

— *Instructional* —

STRATEGY CARDS



OKLAHOMA
CareerTech

OKLAHOMA DEPARTMENT OF CAREER
AND TECHNOLOGY EDUCATION

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ANTICIPATION GUIDE

*“What we already know determines to a great extent what we will pay attention to, perceive, learn, remember, and forget.”
(Woolfolk, 1998)*

PURPOSE:

Use anticipation guides before and after reading (in any content area) to help students to activate prior knowledge and experience and think about ideas and concepts they will be learning. Students are introduced to the major ideas of a story or source of information and how they feel and/or what they know about them. This is a strategy that promotes interest, sets a framework for reading (in any content area), and encourages higher level thinking.

PROCEDURE:

1. **Determine** key ideas for lesson or unit.
2. **Write** several statements (5-10) that will generate discussion around key concepts.
3. **Introduce** topic to students with directions.
4. **Read** each statement and identify whether the student agrees or disagrees.
5. **Compare** responses with a partner or small group.
6. **Discuss** answers with partner or group and reasons for response.
7. **Read** text.
8. **Develop** further inquiry by revisiting statements and provide evidence for agreement or disagreement.

ANTICIPATION GUIDE

Agree ✓	Statement	Evidence

DECA: Advertising and Sales Promotion

Before Reading: In the space to the left of each statement, place a check mark (✓) if you agree or think the statement is true.

During or After Reading: Add new check marks or cross through those about which you have changed your mind. You may have to really think and read between the lines. Use the space under each statement to note the page, column and paragraph(s) where you have found information to support your thinking.

- 1. There is only one type of advertising.
- 2. There are many creative decisions to be made about advertising.
- 3. The goal of public relations is to manage favorable or unfavorable publicity.
- 4. There are many major public relations tools.
- 5. Coupons and rebates are the only types of consumer sales and promotions.

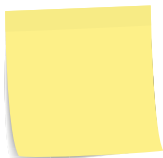
<http://www.maxteaching.com/teacher-materials.php>

http://www.nctm.org/Publications/mathematics-teacher/2015/Vol108/Issue7/Anticipation-Guides_-_Reading-for-Mathematics-Understanding/

EXIT TICKETS

PURPOSE:

Check for understanding in the classroom. Exit Ticket is a strategy that can be used at the end of a lesson, unit or segment of study that gives teachers a quick assessment of student learning.



Exit Ticket

Create a statement in 140 characters (letters) or fewer on a topic:

EXIT TICKETS

PROCEDURE:

Students write a response to a question or survey created by the teacher at the conclusion of a class.

Four possible uses for Exit Tickets (Marzano):

1. Rate student current understanding of new learning.
2. Analyze and reflect on student efforts around the learning.
3. Provide feedback to teachers on an instructional strategy.
4. Provide feedback about the materials and teaching.



3-2-1 Exit Ticket Strategy:

Three Things Learned Today

Two Questions

One Comment on Class Today

www.theteachertoolkit.com

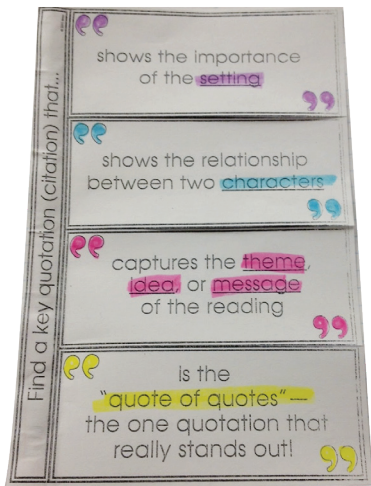
FOLDABLES

PURPOSE:

Help students organize information, show or communicate learning and increase student ownership of learning. Provide tools to visually represent relationships in text. Help students write well-organized summaries of text.

PROCEDURE:

Students are actively engaged in the instructional process and learning as they create foldables. Foldables are 3-dimensional graphic organizers that help students organize, remember, review and learn many kinds of information.



THE SCIENTIFIC METHOD:

STATE PROBLEM

GATHER INFORMATION

FORM HYPOTHESIS

TEST HYPOTHESIS

COLLECT & ANALYZE DATA

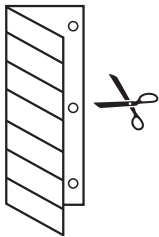
DRAW CONCLUSION

SHARE

FOLDABLES

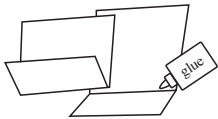
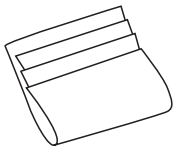
Vocabulary Book:

Fold a sheet of notebook paper in half like a hot dog. On one side, cut every third line to create tabs. You can adjust the number of lines depending on the paper and the desired size of the tabs. Label the tabs with vocabulary words and write the definitions underneath.



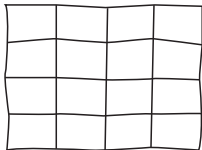
Layered-Look Book:

Stack two or more sheets of paper so that the top edges are an equal distance apart. Bring the bottom edges up and align the sheets so that all of the layers (or tabs) are the same distance apart. Fold and crease well to form the LayeredLook Book. Use glue or staples to hold the sheets together. Students can label the tabs and record information inside the LayeredLook Book.



