with ____ that... • My opinion/experience/perspective is different than ____’s. • My idea is slightly different than ____’s.
Examples of Good Feedback Timing	p. 13	<u>How to Give Effective Feedback to Your Students</u> by Susan Brookhart	<p>Purpose – For students to get feedback while they are still mindful of the learning target and for students to get feedback while there is still time for them to act on it</p> <ul style="list-style-type: none"> • Giving immediate oral responses to questions of fact • Giving immediate oral responses to student misconceptions

Active Engagement Strategies for “Modeling for Students What to Do”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
Kinds of Comparisons Used in Feedback	p. 24	<u>How to Give Effective Feedback to Your Students</u> by Susan Brookhart	Examples of good kinds of comparisons – •The purpose is to compare student work with criteria, or with his/her past performance, or, sometimes with the work of others
Reciprocal Teaching		<u>Spotlight on Comprehension</u> by Linda Hoyt	A strategy that allows students to work in collaborative small groups using prediction, reading, questioning, clarifying, and summarizing
Sum It Up		Same	This is a two-step process. First students mark the most important ideas from their readings with a VIP. They discuss with partners. Then they use the A+B+C Summary Strategy. They use their VIP's to generate topic sentence. This is a GREAT strategy. Check it out.

Active Engagement Strategies for Each Direct Instruction Component



Active Engagement Strategies for “Guided Practice”

Title	Page	Book	Description of the Strategy
Two-Column Notes	p. 8	<u>Cooperative Learning</u> by Kagan, S. San Clemente, CA, 1994.	<p>Two-column notes can be used in a variety of ways. Essentially, the main idea is recorded on the left and supporting information on the right.</p> <p>MAIN IDEAS <i>How are islands formed? (3 ways)</i></p> <p><i>Atolls</i></p> <p style="text-align: right;">DETAIL NOTES</p> <ol style="list-style-type: none"> 1. <i>Lava – layers flow into sea, onto volcanic island, ex. Hawaii</i> 2. <i>Mountain tops – tops of mountains in ocean, ex. Coasts of Maine/ Scotland</i> 3. <i>Barrier Islands – waves push up sand, ex. Florida/New Jersey Round, Oval, Horseshoe, ex. Cook, Gilbert, Marshall Islands</i>
Opinion-Proof Notes	p. 8	Same as Above	<p>OPINION <i>Students should be allowed to eat lunch off campus.</i></p> <p>PROOF</p> <ol style="list-style-type: none"> 1. <i>Support local lunch business</i> 2. <i>Give students a break</i> 3. <i>Teach students responsibility</i> <p>OPINION <i>Students should not be allowed to eat lunch off campus.</i></p> <p style="text-align: right;">PROOF</p> <ol style="list-style-type: none"> 1. <i>School cafeteria would lose money.</i> 2. <i>Cause problems for nearby neighbors.</i> 3. <i>Late to afternoon classes.</i> 4. <i>Could have accidents.</i>

Active Engagement Strategies for “Guided Practice”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
Examples of Good Amounts of Feedback	p. 13	<u>How to Give Effective Feedback to Your Students</u> by Susan Brookhart	<p>Purpose: For students to get enough feedback so they understand what to do and for students to get feedback on teachable moment points but not in an overwhelming number</p> <ul style="list-style-type: none"> •Select two or three main points about a paper for comment •Giving feedback on important learning targets •Commenting on at least as many strengths as weaknesses
Examples of Good Choice in Audience	p. 18	Same as above	<p>Purpose: To reach the appropriate students with specific feedback and to communicate, through feedback, that student learning is valued</p> <ul style="list-style-type: none"> •Giving group or class feedback when the same mini-lesson or reteaching session is required for a number of students
Learning Buddies or Partners	p. 89-92	<u>Just ASK Publications,</u> ASK, Inc.	Students can self-select another student with whom to process or think-pair-share. It is to provide time for a focus question or discussion. See pages 89-92 for curricular examples.
Line-Ups	p. 93-94	Same as above	Purpose is to get students to take and defend a position on a topic, to evoke curiosity and focus during instruction and help students develop articulation skills This can be done for a variety of content areas
Venn Diagrams		Houghton Mifflin Company	Write details that tell how the two subjects discussed are different in the outer circles. Write details that tell how subjects are alike where the circles overlap.

