



Teaching Learning Succeeding

TLS Teaching Learning Succeeding



Active Engagement Strategies

*Compiled and Edited by Dr. Peter Grande, Cathy Campbell and a
cadre of great teachers!*



TABLE OF CONTENTS



I.	THINK-PAIR-SHARE	XIX.	THE FIRST WORD
II.	TICKET IN THE DOOR	XX.	10- 2: INCREASING FOCUS DURING LECTURE
III.	LIST, PASS, AMASS	XXI.	GUESS AND CHECK
IV.	GROUP MOVEMENT	XXII.	MINE, OURS, THEIRS
V.	FIND A SPOT!	XXIII.	DO NOW
VI.	MIRROR, MIRROR, LOOK ALIKE	XXIV.	NUMBERED HEADS DISCUSSION
VII.	SMART CHARTS	XXV.	PLAN A 30-SECOND SPEECH
VIII.	RAILROAD LINE-UP	XXVI.	MAGNETIC QUESTIONS
IX.	HEY, LOOK AT US, WE'RE A...	XXVII.	SAVE THE LAST WORD FOR ME
X.	RECIPROCAL LEARNING/ RECIPROCAL REVIEW	XXVIII.	VIDEO GUIDELINES
XI.	SCATTER - STOP - SEQUENCE - SHARE	XXIX.	PASS THE PENS
XII.	EXPERT JIGSAW	XXX.	ABC SUMMARIZE
XIII.	RECIPROCAL TEACHING	XXXI.	INQUIRY WRITING
XIV.	NUMBERED HEADS TOGETHER	XXXII.	SILENT SEEK AND FIND
XV.	BRAINSTORM AND CATEGORIZE	XXXIII.	MATCH MIND/MINE
XVI.	TEAMMATES CONSULT	XXXIV.	CHALLENGE OLDER STUDENTS WITH QQF ACTIVITY
XVII.	SEND-A-PROBLEM	XXXV.	VOCABULARY QUADRANT CARD
XVIII.	ERROR ANALYSIS		



I. THINK - PAIR - SHARE

A. THINK - PAIR - SHARE

1. Pose a problem or question.
2. Provide individual think time.
3. Pair -- Tell students to discuss answers with partners.
 - a. Set a time limit.
 - b. Consider having a stop signal.
4. Share -- Have students use active participation to share answers.

B. THINK - WRITE - PAIR - SHARE

1. Pose a problem or question.
2. Provide think time.
3. Have students write answer.
4. Ask them to pair with partner.
5. Have them share with large group using active participation.
6. Think - write - pair - share is a good method to promote involvement in larger group discussion.



C. THINK - PAIR - CHECK & PERFECT

1. Steps 1 & 2 same as in A; answers are often written. This can be used with homework.
3. Students check partner's answers and they perfect each other's responses.
4. Share -- Use active participation to share answers.

D. THINK - PAIR - DISCUSS

1. Steps 1, 2 & 3 are same as in A.
4. Conduct large group discussion.

E. THINK - PAIR - SQUARE

1. Steps 1, 2 & 3 are same as in A.
4. Have students share answers with another pair.
5. Teacher moves and monitors, and then decides if large group sharing is appropriate.



II. **TICKET IN THE DOOR**

- A. When you make copies of tests, quizzes, homework, etc., make a few extra copies. Cut them into strips which have only two or three questions or a very few problems on each strip.
- B. Place these “extras” into a box inside the classroom door. Each day or on selected days students pick up a strip as they enter the room and work on whatever is on their strip.
- C. Choose a row or group to collect and check “at random.”
- D. This is a great method to promote retention.

Adapted from Kit Marshall



III. **LIST, PASS, AMASS**

- A. When working with a list of facts or descriptors, students list one and pass their paper.
- B. They then add one different answer to the new list and pass. (repeat)
- C. Next, they get original paper back and check for completeness.
- D. Finally, they turn over and write all of the information they recall.

Adapted from Mary Palladino



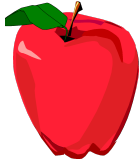
IV. GROUP MOVEMENT

A. LINE-UP CONTINUUMS

1. Define the poles of the continuum.
For example, an election:
Pole I Clinton ----- Dole Pole II
2. Ask students to line-up along the continuum according to their opinion, judgment, value, or belief.
3. Sample students to identify what it means to be standing in a certain spot.