Foldable Table or Chart:

Fold a sheet of paper in half (for two columns), then in half again (for four columns). Do the same in the other direction for the desired number of rows, or simply make one fold along the top for column headings.



GIVE ONE, GET ONE, MOVE ON

PURPOSE:

This is a great sharing protocol that can follow any workshop, exploration, research or experience. Use it with students or colleagues to spread good ideas. You can structure it with movement, as described below, or as a silent, written sharing.

PROCEDURE:

1. Ask participants to write down 35 key learnings or important ideas about the topic of study. You may choose to have people write each idea on a different index card or sticky note to give away to his or her partners.
2. Invite the group to get up and mingle with their peers or colleagues.
3. After about 30 seconds, call out “GIVE ONE to a partner.”
4. Participants form pairs and each gives one of his or her key learnings or important ideas about the topic to the other, so each person gives one and gets one. Time may range from 1-3 minutes.
5. Call out, “MOVE ON,” and participants mingle again.
6. Repeat the sharing for as many ideas as people have to share.

GIVE ONE, GET ONE, MOVE ON

Variations:

- For sharing, vary the sizes of the groups from partners to triads to quads.
- Instead of random mingling, have people gather in various clusters, such as by height, by interest, by role, etc. This slightly changes the focus of sharing.

Student Name:		
My Idea	My Idea	My Idea
1.	2.	3.
Partner Idea	Partner Idea	Partner Idea
Partner Idea	Partner Idea	Partner Idea
Clarifying Questions		Interesting Information

QUICK WRITES

PURPOSE:

Quick Writes allow students the opportunity to respond to a question related to course content. Quick Writes are used to provide feedback about what the student can remember quickly, or questions the student has without any guiding clues and under a time constraint.

PROCEDURE:

1. The teacher poses a question or a topic.
2. Students are given 35 minutes to write everything they know about the answer or the topic.
3. Students write for the entire time even if they are just writing vocabulary words or questions they have.

Quick Writes?

Listen to the prompt.

Think for one minute.

Write for three minutes.

QUICK WRITES

NOVEL QUICK WRITE RESPONSE

A QUICK WRITE MAY BEGIN

I predict...

I infer...

I wonder...

I question...

The characters...

I would change..

I noticed...

I visualized...

I like/dislike...

The author...

A meaningful connection...

I didn't understand when...

A Quick Write should show understanding and help readers reflect.

YES, (OR NO)...BUT

PURPOSE:

Student takes a physical stance on a question, then s/he supports his/her viewpoint with verbal reasoning. The “Yes, But” instructional tool asks for a student’s opinion in a written format. “Yes, But” uses a basic t-chart format for notetaking with which students are encouraged to examine multiple perspectives toward a more controversial point in history or toward a current issue with multiple viewpoints.

PROCEDURE:

The student conducts a mental debate analyzing the supporting evidence or reasoning behind the student’s initial answer to the question followed by analysis of the evidence and reasoning supporting the opposite opinion.

A particular question is posed to the students, at which time they are to take a stance, answering “yes” or “no.” The student is to write his answer (yes or no) at the top of the lefthand column on his own response paper. Under his response, he is to list major evidence or reasoning that supports his answer.

In the righthand column, the student is asked to step into the shoes of a person who would answer with the opposite response. Under this “But” column, the student is to identify major evidence and reasoning which would counter his own arguments.

YES, (OR NO)...BUT

YES	BUT
Home solar energy saves money and is good for the environment.	Depending on the location of your home in the country you could have more cloudy days. The cost of initial installment of energy devices could take many years to recoup cost in which the technology could change meaning the cost of upgrades takes even longer to recoup cost.

Students should be instructed to direct writing to address to what extent the statement is true or false.



COLLABORATIVE POSTER

PURPOSE:

To provide a cooperative learning tool to share understanding of concepts in a content area.

PROCEDURE:

1. Individually, students think about how to represent learning on a collaborative poster about concepts being studied.
2. As a group students plan and create poster.
3. Use a rubric to ensure that essential concepts are discussed and students stay on task. Use images to highlight main ideas rather than merely decorating the poster.
4. Each student uses a different color from other team members for his/her work on the poster, and each student signs the poster when the group agrees that it is complete.
5. Allow about 30 minutes to complete the posters.
6. Post the posters for all students to review.
7. Students can revise posters.

COLLABORATIVE POSTER



CRITERIA FOR LEARNING:

- Poster communicates big idea of concept(s) being studied.
- Poster uses creative design to communicate meaning with pictures & quotes.
- Each student contributes.

FIND SOMEONE WHO...

People Bingo

PURPOSE:

Find someone who... can be used to introduce a new topic or theme and activate prior knowledge and experiences. This strategy can be used across grade levels and content areas.

PROCEDURE:

The learning activity lists a series of explicit or indirect topic questions on a grid sheet.