Active Engagement Strategies for “Guided Practice”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
A-B Partner Teach			<ul style="list-style-type: none"> •Partner A turn to Partner B. •Tell your partner the two most important things you have learned so far about... •Switch roles.
Ambassadors			<ul style="list-style-type: none"> •EACH tem member actively participates in a small group discussion. Each member takes their own notes and pays close attention since the “ambassador” is unknown at this point. •Check for understanding of each other within the small group to make sure each member can represent the group. •Ambassadors are chosen randomly by the teacher. The ambassadors get up and move to the closest group clockwise to your group. •The groups orally summarize the discussion, key findings, evidence, examples, etc. of their group to the ambassador. •Ambassadors bring “home” to their group something different from the “country” visited – a different opinion, example, point of view, etc.
Compare and Contrast			<ul style="list-style-type: none"> •This technique requires the students to take two or more ideas and find the similarities and the differences. To do this, the students must be able to describe and analyze each topic individual to determine what the basic themes or ideas are and then to compare them.
Fist to Five			<p>To use this technique the teacher asks everyone to show their level of understanding. Each person responds by showing a fist or a number of fingers that corresponds to their understanding of the assignment/ability to start working.</p> <ul style="list-style-type: none"> •Fist – I don’t understand. I need more help before I can begin. •1 Finger – I still need to discuss certain parts of the assignment. •2 Fingers – I am more comfortable with the assignment but would like to discuss more of the details. •3 Fingers – I do not totally understand, but I feel comfortable to start. •4 Fingers – I feel like I have a good handle on most parts of the assignment. •5 Fingers – I totally understand what to do.

Active Engagement Strategies for “Guided Practice”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
Brain Bark			<ul style="list-style-type: none"> •In a short time block – 2 to 3 minutes, “bark” out all you know to a partner about a certain topic.
Four Corners		<u>50 Strategies for Active Teaching</u> See p. 238 for template	<ul style="list-style-type: none"> •The teachers posts questions, quotations, photos, etc., in each of the corners of the room. The teachers assigns each student to a corner or students choose. Once in the corner, the students discuss the focus of the lesson in relation to the question, quote, etc. At this time, students may report out or move to another corner and repeat the process. After students have moved, as a writing response, they should be encouraged to reflect on changes in opinion or new learning.
Give One and Get One		<u>50 Strategies for Active Teaching</u> And also from Kate Kinsella See pages 250-252 for templates in the book 50 STRATEGIES	<ul style="list-style-type: none"> •Teacher poses a question or brainstorming task. •Students are given silent time to consider what they know and record a number of possible responses. •Students draw a line after their final idea to clearly separate their own ideas from those they are going to gather from about the room. •Students silently move around and find a partner. Each quietly reads the other’s ideas, commenting on any of interest. •Students write down one idea from their partner, along with the partner’s name. •At the end of the exchange period, teacher facilitates debriefing of ideas. •Students share one idea or fact they acquired from a partner (ex. “I found out from Alex that…”). •Students should strive to share an idea or fact from a classmate who has not yet been acknowledged.
Graphic Organizers			<p>This strategy provides an alternate system for organizing and beginning apiece of writing or providing scaffolding for student learning and increasing independence. These are visual tools that help students organize their thoughts and ideas.</p> <ul style="list-style-type: none"> •Compare/Contrast Flow Chart Cause/Effect •Word Web Time Line Persuasion Map •Venn Diagram Problem-Solution Chart •Classifying Organizer

Active Engagement Strategy for “Guided Practice”