B. FOLLOW-UP ACTIVITIES

1. Fold line in half so two extremes get to discuss their perspective.
2. Conduct class discussion.
3. Do a writing assignment.
4. Do a combination of 1, 2 & 3.
5. After a follow-up activity, ask students to line up again to see if positions change.



V.

FIND A SPOT!

- A. Announce the location of and definition of the “spot” choices.
For example, spot choices may look like:
“Who is the greatest American poet of our time and why?”
Poe Whitman Dickinson Frost
- B. Provide think and decide time.
- C. Instruct students to write down their “spot” decision, to insure that peer pressure will not be an influence.
- D. Students go to chosen “spot” area.
- E. Students pair up as 2’s or 4’s to share reasons for common choices within “spot” areas.
- F. Designate a spokesperson in each group to share the “spot” with the class.
- G. Once all are heard, each group paraphrases other “spots” or at least one other “spot” that was heard.

Application Examples:

- *Which step in the scientific method is most critical?*
- *Which of the following countries poses the greatest threat today to the U.S.?*
Haiti Bosnia Cuba China North Korea
- *Which of the following characters of this unit were most like you and why?*

Adapted from Cathy Campbell



VI.

MIRROR, MIRROR LOOK ALIKE

- A. Each group member produces an individual project.
- B. The group confers and examines each product to insure that each are EXACTLY identical.
- C. Credit is given only if all are identical or one may be randomly selected to represent the group.

Possible Applications:

- *map labeling*
- *capitalization and punctuation rules*
- *spelling lists*
- *math algorithms*
- *letter formations*
- *bibliography entries*
 - *graphs, charts*
- *illustrations, diagrams*

Adapted from Cathy Campbell



VII.

SMART CHARTS

- A. Create charts with designated headings. (Large chart paper or butcher block paper works well.)
- B. Provide whole group explanation of headings.
- C. Divide class into groups of 3 or 4 and assign each group a colored marker.
- D. Teams ROTATE from chart to chart, inputting as much new information as time permits.

To adapt this activity to accommodate a larger group, create a double set of charts.

Possible Applications:

- *Great method to access prior knowledge -- save and repeat at end of unit.*
- *To review before a test you can follow the smart charts with teams creating questions to go with each chart. Put the good questions on the test.*

Adapted from Peter Grande



VIII.

RAILROAD LINE-UP

- A. Place students in two lines facing each other (sitting or standing).
- B. Give direction to share, read, solve a problem, or answer a question.
- C. Partners take turns presenting to one another.
- D. Review quiet voices. Also remind participants of appropriate ways to help a partner who doesn't know how to respond.
- E. Call time out. The person at the end of one line moves to the other end of the same line. Then the whole line moves down one place.
- F. Repeat procedure for steps B - E.

Possible Applications:

- *review vocabulary*
- *learn/review spelling*
- *math facts*
- *world language routines*

Adapted from Kathy Smith



IX.

HEY, LOOK AT US, WE'RE A

- A. Students stand in a group.
- B. Teacher names the formation to be made. Groups may also decide on a formation and have remaining students guess what they are.
- C. Without verbal clues or direction, students make formation (letter, shape, punctuation mark).

Examples:

“What letter comes after...?”

“What is the configuration of the water molecule?”

“What shape has three sides?”

“What punctuation mark would come at the end of this sentence...?”

- D. In unison, elementary students can state, “Hey, look at us, we're a” or “Hey, look at us, what are we?” For secondary, have students paraphrase the components of the formation.



X. RECIPROCAL LEARNING / RECIPROCAL REVIEW

- A. Working in pairs, students divide the paper $1/3$ / $2/3$.
- B. In the $1/3$ students copy a question(s) to answer.
- C. Students may discuss question for clarification and predication.
- D. In their pairs, students read material to answer that question.
- E. Students discuss answer. Student "A" goes first. Student "B" checks & perfects. They switch roles on the next question.
- F. Students write answer in the $2/3$ section of paper.
- G. Students go to next question and repeat steps C - F.

RECIPROCAL REVIEW

- H. Students fold completed sheets from Reciprocal Learning along the $1/3$ line.
- I. One student reads and answers the question on the $1/3$ side while the other student checks & perfects his answer by looking at the answer on the $2/3$ side.