- 1. Develop** statements or questions that focus on the learning topic.
- 2. Prepare** People Bingo grid sheets with statements or questions clearly stated. The number of boxes on the grid depends on the grade level and content area.
- 3. Distribute** grid sheets to begin. Model the process for struggling readers by displaying the grid and reading the statements aloud.
- 4. Encourage** students to get a different signature for each box on the grid.
- 5. Invite** students to move around the room and ask their classmates to respond to the statement or question on the grid.
- 6. Record** student responses and display on chart paper.

FIND SOMEONE WHO...

People Bingo

ACTIVATE PRIOR KNOWLEDGE, REVIEW OR ICEBEAKER

Introduction to Manufacturing

Who can explain how a jig is used?	Who owns a drill press?	Who has run a CNC mill?	Who was the person who refined manufacturing?
Who can explain just-in-time manufacturing?	Who owns a metric tool set?	Who has assembled a project in the last week?	Who has a screwdriver in their pocket or purse?
Who has pliers in their pocket or purse?	Who has ever run a CNC lathe?	Who owns a welder?	Who can describe the universal system model?
Who can explain lean manufacturing?	Who has run a CNC router?	Who owns a power screw gun?	Who can explain how a fixture is?

FRAYER MODEL

PURPOSE:

A graphic organizer used for word analysis and vocabulary building in any content. This four-square model prompts students to think about and describe the meaning of a word or concept by:

- Defining the term.
- Describing its essential characteristics.
- Providing examples of the idea.
- Offering non-examples of the idea.

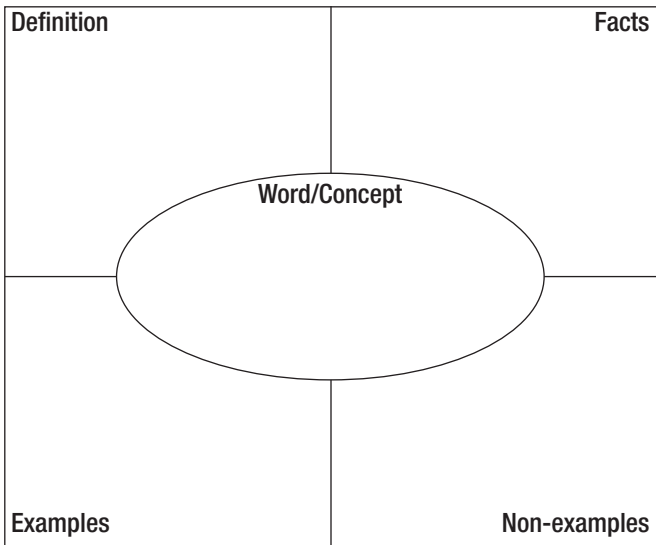
This strategy stresses understanding words within the larger context of a reading selection by requiring students first to analyze the items (definition and characteristics) and second to synthesize/apply this information by thinking of examples and non-examples.

PROCEDURE:

- 1. Explain** the Frayer model graphic organizer to the class. Use a common word to demonstrate the various components of the form. Model the type and quality of desired answers when giving this example.
- 2. Select** a list of key concepts from a reading selection. Write this list on the chalkboard and review it with the class before students read the selection.
- 3. Divide** the class into student pairs. Assign each pair one of the key concepts and have them read the selection carefully to define this concept. Have these groups complete the four-square organizer for this concept.

FRAYER MODEL

4. **Ask** the student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.



Technology Model

<https://tools4sucessnotes.wikispaces.com/file/view/Frayer+CTE+and+Tech+Intregration.pdf>

GRAND CONVERSATIONS

PURPOSE:

Grand conversations is a book discussion in which students deepen their comprehension and reflect on their understanding during the responding step of the reading process. (Eeds & Wells, 1989; Peterson & Eeds, 1990).

PROCEDURE:

Students sit in a circle so that they can see each other during a 10-30 minute grand conversation. The teacher serves as a facilitator.

- 1. Read the book.** Students prepare for the grand conversation by reading the book or a part of the book.
- 2. Prepare for the grand conversation.** Students may respond to the book in a quick write or in a reading log to begin reflecting on the story.
- 3. Discuss the book.** Students come together as a class or in a smaller group to discuss the book. The students take turns asking questions and sharing their ideas about the events in the story, the literary language and favorite quotes, the author's craft and the illustrations. To start the grand conversation, the teacher asks students to share their personal responses. Students may read from their quick writes or reading log entries. All students participate and build on classmates' comments and ask for clarifications. So that everyone gets to participate, many teachers ask students to make no more than two or three comments until everyone has spoken once. Students should refer to the book or read a short section to make a point. Teachers can also participate in the discussions, offering comments and clarifying conclusions.

GRAND CONVERSATIONS

4. Ask questions. After students have had a chance to share their reflections, teachers ask questions to focus students. Teachers might focus on theme, character, illustrations, author or an element of story structure. Teachers may ask students to make predictions before continuing to read the next chapter of a book.

5. Write in reading logs. Teachers may have students write (or write again) in a reading log. This step is optional, but students often have many ideas for reading log entries after participating in the discussion. Also, students may record their predictions before continuing to read chapter books.