DRTA		Russell Stauffer, 1969	<p>A set of strategies teachers can use to increase reading comprehension. DR-TA guides students through actively reading the text coaching them to make and support predictions before reading, examine their predictions, conclusion. Students are taught how to use prediction and monitoring to revise, extend, and elaborate initial hunches based on textual information. Students actively compare, contrast, evaluate.</p> <p>Steps: 1. Guide a structured brainstorming like with Give One Get One. This will generate information about topic before reading. List information gained on overhead so all have background knowledge to make reasonable prediction. 2. Coach kids in making an initial predictions using the title, introduction, and other textual cues. Model this for kids first if need be and do a teacher think-aloud too. i.e. “Let’s see, the title is <u>The Hubble Gets a Checkup</u>. I see by the graphic it looks like maybe something from outer space, so I predict the author will tell us about some kind of space station that is getting fixed up – like a doctor’s check up... I’ll read this first part here and see if I was close...”</p> <p>3. Engage students in reading first paragraph, conduct a brief discussion where students monitor their first prediction. Encourage students to confirm, revise, and extend initial predictions based on information in first segment. Again, if needed, model for kids. A key to effective comprehension instruction is “mental modeling” which makes covert thinking processes overt for beginning readers. Structure the discussion so that students share, compare, defend, an explain their predictions and have access to the thoughts of their peers. 4. Continue the “directed thinking” approach to the text using the predict-read-monitor/revise process. 5. Once students are comfortable and confident in the basic cycle of the DR-TA, additional strategies can be added to the process such as question generating-answering.</p>
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Active Engagement Strategies for “Guided Practice”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
Accountable Talk	p. 23	<u>Formative Assessment Techniques for Your Classroom</u> by Douglas Fisher & Nancy Frey	Accountable Talk is a framework for teaching students about discourse in order to enrich small group interactions.
Value Lineups	p. 25	Same as above	These help students to develop such in-depth knowledge by enabling them to explore core concepts and understand problems by having them first analyze their beliefs and then listen to the positions held by others.
Misconception Analysis	p. 32	Same as above	This provides students an opportunity to discuss, often in small groups, misunderstandings that they have.
ReQuest	p. 53	Same as above	Reciprocal questioning was designed to teach students to ask and answer questions as they read.
Socratic Seminar	p. 54	Same as above	A way of engaging a group of learners in a conversation and series of questions.
Interactive Writing	p. 61	Same as above	This allows students to share the pen with the teacher.
Read-Write-Pair-Share	p. 64	Same as above	This focuses on print-based literacy skills while still encouraging partners to discuss and make meaning of content.

Active Engagement Strategies for “Guided Practice”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
<p>Increasing Focus During Lesson</p>			<ul style="list-style-type: none"> •Stop every 3,5, or 10 minutes and... •Think about the last 3,5,10 minutes and do one or a few of the following: •Summarize it in your own words. •What do you think is the most....? •Answer this question... •What connections can you make to other subjects? •How can you apply these ideas in your own life? •Predict the direction of this..... •Turn to your partner and see if he/she heard what you heard/.
<p>Idea Wave (Whip Around)</p>			<p>Each student lists 3 to 5 ideas about the assigned topic.</p> <ul style="list-style-type: none"> •A volunteer begins the “idea wave” by sharing one idea. •The student to the right of the volunteer shares one idea; the next student to the right shares one idea. •The teacher directs the flow of the “idea wave”, until several different ideas have been shared. •At the end of the formal “idea wave”, a few volunteers who were not included can contribute an idea.
<p>Outside/Inside Circles</p>			<p>Outside/Inside circles is a tactic that facilitates dialogue and builds community. It involves placing students in two circles, one inside the other, with each student in one circle facing a student in the other. A facilitator asks students to discuss a problem or a question. The student on the outside tells the students on the inside how they would attempt to solve it, then the outside person extends the thinking. The outside students then rotate one to the left or right continuing the discussion or starting a new discussion for a new problem. The facilitator rounds off the discussion at an appropriate time by asking for volunteers from the circles to share their new learning/ideas.</p>

Active Engagement Strategies for “Guided Practice”