Adapted from Peter Grande



XI. SCATTER - STOP - SEQUENCE - SHARE

- A. Students are given numbers, letters, parts of story, etc., that can be put in order.
- B. Students scatter around the room quietly.
- C. Students stop upon teacher direction or signal (lights).
- D. Students sequence information by visual cues. No talking is allowed.
- E. Students share sequence aloud from beginning to end.

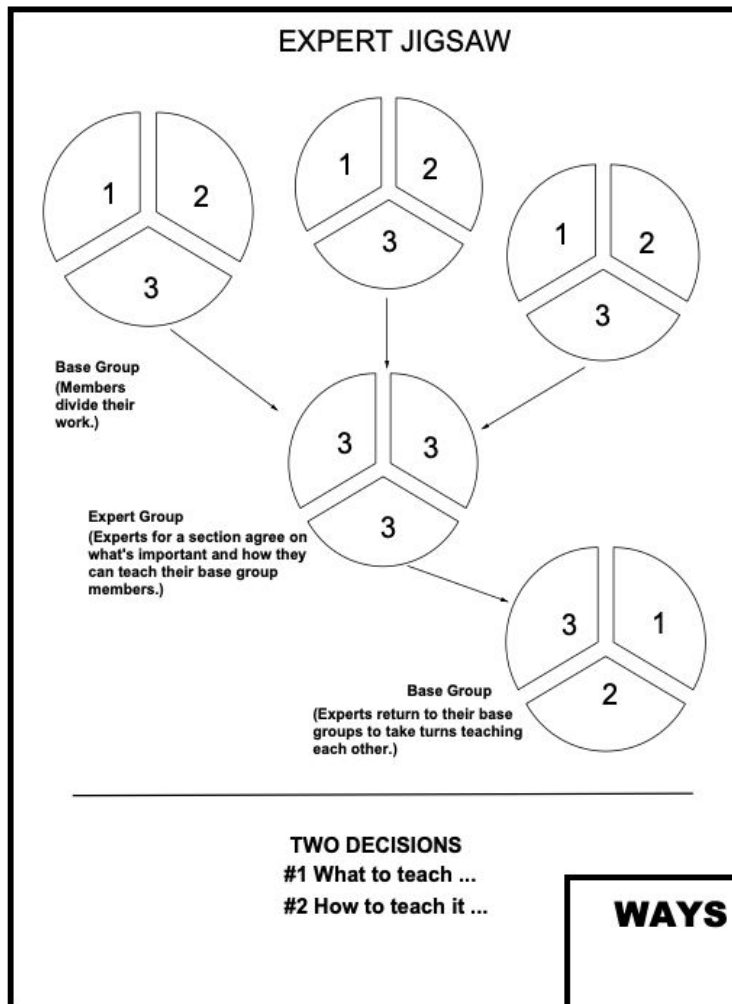
Possible Applications:

- *number line*
- *alphabet*
- *parts of a story*
- *historical timeline*
- *steps in photosynthesis*



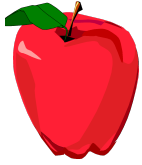
XII. EXPERT JIGSAW

Expert Jigsaw can be used at almost any grade level across the curriculum. It has the advantage of producing comprehensive coverage of a topic while allowing creative expression.



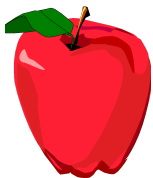
WAYS TO TEACH ANOTHER

Tell
Model
Demonstrate
Draw
Give Examples



XIII. RECIPROCAL TEACHING

- A. Assign pairs paragraphs to read (younger students 100-200 words, older students maximum 500 words).
- B. Tell them to read so that they are prepared to (choose 1 or more): predict, summarize, question, connect.
- C. Both students read same paragraph.
- D. One student summarizes, predicts, questions and/or connects.
- E. Other student "checks and perfects." For example, "Do you agree? What can you add? What's missing? What questions do you have? What else does this connect to?"
- F. Switch roles. Repeat steps C, D, and E.



XIV. NUMBERED HEADS TOGETHER

Increases involvement and accountability.

- A. Divide students into teams of four.
- B. In each team count off by fours.
- C. The teacher poses a question.
- D. Think time -- put your heads together, decide on the best answer, make sure everyone knows the answer.