Monday	Title: _____ Pages: _____ Summary: _____ _____ _____	Reading Minutes
Tuesday	Title: _____ Pages: _____ Summary: _____ _____ _____	Reading Minutes
Wednesday	Title: _____ Pages: _____ Summary: _____ _____ _____	Reading Minutes
Thursday	Title: _____ Pages: _____ Summary: _____ _____ _____	Reading Minutes

RAFT

PURPOSE:

A strategy to integrate reading and writing in a nontraditional way in all content areas. RAFT provides opportunities for students to take what they have read and demonstrate their depth of understanding.

PROCEDURE:

Students use the RAFT process to develop a product after responding to the specifics for each element in the acronym.

Role of the writer

Audience for the writing

Format writing will take

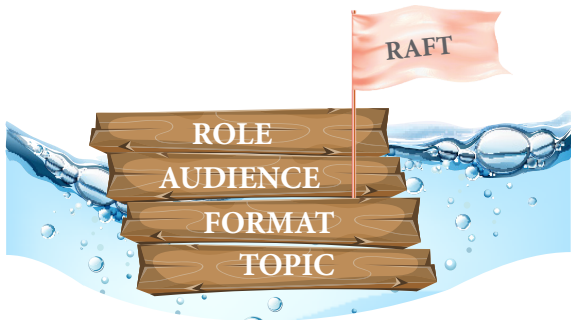
Topic covered in the writing

Students choose a role, audience, format and topic from class topics.

This strategy can be used as an end of unit formative assessment or a way to introduce information about people or events related to a content area.

RAFT

ROLE of the writer	What's the writer's role? Reporter, Critic, Observer, Eyewitness
AUDIENCE	Who will be reading this writing? Teachers, Friends, Board of Directors, Parent, Community
FORMAT	What is the best way to present this writing? In a Letter, Editorial, News Article, Report, Poem, Interview
TOPIC	Who or what is the subject of the writing? A Famous Inventor, Historic Figure, Political Cause, Someone in the Future



3-LEVEL STUDY GUIDE

PURPOSE:

Guide students to higher levels of comprehension based on three levels: **literal**, **interpretive** and **application**. The teacher guides students to the most important areas of the text.

PROCEDURE:

Use when students are reading challenging text.

Level 1: Literal [right there on the page]: Create questions at this level that focus on the most important details of the text. Sentence stems may include: name, describe, choose, state, observe, define, list.

Level 2: Interpret [reading between the lines]: Create questions that focus students' attention on using literal information to interpret events, determine cause and effect, predict outcomes and analyze story situations. Sentence stems may include summarize, classify, predict, determine, compare, question.

Level 3: Application [reading beyond the lines]: Students apply their literal and inferential knowledge to new situations. Students may create their own versions solve similar problems or write or discuss alternative solutions to actions. Sentence starters may include imagine, create, what if, solve, hypothesize, evaluate, apply, plan.

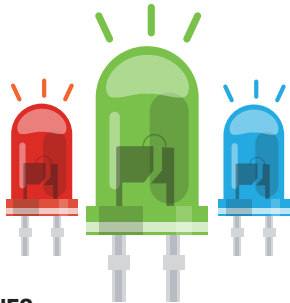
3-LEVEL STUDY GUIDE

Here's an example of a 3-Level Study Guide.

If you read about the LEDs in your electronics class, these are some questions you might ask:

Level One: RIGHT THERE ON THE PAGE

- LEDs do not have filament that can burn out.
- A semiconductor with extra electrons is called a P-type material.
- LEDs release a higher number of photons than other diodes.



Level Two: READING BETWEEN THE LINES

- LEDs are much more efficient than incandescent bulbs.
- LEDs emit less light than incandescent bulbs their size.
- One disadvantage of the LEDs is their size.

Level Three: READING BEYOND THE LINES

- The use of LEDs is expanding in recent years.
- With the increased focus on environmentally friendly practices, LEDs have become a better option.
- It would make sense to use LEDs in battery-operated devices when possible.

CUBING

PURPOSE:

Students respond to six different perspectives and thinking processes.

PROCEDURE:

1. Each side of the cube has a different verb.
2. Students use different thinking to complete the tasks on the sides of the cube.
3. The students in each group take turns throwing the cube to identify which thinking task they are to complete.

-OR-

4. Students write for about 3-5 minutes to respond to the action required on each side of the cube. For example,
 - a. Describe
 - b. Compare
 - c. Associate
 - d. Analyze
 - e. Apply
 - f. Argue for or against

CUBING

Describe it: How would you describe the issue/topic?

Compare it: How is it similar? How is it different?

Associate it: How does the topic connect to other issues/subjects?

Analyze it: How would you break the problem/issue into smaller parts?

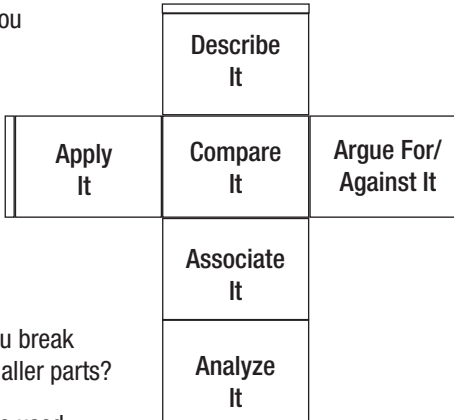
Apply it: Tell how it can be used. How does it help you understand other topics/issues?