Title	Page	Book	Description of the Strategy
Jigsaw			Teacher selects 3-4 different passages from the same text or selection from several texts. Divide the class into 3-4 groups (one per passage) and have them read the assigned passage. They meet together with all students who read the same passage and discuss it. Students move back to groups of 3-4 where each student in the group read a different passage/text. Students take on the role of an “expert” with the specified text and share what they learned with the small group.
Concept Attainment	p.107-109	<u>50 strategies for Active Teaching</u>	<p>Develop or collect items that are examples and non-examples of a concept or skill.</p> <ul style="list-style-type: none"> •Tell the kids that you will put items into groups and they are to figure out the rule used to group them. •Identify the items, one at a time, as examples or non-examples and put them in two different places at front of room. OR ask several kids to each hold an item as you direct them to the “yes” and “no” side of the room. •Invite students to share initial thinking about the sorting. Encourage kids to generate hypotheses and ask whether the placement of new items supports their developing hypotheses. •If kids have their own set of materials, then guide all through the sorting. •As students figure out the rule, have them generate one or two more examples that could be added to the collection. •Example: Discovering states with international borders – examples Montana, Texas, Arizona, Minnesota, New Mexico non-examples Arkansas, Oregon, Colorado, Florida, Massachusetts Where would each of the following be placed? Alaska, CA, Maine, Hawaii, Kentucky
Concept Maps	p.158-162	Same as above	A type of graphic organizer that help kids organize and represent their knowledge. They link concepts into propositions and relationships among concepts. They are usually in the form of webs with nouns linked to each other by verbs written on lines or arrows. See pages 159-161 for examples

Active Engagement Strategies for “Guided Practice”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
Numbered Heads	p. 95	<u>Just ASK Publications</u> ASK, Inc.	<p>Students number off in teams, one through four.</p> <ul style="list-style-type: none"> •Teacher asks a question •Students discuss possible answers to the question, for a set amount of time. Group works to agree on best answer with all kids ready to represent team. •Teacher calls a number 1-4 and all students with that number raise their hand, ready to respond. •Teacher randomly calls on students with the specified number to answer on behalf of their team. •Teacher continues asking questions until the brainstorming or review session is finished.
Teacher Read		Same as Above	A student reads aloud, pausing to leave out a word every once in a while. The class has to be on task so they can chime in on the word that needs to be said. When the student wants to pass on to another reader, they select the next student to “teacher read”.
Partner Reading		Same as Above	Divide students into groups of two. Partner A reads a paragraph and Partner B summarizes it. The roles switch back and forth with each paragraph until the assigned reading is completed.
Revealing Information	p.130	<u>50 Strategies for Active Teaching</u>	Teacher develops clues about a topic that will help kids identify the topic, clues from the most general down to the most specific, students respond as directed by the teacher to see how many clues are needed before the answer can be discovered. (see pages 130-133 for details)

Active Engagement Strategies for “Guided Practice”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
Flow Chart		Houghton Mifflin Company	Write your topic at the top. List steps or events in time order.
Fact and Opinion		Same	Write your topic at the top. Add details to each column.
Goal-Reasons Web		Same	Write reasons in the circles below. Add facts or examples in the circles connected to the reasons.
Persuasion Map		Same	Write the goal in the first box. Write three reasons in the next boxes. List facts and examples in the branching boxes.
Analogy Organizer		Same	A is to B as C is to D
Experimental Inquiry Graphic Organizer		Same	List the Observation, the relevant theory or rule, then possible explanation, prediction, activity or experiment, and finally the results
Mapping Complete Definitions	p. 10	<u>Cooperative Learning</u> by Kagan, S. San Clemente, CA, 1994.	This strategy helps students expand meanings and relationships of words. It looks like a graphic organizer. Vocabulary word is boxed in the center. Above it is the boxed question “What is it?” Students write the answer. Beside the word is the boxed question “What is it like?” Students write all the words or phrases that describe the word. Below is the boxed question “What are some examples?” Students write the answers. Example word YOGURT. What is it? Food, dairy product. What is it like? Cool, creamy, soft, frozen, healthy. What are some examples? Fat free, strawberry, low-fat, vanilla.