- E. The teacher calls a number (spin spinner, roll dice, etc.). Ex. All “ones” stand. Use active participation routine: sample, sample and signal, choral, written (slates).

Possible Applications:

- *review*
- *check for understanding*
- *good for comprehension and knowledge level questions*
- *provides reinforcement for learning -- retention*
- *numbered heads “apart” after jigsaw*



XV.

BRAINSTORM AND CATEGORIZE

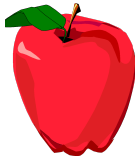
- A. Give students 20-30 seconds to ponder a topic to be brainstormed; for example, Civil War.
- B. Have the group brainstorm the topic for 3 minutes. They should write their thoughts on individual slips of scrap paper or index cards using a marker.
- C. Using another color marker, categorize the brainstormed topics into sub-topics.
- D. Take away the categories.
- E. Have students rotate to another group and work to identify that group's categories.



XVI.

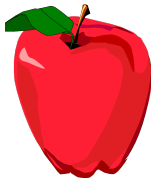
TEAMMATES CONSULT

- A. Students work in teams of four.
- B. All students put their pens in the center of their assembled desks.
- C. One student reads a question provided by the teacher.
- D. The students seek the answer via textbook, notes, and/or by discussion.
- E. The student to the left of the reader checks to see that all teammates understand and agree with the answer.
- F. When there is agreement, all students pick up their own pens and write their answers in their own words.
- G. Students progress to question two: this time the checker becomes the new reader; the person on his/her left becomes the checker.



XVII. SEND-A-PROBLEM

- A. **Students Author Problems and/or Review Questions.** Each student on a team makes up a problem and/or a review question and writes it down on a flash card. Encourage high-consensus problems which have a right or wrong answer, verifiable by notes or text. For younger students the format might be standardized; for example, true-false, missing word, multiple choice.
- B. **Groups Send-A-Problem.** Groups pass their stack of problems and/or review questions to another group.
- C. **Groups Respond.** Student 1 reads the first question. The group attempts to answer it. If they have consensus, they turn the card over to see if they agreed with the sending group. If not, they write their answer as an alternative answer. Student 2 reads the next one, and the procedure is repeated. The stacks of cards can be sent to a third and fourth group, and so on. Upon return of the cards to the senders, there is opportunity to discuss and clarify any questions indicated on the back of the cards.



XVIII. ERROR ANALYSIS: AKA “THE DEPARTMENT OF VIOLATIONS”

- A. Teacher goes over corrections.
- B. Student makes corrections on test/quiz.
- C. As shown:

<u>The Situation</u>	<u>Violation</u>	<u>Correction</u>
$a - (b - 5) = a - b - 5$	Did not distribute the negative.	$a - (b - 5) = a - b + 5$
Given $(2,5) + (4,3)$ slope = $\frac{2 - 4}{5 - 3}$	Did not “Ys” up!	slope = $\frac{5 - 3}{2 - 4}$
$(x + 3)^2 = x^2 + 9$	Did not FOIL.	$x^2 + 6x + 9$

- D. **Main Activity:** In back of notebook, create 3 columns after test or quiz. Students will log in their errors.



XIX.

THE FIRST WORD

- A. The First Word is a variation on traditional acronyms. To activate student thinking, place the name of a character, a topic, or a key concept vertically down the side of a page.
- B. Working in small groups or on their own, students generate a word or short phrase that begins with each letter of the vertical word and relates to the topic.
- C. This activity activates prior knowledge.

Example:

S- un is the star at the center of the solar system.

O- orbits are the paths that planets take around the Sun.

L- unar eclipses occur when the moon gets blocked by the earth.

A- steroids are big rocks that orbit the sun.

R- ings: The planet Saturn has them.

S- aturn is the sixth planet from the Sun.

Y- ou can see some planets with your naked eye.

S- ome other planets are Earth, Venus, Mars, Jupiter, Pluto, and Neptune.

T- he Earth is the only planet with life on it.

E- very year, the Earth orbits the sun once.

M- ercury is the planet closest to the Sun.

THE LAST WORD

THE FIRST WORD can also be used at the end of a lesson or unit. Used in this manner, it is called THE LAST WORD. The Last Word can be used as a means of processing for understanding and as an alternative assessment device and/or review for a test.