Argue for/against it: Take a stand and support it.

I am for this because _____.

This works because _____.

I agree because _____.



FOCUSED FREE WRITE

PURPOSE:

Stimulate student thinking and ideas. During free write the student taps into his/her imagination and knowledge base. Focused free write encourages the student to express ideas clearly.

PROCEDURE:

- Every student writes about the selected topic for a specified period of time (between 1 and 4 minutes).
- The only rule is that students must write the entire time about the assigned topic.
- If a student runs out of thoughts, he should write the last sentence again until another idea comes.
- These can be collected and reviewed by the teacher to make instructional decisions, but if a grade is taken, it should only be credit for doing the task, not grading for correctness.
- The idea is to get feedback from the students about what they think they understand or even the questions they still have.

GIST

PURPOSE:

GIST is a comprehension strategy that is used both during reading and after reading as an approach to summarizing a text or sections of text. This can be used in any content area.

PROCEDURE:

When using GIST, students create summaries that are 20 words or fewer for increasingly larger amounts of text.

GIST

Name: _____

Article Title: _____

Article Source: _____

1. Read the article.
2. Fill out the 5 W's and H.

Who: _____

What: _____

Where: _____

When: _____

Why: _____

How: _____

3. Write a 20 word GIST.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

JIGSAW

PURPOSE:

The purpose of Jigsaw is to develop teamwork and cooperative learning skills. In addition, it helps develop a depth of knowledge not possible if the students were to try to learn all of the material on their own.

Jigsaw learning allows students to be introduced to material and yet maintain a high level of personal responsibility.

PROCEDURE:

1. Identify information that can be divided into segments and taught by students to other students (informational text, steps in a process, story characteristics, sequence of historical events, math or science processes, etc.)
2. Divide information into chunks. Identify the number of segments to be learned and place the same number of students in each home group (3-5 students).
3. Assign a segment to be learned to each person in the home group.
4. Each student reads material independently.
5. Students meet in expert groups – all students who studied segment 1 together, 2 together and so on.
6. Provide expert sheets for students to use in their planning to guide the understanding.
7. After expert groups meet, students return to home groups to share their understanding.

JIGSAW

8. After expert groups share, each group responds to formative assessment such as “Numbered Heads Together,” where teacher asks questions related to the reading and the cooperative groups put their heads together to respond.

EXPERT SHEET EXAMPLE

Great Britain	
GROUP 1 Natural Resources	GROUP 2 Land and Water Forms
GROUP 3 Imports and Exports	GROUP 4 Political Climate

VOTE WITH YOUR FEET

PURPOSE:

An active, kinesthetic strategy to energize and engage your students as they make choices and express their opinions. It is important that students have reasons for their choices and listen to others with different points of view. Vote with Your Feet provides an opportunity for students to summarize key points to remember.


NOTE: This strategy benefits special education students and English language learners because they hear the thoughts of others, and this can build their oral language. It also can add to their knowledge about a topic.

PROCEDURE:

1. Determine a topic and create statements for which students can choose sides.
2. Teacher writes choices and posts in corners of the room.
3. Students select one of the choices and write the choice and reason for the choice on a piece of paper at their desk before they move.
4. Teacher identifies the corners as strongly agree, agree, disagree or strongly disagree.
5. Students choose a corner by moving to that corner.
6. A student does a pair/share with another student at opposite side, and they discuss their reasons for their selections.

VOTE WITH YOUR FEET

7. Representative students paraphrase and share their opinions.
8. Students then return to their seats to review and possibly revise their reasons for their choices.

Strongly Agree	Agree
 Vote with your Feet	
Disagree	Strongly Disagree

Marzano, R. J. (2007) *The Art & Science of Teaching*.
Association for supervision & Curriculum Development.

<http://facultysupport.abtech.edu/vote-with-your-feet-an-active-learning-idea/>

WORD WALL

PURPOSE:

A word wall is a group of words displayed on a wall, bulletin board, chalkboard or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all student seating areas. These words are referred to continually throughout a unit or term by the teacher and students during a variety of activities.

PROCEDURE:

Provides an approach to meaningful teaching of vocabulary with an emphasis on student engagement and higher level thinking skills:

- Build vocabulary by posting and referring to words and having students use the proper word while being able to see it from any location in the room.
- Reinforce understanding of subject-specific terminology with a focus on students internalizing key concepts.
- Help students improve spelling and awareness of spelling patterns.
- Provide visual cues for you as the instructor and for students.
- Encourage increased student independence when reading and writing.