Active Engagement Strategies for “Guided Practice”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
Clocks		Houghton Mifflin, Company	Write details in time order in each section. Not all sections need to be filled in
Sequence Chart		Same as above	List steps or events in time order. First Next Next Last
Step by Step Chart		Same as above	Write each step in order. Add details. Step 1 Details Step 2 Details Step 3 Details
Classification Topic-Details Graphic Organizers		Same as above	Cluster/Word Webs Concept Pattern Organizer Descriptive Pattern Organizer Describing Wheel Classification Organizer
Inverted Triangle		Same as above	Write a broad topic on the top line. Write one part of the topic on the next line. Write one part of that topic below it. Keep going until you get a focused topic.
Observation Chart		Same as above	List the details for each sense in the correct column. Topic _____ Sight Sound Touch Taste Smell

Active Engagement Strategies for “Guided Practice”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
Story-Plot Graphic Organizers		Houghton Mifflin, Company	F W’s Chart – What happened? Who was there? Why did it happen? When did it happen? Where did it happen?
Story Map 1		Same as above	Taking notes in each section including setting, characters, problem, plot and events, and resolution
Story Map for primary grades		Same as above	Write notes in each section – beginning, middle, and end
Episode Pattern Organizer		Same as above	Use of words in a graphic organizer
KWS Chart		Same as above	Add details to each column – What I know, What I want to learn, and Possible Sources
Problem-Solution Chart		Same as above	List the story problems in the first column. List solutions in the right column.

Active Engagement Strategies for Each Direct Instruction Component



5) Independent
Practice

Active Engagement Strategies for “Independent Practice”

Title	Page	Book	Description of the Strategy
Sequencing Cards	p.150-153	<u>50 Strategies for Active Teaching</u>	Teaches students to order their information. May work in teams or independently. After instruction, provide students with the cards you have developed. They are to put the cards in sequential order. i.e. students may be asked to order cards that display the steps of the scientific method. A math class may be asked to order cards that have the individual steps of the answer of a division or algebra problem. (Examples are on pages 152-153)
Content Structures	p. 154-157	Same as above	Students work together to organize content strips. Each group is provided an envelope containing strips of paper with information about a unit of study. Students are to build a display of strips that shows how the ideas are related – including major ideas vs. details, etc. (see pages 156-157 for examples)
List-Group-Label	p. 168	Same	Students brainstorm as many words as they can on a given subject and then organize the words into meaningful groups with labels.
K.I.D. Vocabulary	p. 506	<u>Spotlight on Comprehension</u> by Linda Hoyt Heinemann 2005	Key Word + Important Information + Draw to remember <ul style="list-style-type: none"> •Record a key word. Focus on one that is important. •Writ down important information about it. What do you know? What connections can you make? •Create a visual or memory device to help remember •Use the word in a sentence. Be sure the meaning does not change in the sentence you create. (See page ___ for detail)
Two-Column Notes	p. 507	Same as above	<ul style="list-style-type: none"> •A student pulls the main ideas from a reading selection, placing the main ideas in the left-hand column. •Details/elaborations that relates to the main idea are placed in the right-hand column. •Students study by folding the grid in half and looking at main ideas while quizzing themselves on details. (See page ___ for detail)
Reciprocal Teaching	p. 508-510	Same as above	See pages 508-510 for a thorough description of this strategy