XX. 10 - 2: INCREASING FOCUS DURING LECTURE

Stop every 5, 10 or 15 minutes and ...

Think about the last (5, 10, 15) minutes! Summarize it in your own words.

Think about the last (5, 10, 15) minutes! What do you think is the most complex or difficult concept?

Think about the last (5, 10, 15) minutes! Answer this question ...

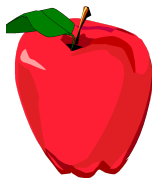
Think about the last (5, 10, 15) minutes! What connections can you make to other subjects?

Think about the last (5, 10, 15) minutes! How can you apply these ideas in your own life?

Think about the last (5, 10, 15) minutes! Predict the direction of the lecture.

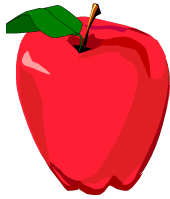
Think about the last (5, 10, 15) minutes! Turn to your partner and see if he/she heard the same thing you heard.

- Thanks to Lee Lamison and Cathy Campbell



XXI. GUESS AND CHECK

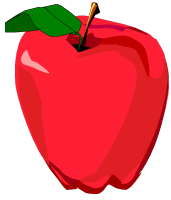
- A. Students are given either a name of a concept or a visual that represents the concept. Work in pairs or small groups of 3 and guess at the initial definition or description that goes along with the picture or concept term.
- B. Students either look at another sheet or turn paper over to the back where they can see how closely their guess came to the correct answer.
- C. Students and teacher generate examples of the concept to clarify understanding.



XXII.

MINE, OURS, THEIRS

- A. Create a 3-column Mine/Ours/Theirs sheet.
- B. Students fill out the first column (Mine) for everything they know about the topic.
- C. Students work with a partner or small group and share what they have written down adding in the second column (Ours) new information from their partners.
- D. Group of 2, 3, or 4 to create a visual that represents the information they have. It can be a listing, a flow chart, a mind map, or a concept map.
- E. Students take a gallery walk looking at the various visual/graphic/verbal representations that the groups have made. They add to the third column (Theirs) of their Mine, Ours, Theirs sheet.
- F. Ask students to think about one thing they learned about the topic either from their teammates or from members of another group. Randomly call on students to share.

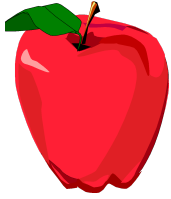


XXIII.

DO NOW

- A. Place an assignment on the board/overhead for students to do now. (Often associated with start of class, transition or closure).
- B. Instruct students to write 5 lines on the question, topic or statement. Examples include:
 - Who were the first Americans?
 - War with Iraq
 - Hester deserved the treatment she received.
- C. Process by selecting one of the following:
 - Call on people randomly to share what they have written
 - Ask for volunteers to share
 - Collect

Source: Joe Ginotti, Penn Literacy Project



XXIV. **NUMBERED HEADS DISCUSSION**

- A. Develop a set of 3 to 8 discussion questions.
- B. Explain Numbered Heads.
- C. Ask first question → Students can write an answer or just think.
- D. Discussion.
- E. Share attention signal.
- F. Spin spinner/disc—call number. Students stand.
- G. Ways to Process (Choose one or more)
 - 1. What did you say?
 - 2. What did you hear? (Seated) or (Standing)—call on someone.
 - 3. Who disagreed..., agreed, wants to share.
- H. After having first response, call on someone seated or standing to share what they heard or agree/disagree.
- I. Ask next question.
- J. Repeat E to H.
- K. Ask next question ...

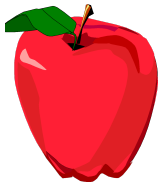


XXV.

PLAN A 30-SECOND SPEECH

- A. After participants finish reading an article, invite them to pause and plan a 30-second speech about what they learned from this article. What new discovery did they have? What challenged an old assumption?
- B. Give them about two minutes to “write” this speech.
- C. At the end of that time, invite them to pair up with another participant.
- D. Have participants volunteer to be either “blue” or “red.”
- E. Invite the “blue” participants to deliver their speech first.
- F. At the end of 30 seconds, invite the “red” participants to give their speeches to their partners.
- G. Discuss as a class, key points, areas of disagreement, etc.

Source: Tools for Schools, NSDC, 2002.