WORD WALL

Word

Walls

A Support for Literacy in
Secondary School Classrooms

**Many learning activities can be associated with word wall.
Check out resources below:**

http://www.readingrockets.org/content/pdfs/World_Walls_-_A_Support_for_Literacy_in_Secondary_School_Classrooms.pdf

<http://www.teachnet.com/lesson/langarts/wordwall062599.html>

<http://curriculum.org/storage/108/1278503618wordwalls.pdf>

<http://teachers.net/gazette/OCT02/wordwall.html>

<http://forpd.ucf.edu/strategies/stratwordwalls.html>

<http://www.curriculum.org/tcf/teachers/projects/wordwalls.shtml>

<http://www.edhelper.com>

<http://www.maine.gov/education/it/promise/documents/wordwall.pdf>

CORNELL NOTES

PURPOSE:

A note-taking system that simplifies the acquisition and retention of information by having students break down their note pages into distinct areas:

Note-taking, note-making, note-interacting and note-reflecting (AVID process on back).

Cornell Note-taking helps students recall and summarize major concepts, ideas, charts and graphs for a particular unit of study. Here is one example: **Sample Cornell Notes**

Sample Cornell Notes	
Class Notes If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand. Topic: <u>Literary Elements</u>	Name: <u>Student A</u> Class: <u>English 8</u> Period: <u>3</u> Date: <u>1/10/03</u>
Questions/Main Ideas:	Notes
Define irony.	Irony is a contradiction between what is expected and reality.
What is characterization?	Characterization is the way an author describes a character.
Some ways to understand a character	<ul style="list-style-type: none">• physical description• dialogue• actions / behavior• opinions of other characters• thoughts
What is conflict?	The problem of the story or book
Types of Conflict	man vs. man man vs. machine man vs. Society man vs. self man vs. nature man vs. unknown
Two categories of conflict	1) internal (inside character) 2) external (character vs. anything other than himself)
Summary:	Authors use many different elements to create a story or write a book. Some elements include irony and characterization. Authors also focus their stories around a problem or conflict. There are internal and external conflicts.

CORNELL NOTES

Note-making	Note-taking
<p>Review and revise notes. Note key ideas to create questions. (Think “Jeopardy!”) Look at notes and ask a question that the notes answer. Exchange ideas through collaboration.</p>	<ul style="list-style-type: none">• Essential question• Key words & ideas• Important dates, people, places• Repeated, stressed information• Ideas, brainstorming written on the board• Information from text• Diagrams & pictures• Formulas

Note-interacting

In class - highlight notes, add to/take away items on notes, use notes for class discussions, etc.

Out of class - use notes as a learning tool. Fold right side over. Read question and try to answer it. Lift flap to check answers.

Note-reflecting

- Provide written feedback
- Address written feedback
- Reflect on your learning

FISH BOWL

PURPOSE:

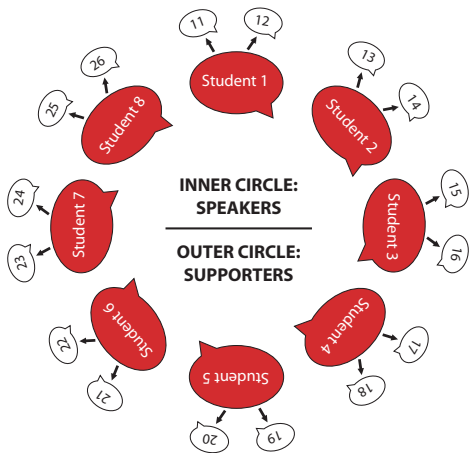
Designed to engage students in carefully constructed discussion, FISH BOWL requires effective listening skills. It works well in many types of classrooms, including classes that include students with a wide range of skills and experiences because it draws on personal knowledge and opinions.

PROCEDURE:

1. Write down several open-ended questions. Place these questions in a fish bowl or other container. Students in the inner circle (described below) will pick a question to begin their discussion.
2. Arrange five to eight students in a small circle. These students will be the initial discussants in the inner circle.
3. Arrange a second circle of five to eight students to sit around the inner circle. These students may be tagged by a member of the inner circle (only) after he or she has contributed to the discussion. Once tagged, that outer circle student joins the inner circle to participate in the discussion.
4. Tell students who are in neither circle that they will have a chance to discuss other questions later in class. In the meantime, they are assigned the role of active observers and should be prepared to answer the following questions when the fish bowl discussion ends and the large class discussion begins.

FISH BOWL

- What did you hear that was important?
 - What did you want to say that was not discussed?
 - Which arguments discussed were most persuasive? Why?
 - What questions do you still have about the discussion?
5. After one discussion topic or question has been fully explored and the larger class discussion about that topic has concluded, ask students to switch places. For the next question, students who were observers become members of either the inner or outer circle. Continue following the same procedures until all questions have been explored and all students have had an opportunity to join the inner or outer circle.



GALLERY WALK

PURPOSE:

A Gallery Walk is a discussion technique for active engagement of students as they view and respond to information.

PROCEDURE:

- 1. Write:** Create questions or prompts about the current topic of study. Write on chart paper or on a white board. Hang or place the questions or prompts in various places around the classroom to create gallery. Images, documents, problems or quotes may also be used.
- 2. Group:** Group students into teams of three to five students. Each group should start at a different station.
- 3. Begin:** At their first station, groups will read what is posted, and one recorder should write the group's responses, thoughts and comments on the chart paper or white board. For individual student accountability, you may also have the students record their own responses on a worksheet or put their initials below what they wrote.
- 4. Rotate:** After two to three minutes, have the groups rotate to the next station. Students read and discuss the previous group's response and add content of their own. Repeat until all groups have visited each station.