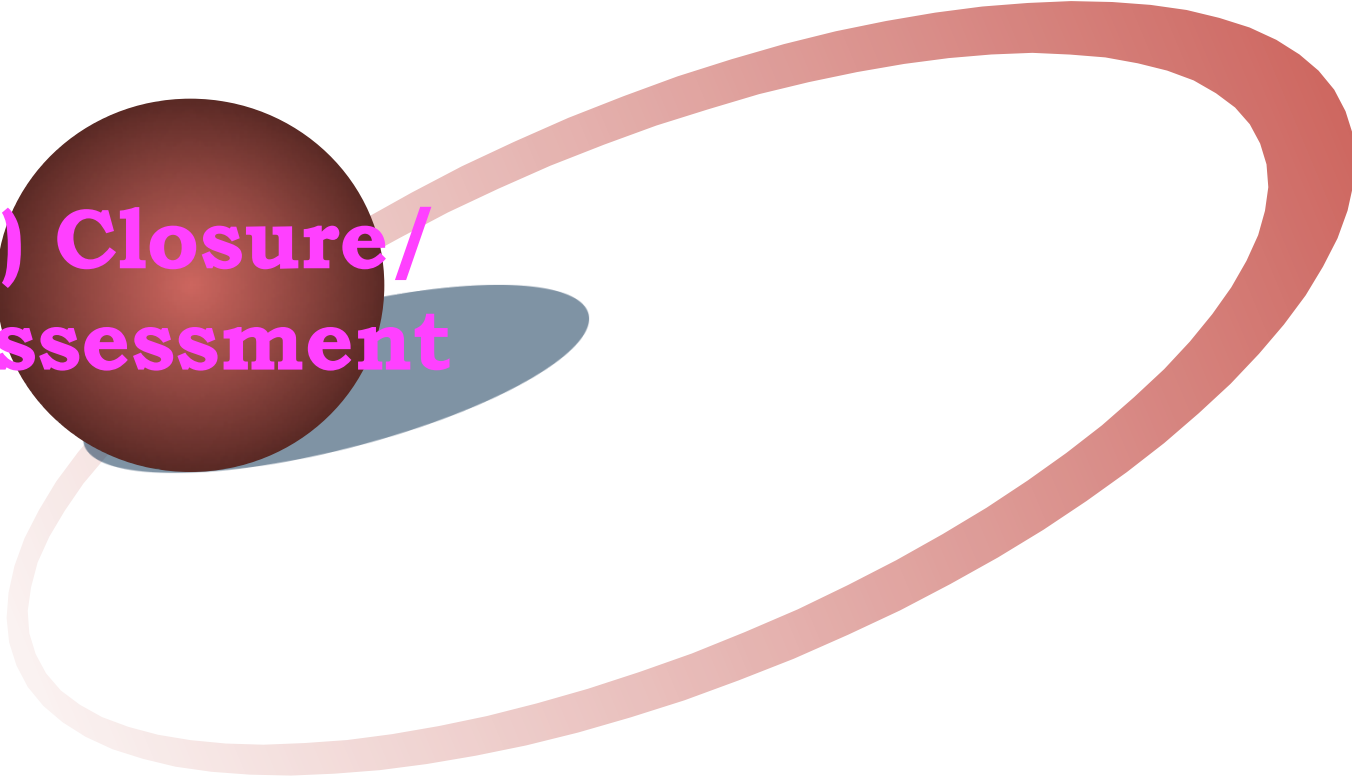
Active Engagement Strategies for “Independent Practice”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
Personal Opinion Guide Or Anticipation Reaction Guide	p. 103	<u>Just ASK Publications,</u> ASK Inc.	A strategy to use before and after reading a selection. Student marks whether they agree or disagree with statements about the selection before and then after they read. Discussion is rich and deep about the topic.
Reciprocal Teaching		<u>Spotlight on Comprehension</u> By Linda Hoyt	A collaborative group project using prediction, reading, questioning, clarifying, and summarizing. A very powerful strategy to use.
Sum It Up		Same as above	See section Guided Practice for details
Two-Column Notes		Same as above	Student pulls main ideas from a reading, placing the main ideas in the left-hand column. Then details that relate to the main idea are placed in the right-hand column. Students study by folding the grid in half and looking at the main ideas while quizzing themselves on details. See examples in the book for various subjects.
Ideas for Use With Blooms Taxonomy			See pages in the packet for this information
Bloom’s Taxonomy: Definitions and Examples	p. 231-23 3	<u>Just ASK Publications,</u> ASK, Inc.	Each level of Bloom’s Taxonomy is defined and example assignments are listed.
Scavenger Hunt	p. 96-97	Same as above	A strategy to use to review, preview, or expand a topic. Students work in teams, it is a good game.
Cornell Notes	p. 44-49	Kate Kinsella, San Francisco State University	A process of note-taking for students to use up through college. Very useful for students and a great tool for use in studying for tests and quizzes.

