FAVORITE TEACHING STRATEGIES

**ONE SENTENCE PROJECT**

Daniel Pink explaining the project

<http://www.danpink.com/2010/10/whats-your-sentence-the-movie/>

Examples

<http://vimeo.com/18347489>

Extend to education—one sentence about a book you read, a person you learned about, an event

what you want the students to understand

Illustrate your sentence

Do one sentence for key terms—like Teacher, Student or subject matter-Math, Science or *halachic* concept

**STORY JIGSAW**

Once students are familiar with the text of a story, divide into groups and have each group take on one of the major characters from the story. Each group decides what its character’s point of view is.

Then count off within each group and mix them up, so now each group is comprised of all of the characters. Now the group has to tell the story, combining all the character’s points of views. They may present their version however they wish—in writing, song, visually but with the perspective of each character represented.

Works as a great way to review plot, character, theme, perspective, bias, narrative.

**SEE-THINK-JUSTIFY-WONDER**

Students look at visual document

Respond to following questions

What do you See?

What do you think is going On?

Justify your answers—why do you think/say that?

What does it make you Wonder?

Have students work in the following way

Divided in small groups, they first respond individually, the come together and discuss. Come to a consensus on each.

Present to larger group.

**ZOOM-IN**

Each student gets part of a whole—could be a piece of writing, steps in an experiment, a set of instructions

Begin with Six Blind Men and the Elephant—

As well as the poem

<http://www.constitution.org/col/blind_men.htm>

what do they ‘know’ looking at one part

what do they know as they look at a second part (pair-square)

design a task by grade/discipline

Allows for exploration of concept—**what we know can change**

Alternative: Reveal each part of a picture slowly—

Here we will show 3 elements of a picture. All seem quite benign.

And then….

how does

1. understanding increase as they get fuller picture (literally)

2. what questions do they ask at each step—how do questions change as more is revealed

Connect to Strategy—I used to think; now I think—concrete version…

**THINK-PUZZLE-EXPLORE**

Great to shape teaching; a form of pre and ongoing assessment

What do you think you know about this topic?

What questions or puzzles do you have about this topic?

How might we explore these questions?

Learning ongoing; students plan inquiry

**3-2-1**

this strategy is done at several points—begins as pre-assessment, then ongoing assessment, as well as instructional direction provider

Before you introduce a topic/idea

3 words

2 questions

1 metaphor/simile/analogy—for pre-readers—great way to teach symbols—what picture can you draw that makes you think of this? Can go from concrete to abstract, e.g. Will use with What is a Map –to Ideas about Bias

As you continue on, what 3 new words, 2 questions, 1 metaphor/simile/analogy

**THE EXPLANATION GAME**

Name it—what do you see—hone in on a feature, small item

Explain it—what could it be—what role or function might it have; why might it be there

Give reasons-why do you say that or why do you think it happened that way

Generate alternatives—what else could it be?

Great example on DVD—with K students looking at a painting—show clip

And ask teachers to model strategy:

What do you see/What could it be/Why do you say that

What did students notice?

What questions did teacher ask?

How did the teacher use the routine?

Formative Assessment

Gives Teaching Direction

Can also be used to deconstruct abstract ideas—

Family, School Rules, Government

**HEADLINES**-write a headline for this topic, issue, piece of text, visual document that summarizes and captures a key aspect that you feel is significant and important

Allows students to stop and reflect

Take a gallery walk to observe

Do they see what I see?

What am I Missing? Can be connected to Zoom-In

Perspective Building

Alternative: Captions, Tweets

**COLOR-SYMBOL-IMAGE**

Good for pre-reading or nonverbal learners—also distill down to essence of an idea

Way to explore topic, idea, person, event, whatever

Choose a color that you think best represents the essence of that idea person, event, whatever

Create a symbol that you think best represents the essence of that idea, person, event, whatever

Sketch an image that you think best captures the essence of that idea person, event, whatever

Students also have to explain their choices—think-pair-share-square

**FROM WHENCE OPINIONS**

Identify your bias

People have strong opinions but John Locke was correct—they are born *tabula rasa*—as blank slates. They come to these biases through their experience with the world. There are several steps here

Identifying what one’s biases are—bias is not good or bad. The word means slant. Just see which way you lean

The second step is connecting bias or opinion to facts which means distinguishing between them. This tends to be awfully abstract for kids.

Facts are things that can be measured; favorite example—it is 46 degrees out. That is a measurable fact. If you think that is cold—that is an opinion.

Sue is 4 feet 2 inches. Is she tall or short? Need more facts. If she is 6 years old, she is tall. If she is 26 years old, she is short.

[also a nice way to review nouns and adjectives]

Generate a list of facts about a topic about which the students have an opinion—a sports team, a favorite movie, a special relative—keep it light.

Now connect the list of facts and let them see how that led them to the opinion.

What happens if they get information that contradicts the opinion?

That’s OK because they need to understand that you can like something but not everything will be positive or support their case. You are also helping them to learn how to make an argument, both orally and in writing, which we will tackle later. Not about agreement, but about PROCESS

And people can have negative opinions about things too but the important point is that opinions STEM FROM FACTS

**COMPASS POINTS**

Ideal for project based learning

Set up in for parts of the room

**Excitement, Worries, Needs, Suggestions**—

Have kids brainstorm, post stickies, do gallery walk

Perhaps before a new unit, major project; help adjust the rubric

Example with teachers—shift to the Common Core; teacher evaluation

Something parents may also experience—use on back to school night

**CONNECT/EXTEND/QUESTION**

How are ideas and information CONNECTED to what you already know?