GALLERY WALK

- 5. Monitor:** Monitor the stations while the students participate. Clarify information for students who don't understand or misinterpret what is posted in the gallery.
- 6. Reflect:** Have students go back to their first station to read all that was added to their first response. Bring the class back together to discuss what was learned and make final conclusions about what they saw and discussed.



GRAPHIC ORGANIZERS

PURPOSE:

Graphic organizers are brain-based templates for learning. Graphic organizers are **visual representations** that provide a way to structure information and allow students to show the interrelation of different topics. There are many forms of graphic organizers, including story maps, Venn diagrams, word webs, cause-and-effect charts, fishbone charts, double-entry journals and cyclical flow charts. Graphic organizers can be used as a **summary or synthesis tool** that provides an overview of information. Graphic organizers are effective learning tools for visual learners and students who think graphically.

PROCEDURE:

Determine topic you want to explore through visual representation. Graphic organizers can be used in a variety of ways in all content areas.

Select structure of graphic organizer.

Describe the content/concept for the graphic organizer and discuss with students:

- The importance of organizing information.
- The benefit of using a graphic organizer.

Introduce the use of a specific graphic organizer.

- Purpose (e.g., Venn diagram for comparisons).
- Form and Structure (e.g., overlapping circles).



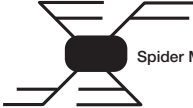
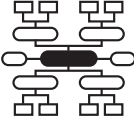
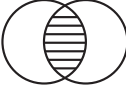
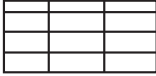


Demonstrate completing the diagram and graph and model the thinking process.

Assign reading required to complete the graphic organizer and engage students in supplying the data.

GRAPHIC ORGANIZERS

Engage students in reflection on the use of the graphic organizer.

- Share examples.
- Evaluate the effectiveness of the graphic organizer based on the purpose.

Ways to Organize Information	Types of Diagrams to Use	
Chronologically (in order of time)	 <p>Chain of Events</p>	 <p>Cycle Diagram</p>
Classification and Division (sections, categories, component parts)	 <p>Spider Map</p>	 <p>Cluster Diagram</p>
Comparison/ Contrast	 <p>Venn Diagram</p>	 <p>Compare/ Contrast Diagram</p>
Cause/Effect	 <p>Fishbone Diagram</p>	
Order of Importance	 <p>Hierarchical Diagram</p>	

THINK WRITE PAIR SHARE

PURPOSE:

Activate student thinking and clarify questions.

PROCEDURE:

Teacher identifies a prompt.

Then students:

THINK about the prompt and your thoughts, opinions and conclusions.

WRITE down your thoughts and make notes that list your ideas.

PAIR with a partner and share your thinking. Clarify your thinking.

SHARE with the class what you discussed and learned, including evidence and examples.

VARIATIONS:

- Could be use as a review of steps or sequence of a project.
- Could also be used to summarize and reflect after a project or a large unit of learning.
- Finally, Could be used as a pre-assessment to see what a class knows about a topic or skill.

THINK WRITE PAIR SHARE

Question: _____

Think about your answer. Write it down, if needed.



Select a partner.



Listen to or explain answers.



Switch roles.



State your answer in class discussion, a written assignment or a speech.

KWL

PURPOSE:

K-W-L charts are graphic organizers that help students organize information before, during and after a unit or a lesson. They can be used to engage students in a new topic, activate prior knowledge, share unit objectives and monitor learning.

PROCEDURE:

Step one: Make K-W-L charts

Ask students to create three sections on a sheet of paper and label them. Or you can distribute a blank K-W-L chart that you have designed.

Step two: Complete K section

Have students respond to the first prompt in section 1: What do you know about this topic? Students can do this individually or in small groups.

Step three: Complete W section

Have students respond to the prompt in section 2: What do you want to know about this topic? Some students may not know where to begin if they don't have much background knowledge on the topic. (Who? What? Where? When? Why? How?)

Step four: Complete L section

Throughout the unit, students can review their K-W-L charts by adding to column 3: What did you learn?

KWL

VARIATIONS:

You could add other columns to this chart, Why is this information Important?, Where did I Find this new information? What do I hope to Remember.

KWL Chart

What do I know about _____? _____

What do I want to know about _____? _____

What did I learn about _____? _____

DOK

PURPOSE:

Students learn better when exposed to a rich environment where all students learn at a high level. One useful tool, “Norman Webb’s Depth of Knowledge Levels,” can help teachers meet that challenge. Depth of Knowledge categorizes tasks according to the complexity of thinking required to successfully complete them.

PROCEDURE:

Level 1 Task: Recall and Reproduction

Tasks at this level require recall of facts or rote application of simple procedures. Copying, computing, defining and recognizing are typical level 1 tasks.

Level 2 Task: Skills and Concepts

At this level, a student must make some decisions about his or her approach. Tasks with more than one mental step such as comparing, organizing, summarizing, predicting and estimating are usually level 2.