Active Engagement Strategies for Independent Practice

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
Inside/Outside Circles		<u>Cooperative Learning</u> by Kagan, S. San Clemente, CA 1994.	For Inside/Outside Circles, the class is divided in half. Half the class becomes the inside circle, and the other half the outside circle for two large concentric circles. Students in the inside circle face the students in the outside circle. The teacher announces a topic, asks a question, or students ask each other questions on sheets or flashcards. After partners from the inside and outside circle have shared or answered each other's questions, one circle is rotated so students face new partners for a new question or topic.
Showdown		Same as Above	Teammates each write an answer; then there is a "Showdown" as they show their answers to one another. Mini white boards or pieces of paper can be used for this.
Mapping Complete Definitions	p. 10	<u>Cooperative Learning</u> by Kagan, S. San Clemente, CA, 1994.	This strategy helps students expand meanings and relationships of words. It looks like a graphic organizer. Vocabulary word is boxed in the center. Above it is the boxed question "What is it?" Students write the answer. Beside the word is the boxed question "What is it like?" Students write all the words or phrases that describe the word. Below is the boxed question "What are some examples?" Students write the answers. Example word YOGURT. What is it? Food, dairy product. What is it like? Cool, creamy, soft, frozen, healthy. What are some examples? Fat free, strawberry, low-fat, vanilla.
Spool Papers	p. 9	Same as Above	This is a template to organize information. Introductory paragraph contains a thesis, lead question, fact, quote, anecdote to gain reader attention. Last sentence in introduction is the thesis. Next is the Body which has at least two paragraphs. Each would deal with a topic of the thesis and include support. Concluding paragraph starts with the restatement of the thesis followed by clincher sentences.

Active Engagement Strategies for Each Direct Instruction Component



**6) Closure/
Assessment**

Active Engagement Strategies for “Assessment”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
Q & A Match	p. 198-200	<u>50 Strategies for Active Teaching</u> See p. 255 for template	Provides an interactive opportunity for kids to show their learning. Students each receive a card with information and find a match with a peer. So, half the kids receive questions and half receive answers. After all the students have found their match, move them into a large circle, facing one another. Each pair then shares their question and answer. For sample lessons for middle school PE and a math lesson, (see pages 199-200 for description)
Restate the Standard or Objective		Same as Above	Ask or do the following as closure or assessment at end of a lesson: <ul style="list-style-type: none"> •Who can tell me what we learned today? •Choral or partner restate of what we learned today •Journal quick write: students write reflection, key learning of the day •Dismissal/line up: students must state one key learning as they leave the class •3.2.1 – 3 – Things I learned today, 2 – comment, 1 – Question I still have
Share the Wealth	p. 72	<u>50 Strategies for Active Teaching</u>	Students share their thoughts and allow the teacher to check everyone’s understanding (i.e. pull sticks, unison response, visual response)
Outcome Statements		Same as Above	This strategy helps kids summarize the focal point of the lesson. It helps them reflect on it as well. The teacher provides students with a series of prompts to complete written about the day’s lesson. These could include the following: <ul style="list-style-type: none"> •I now understand how to... •I was surprised by... •I am beginning to wonder why... •I can see connections between... •I would like help with.... •Students write two or three detailed outcome statements about new insights, observations, which could be shared during a Whip-a-Round or a Think-Pair-Share. It leads then into discussion too.

Active Engagement Strategies for “Closure or Assessment”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
Up and Out	p. 101-104	<u>50 Strategies for Active Teaching</u>	<ul style="list-style-type: none"> •Students get up and out of their seats – (use cards to reshuffle students, line up in a certain order, two circle discussions, wander and freeze, – see pages 102-104 for thorough directions)
Word Journals	p.207	Same	Students revisit information, analyze it, summarize it in a single word and provide an explanation for the selection of the word. (see pp. 207-209 for more details)
Found Poems	p. 215	Same	After reading or studying a topic, students identify words and phrases they believe capture the key ideas in the content and arrange them to form a poem.
Examples of Good Feedback Focus	p. 22	<u>How to Give Effective Feedback to Your Students</u> by Susan Brookhart	<p>(Feedback purpose is to describe specific qualities of work in relation to learning targets, to make observations about learning processes, to foster student self-efficacy by drawing connections between student work and effort)</p> <ul style="list-style-type: none"> • Make comments about the work process you observed or recommendations about a work process or study strategy that would help improve the work
Outcome Statements	p. 24	Kate Kinsella, San Francisco State University	<ul style="list-style-type: none"> •A process for students to use in reflecting upon their learning. They write their thoughts using phrases to start: I learned...I discovered... I observed... I was surprised... I wonder... I now realize... I would like to find out more about... I am still confused about...
Find My Rule		<u>Cooperative Learning</u> by Kagan, S. San Clemente, CA. 1994.	The teacher presents to the class many items that follow a rule. It is up to the students to induce the rule from the clues.