What new ideas and information did you get that EXTENDED your thinking in new directions?

What new QUESTIONS do you now have from what you have learned?

Or put another way—what do want to learn more about

This is a good precursor to research

**GALLERY WALK**

Gallery Walk is a teaching strategy that involves the movement of students around the room to a collection of displays that are connected to the day’s activities. A gallery walk can have several different purposes and is a good way to evaluate what students know about a topic before OR after it is taught.

The aspects of a Gallery walk can be anything from open-ended questions about the subject for the day, artwork related to central themes, photographs depicting aspects of curriculum, illustrations, or even demonstrations showing step by step procedures.

Gallery Walks are often completed with students participating in partners or small groups. In a given amount of time, each group will visit each display. As students read, observe, and interact with the display, they take notes on what they discover. Students can be provided guided notes or just require them to write notes as they go. When time is up, students take time reflecting on what they discovered. It is important that the teacher walk around and monitor students’ engagement with this activity.

Gallery walks can promote even more meaningful assessment when students post their notes around the displays encouraging students to think deeper and further than the notes posted previously. Then as students go around, responses can be to the original prompt and to the other students’ notes.

Implementation Ideas

- English can take parts of a poem, short story, or text and encourage students to discuss symbolism, identify parts of speech, and discuss meanings.

- Social Studies can use the activity to address various political cartoons or examine images from historical periods and gather students’ thoughts.

- Government students can use this to decide whether something is constitutional or unconstitutional and have students explain why.

- Mathematics teachers can provide images of Geometric figures and discuss the various concepts that are covered. Students could solve a problem and then write a problem for the next group to solve.

- Science teachers could use the activity related to outcomes of experiments

- PE and Health teachers could use the activity as a way for students to share a game they create and other students could comment and add to them

- Arts and Humanities teachers could use this strategy to examine art or even share student created projects

**PAIR SHARE (or TURN AND TALK)**

The Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response. Additionally, this strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning.

Think-Pair-Share can also be used as in information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly.

In this strategy, a problem is posed, students have time to *think* about it individually, and then they work in *pairs* to solve the problem and *share* their ideas with the class.

Think-Pair-Share is easy to use within a planned lesson, but is also an easy strategy to use for spur-of-the-moment discussions.  This strategy can be used for a wide variety of daily classroom activities such as concept reviews, discussion questions, partner reading, brainstorming, quiz reviews, topic development, etc.  Think-Pair-Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.

**RAFT**

<http://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy-30625.html>

The more often students write, the more proficient they become as writers.  RAFT is a writing strategy that helps students understand their role as a writer and how to effectively communicate their ideas and mission clearly so that the reader can easily understand everything written.  Additionally, RAFT helps students focus on the audience they will address, the varied formats for writing, and the topic they'll be writing about. By using this strategy, teachers encourage students to write creatively, to consider a topic from multiple perspectives, and to gain the ability to write for different audiences. In the book, *Strategic Writing*, Deborah Dean explains that writing for differing purposes and audiences may require using different genres, different information, and different strategies. Developing a sense of audience and purpose in writing, in all communication, is an important part of growth as a writer.

RAFT assignments encourage students to uncover their own voices and formats for presenting their ideas about content information they are studying.  Students learn to respond to writing prompts that require them to think about various perspectives:

·       **R**ole of the Writer: Who are you as the writer? A movie star? The President? A plant?

·       **A**udience: To whom are you writing? A senator?  Yourself? A company?

·       **F**ormat: In what format are you writing? A diary entry? A newspaper?  A love letter?

·       **T**opic: What are you writing about?

**NUMBERED HEADS TOGETHER**

Numbered Heads Together is a [cooperative learning](https://www.teachervision.com/pro-dev/cooperative-learning/48531.html) strategy that holds each student accountable for learning the material. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared.

Read more here: <https://www.teachervision.com/group-work/cooperative-learning/48538.html>

This youtube video provides a nice overview:

<https://www.youtube.com/watch?v=BLHDHlVhcug>

**THE FINAL WORD**

Use the Final Word process with a short article, or a section from a long article.

1. Assign reading. Ask students to highlight two to three items in their reading that were most interesting or thought-provoking. This can be assigned as work outside of class.
2. Formulate groups. All people within each group should have read the same article or section.
3. In turn, each individual shares one of the items they highlighted, but does not comment on it. When sharing their item, it is helpful to give page, column, and paragraph info so the item can be quickly found by everyone in the group. To share the item once people have found it, simply read it.
4. Starting to the left of the person who shares the item, group members comment, one at a time, in round-robin order about the item. It is important that there is no cross talk.
5. The person who initially shared the item then shares his/her thinking about the item last, getting the final word.
6. Repeat the pattern so that each group member gets an opportunity to initiate an item from their highlighted list.

What is interesting about the Final Word process is that the person who initiates the item may have a completely different perspective about it once others have all commented on it.

This process is excellent for helping people see others’ perspective, developing listening skills (no cross-talk), and challenging assumptions.

**STOPLIGHT ASSESSMENT**

RED LIGHT: Something that stopped me from learning today

YELLOW LIGHT: A question I had today

GREEN LIGHT: Something I learned today…



Any questions, please contact me at dsblock@mattersofeducation.org