Level 3 Task: Strategic Thinking

At this level of complexity, students must use planning and evidence, and thinking is more abstract. A task with multiple valid responses for which students must justify their choices would be level 3. Examples include solving nonroutine problems, designing an experiment or analyzing characteristics of a genre.

DOK

Level 4 Task: Extended Thinking

Level 4 tasks require the most complex cognitive effort. Students synthesize information from multiple sources, often over an extended period of time, or transfer knowledge from one domain to solve problems in another. Designing a survey and interpreting the results, analyzing multiple texts by to extract themes or writing an original myth in an ancient style would all be examples of level 4.

DOK levels are not sequential. Students need not fully master content with level 1 tasks before doing level 2 tasks. In fact, giving students an intriguing level 3 task can provide context and motivation for engaging in the more routine learning at levels 1 and 2.

DOK levels are also not developmental. All students, including the youngest preschoolers, are capable of strategic and extended thinking tasks.

BLOOM'S TAXONOMY

PURPOSE:

The main purpose of the taxonomy is to allow educators to create learning outcomes that target not only the subject to be taught but the depth of the learning that is to occur, as well as to then create assessments that accurately report on the students' progress towards these outcomes.

PROCEDURE:

The cognitive domain is focused on intellectual skills such as critical thinking, problem-solving and creating a knowledge base.

Cognitive Hierarchy

Remember:

Sample learning outcome: Be able to remember the names and relationships of a cast of characters in a play.

Sample assessment/activity: A multiple-choice test designed to test the memory of learners.

Understand :

Sample learning outcome: Be able to understand and explain the main ideas of a play or piece of literature.

Sample assessment/activity: Write a short (1-page) paper summarizing the plot and most important events in the play.

Apply:

Sample learning outcome: Be able to apply the main ideas/themes in the play to another context.

Sample assessment/activity: Write an advice column responding to one of the characters.

BLOOM'S TAXONOMY

Analyze:

Sample learning outcome: Be able to analyze the relative roles of each character in the play and their relationships to each other.

Sample assessment/activity: Write an analytical paper comparing the antagonists and protagonists of the play.

Evaluate:

Sample learning outcome: Be able to evaluate the decisions of characters in the play, supporting their evaluation with textual evidence.

Sample assessment/activity: Write a response to one of the events in the play, either supporting or rejecting their actions on the basis of evidence from the play as well as personal opinion and projected/actual consequences of action.

Create:

Sample learning outcome: Be able to create a new and unique piece of writing using similar plot devices.

Sample assessment/activity: Create a short story using similar plot devices in a new time or setting.

<https://uwaterloo.ca/centre-for-teaching-excellence/sites/ca.centre-for-teaching-excellence/files/uploads/files/learning%20outcomes.pdf>

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/blooms-taxonomy>

http://www.in2edu.com/resources/thinking_resources/blooms_taxonomy_chart.pdf

<http://adultinstruction.org/PDFs/CTE/CTE%20PD/CTE%20Model%20Curr.%20Standards%20Training%20-%202022115/Blooms%20Taxonomy.pdf>

DIVERSITY

Diversity Lifeline

PURPOSE:

Help students to assess their level of diversity and cultural awareness.

PROCEDURE:

Have students create a personal timeline on a piece of paper by drawing a long straight line and labeling the left end of the line “birthday” and the right end “today.” Ask them to think about the events in their lives that taught them about diversity and to mark those events on a timeline they have drawn. Use questions to generate ideas like: When was the first time you met someone of a different race and/or income level? Learned another language? Traveled far from home? Worked with someone from a different culture. Noticed a person who avoided you? Observed an incident you believe could have been related to bias or prejudice?

Web of Inclusion

PURPOSE:

Help students appreciate how Diversity & Inclusion may connect people.

PROCEDURE:

Create a web of inclusion on corkboard, a whiteboard, or online. Start by asking one student to note something that makes them unique. As others see the previously posted

DIVERSITY

item, they look for connections to their own lives and make an addition. For example: I grew up in Texas, the next person connects to this with a line and adds: I lived in Texas when my husband was in the military, the next person connects to this and adds: My son is in the Army and is stationed in Belgium, and so on.

Encourage participants to ask more questions of the person who has drawn a connection to their team, as well as others in the web.

Rural/Urban Demographics

PURPOSE:

Encourage students to make an effort to find out more about the ethnic and socioeconomic groups that comprise the greatest percentages of their state's population.


PROCEDURE:

Have students research and educate themselves on their state's demographic composition, particularly in major urban areas. Students then compare with the ethnic and/or socioeconomic diversity in rural areas. Have students note any surprises they discover. Demographic information by state can be assessed at

<http://www.census.gov/quickfacts/table/PST045216/00>

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This publication is printed and issued by the Oklahoma Department of Career and Technology Education as authorized by 74 O.S. 2001, Sec. 3105, as amended. 200 copies have been prepared and distributed at a cost of \$805.56. Copies have been deposited with the Publications Clearinghouse of the Oklahoma Department of Libraries. 19017





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