Active Engagement Strategies for “Closure or Assessment”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
Retellings	p. 26	<u>Formative Assessment Techniques for Your Classroom</u> by Douglas Fisher & Nancy Frey	New accounts or adaptations of a text that allow students to consider information and then summarize, orally, what they understand about this information.
Summary Writing	p. 66	Same as above	Provides the teacher with insight into how learners condense information. It is analogous to retelling and serves as a way for students to demonstrate their ability to recapitulate what they have read, viewed, or done.
RAFT	p. 67	Same as above	(Role, Audience, Format, Topic) Writing-to-Learn provides students with an opportunity to clarify their thinking. RAFT writing prompts were designed to help students take different perspectives in their writing and thinking.
Multimedia Presentations	p. 82	Same as above	Provide learners an opportunity to share what they know as they combine text, graphics, video, sound, and even animation.
Electronic and Paper Portfolios	p. 83	Same as above	A collection of items intended to reflect a body of work.
Visual Displays of Information	p. 87	Same as above	Requires students to represent knowledge in a nonlinguistic fashion, typically using images or movement to do so. Four types are mentioned; graphic organizers, inspiration, foldables, dioramas.

Active Engagement Strategies for “Closure or Assessment”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
Circle-The-Sage		<u>Cooperative Learning</u> by Kagan, S.	Students who know the answer to the teacher’s question become “Sages”. Sages stand up and students gather around the Sages to listen to the Sage’s explanation or answer. When working in teams, each teammate circles a different Sage, then they return to their team to compare notes.
Team Chant		Same as Above	Students work in small groups to make Team Chants related to the content. First, students come up with the words and phrases related to the content. Then they come up with a rhythmic chant that highlights the important words or phrases. Finally, they add rhythm to their chant, usually in the form of stomping, clapping, or snapping. Movements may be integrated also.
Mind Mapping		Same as Above	Students create a visual map of their ideas. Teacher give topic, like Geometry. Students write the word or draw picture of it in center. Radiating from main idea are related ideas, icons, arrows, symbols, and codes used to represent main idea and interrelation of related ideas.
What I Know		Same as Above	Teacher generates a page with three sections, or students take a piece of paper and create three sections. One section is labeled WHAT I KNOW ABOUT.... The next section is labeled WHAT I HAVE LEARNED ABOUT.... And the last section is labeled WHAT CAN I DO WITH THIS INFORMATION.... This is a good closure or assessment activity.

Active Engagement Strategy for “Closure or Assessment”

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
Show you Know		Kagan, 1992	<p>This strategy requires students to add a clarifying sentence to a teacher provided prompt demonstrating understanding of new word. For example, if the new word was <i>eclectic</i>, a Show You Know assessment prompt could be: “Mr. Lamont had the most <u>eclectic</u> wardrobe of any teacher on the high school staff; _____.” The student would need to provide a clarifying phrase/sentence to “Show they Know” the meaning of eclectic such as, ... , yesterday he wore a Highlander Tartan, complete with a dress to honor St. Patrick’s Day!”</p> <p>Show You Know sentences move vocabulary assessment beyond the multiple choice/matching formats to foster more in-depth understanding . STEPS: 1. Select four to twelve important words 2. Tell students in advance of the importance of the list 3. Provide direct explanation of word meanings using various vocabulary strategies, including calling students’ attention to the word as used in context. 4. Provide opportunity for kids to study words in pairs/small groups – including teacher modeling of Show You know Sentence completion as well as challenging kids to come up with their own Show You Know Sentences for one another to complete. 5. Pick four to six words from the list and construct Show You Know Sentence prompts by creating accessible sentences using appropriate context followed by a semi colon. 6. Direct kids to add another sentence after the semicolon that demonstrates their understanding of the underlined word.</p>

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