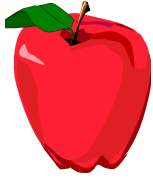


XXVI.

MAGNETIC QUESTIONS

- A. Before the class, write several key questions related to the reading or video. Strive for provocative, thought-provoking questions. Write the questions on poster paper and post questions around the room.
- B. After introducing the topic, invite students to read the questions and choose one that appeals to or angers them. Have them write the questions down.
- C. Tell students to stand by their chosen question.
- D. Invite these small voluntary groups to talk with each other about what they find intriguing or important about the question.
- E. After students have talked about the questions, invite each group to report out or invite individuals to speak up about what they discussed.
- F. Use these questions to guide the group’s discussion again after the group has finished its reading or viewing activity.

Source: Tools for Schools, NSDC, 2002.



XXVII.

SAVE THE LAST WORD FOR ME

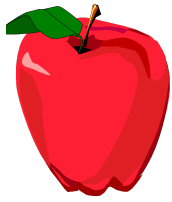
- A. Have an entire group read the same article/book section silently. Provide guiding question(s).
- B. Break down the group into small groups of 3 or 4 participants for this discussion.
- C. Invite one participant in each group to begin by selecting one idea that they most want to share with others. There should be no dialogue during this sharing. Time: 2 to 3 minutes.
- D. In a round-robin fashion, the next person suggests another idea. Again, no dialogue during this sharing. Time: 2 to 3 minutes.
- E. Continue this until every participant has had an opportunity to talk. If time remains, begin a second round of sharing.
- F. Tell students to consider all that they heard and to (individually) write an answer to the question(s).

Source: Tools for Schools, NSDC, 2002.



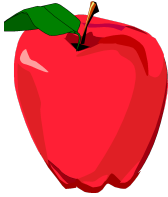
XXVIII. Instructional Guidelines for Use of Video in the Classroom

- A. Employ the “Before, During and After” process to provide a frame for the showing of the video.
- B. Before showing the video, provide the students with a “look for” that clearly identifies their purpose for watching. Also tell them what they will do with the information after the showing. An advanced organizer is suggested for note taking.
- C. Provide clear directions for behavior during the showing of the video, i.e., “Watch the first 8 minutes. Then I will stop the video and give you an opportunity to complete numbers 1 to 4. Read those questions now so you know what you are looking for in the video.”
- D. Monitor student behavior closely. Do not start the video until they are attending. Note who is watching intently, and move and monitor who is filling in the advanced organizer when you stop the video. This provides you with an opportunity to identify and to clarify any misconceptions before you provide the next “look for.”
- E. When showing the video with an advanced organizer or viewing a movie or play, follow the “10-2” guidelines for lecture (Card XX).
- F. Give students a “look for” for the next segment of the video and continue.
- G. After the video is complete, have the students process their viewing by completing the “after” activity you identified for them before the video began (see #2), for example, complete organizer, discussion, writing assignment, discussion and writing assignment.



XXIX. PASS THE PENS/MOVE THE MARKER/ CONVEY THE CHALK

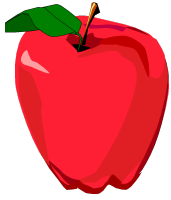
- A. At the end of a unit students first brainstorm for one minute the primary visuals, vocabulary and concepts.
- B. Have students number off, telling students to be cognizant of who is before and after them.
- C. Tell students they will go to board and place a visual, vocabulary word or concept on the board. They may not repeat. They should come to board ready to write.
- D. Give a pen/marker/chalk to #1 and tell him/her to begin, then pass the pen to #2.
- E. Give pen to the student with the middle # (i.e., 23 students #12) and tell him/her to check what #1 was writing and then write something different.
- F. Continue until all go and then choose from these choices:
 - Connect confusing terms/visuals
 - Ask students to add to their brainstorm
 - Ask students to connect 2 items on board
 - Ask students to connect 3 items on board
 - Ask students to identify (underline on their brainstorm) 7 things they know well
 - Ask students to identify (circle on their brainstorm) 3 things they need to study.



XXX. ABC SUMMARIZE

- A. Before reading to the student as a class, assign every student a letter of the alphabet.
- B. Explain that every student is responsible for finding a word or idea that starts with his/her assigned letter that in some way goes with the story. The word can be a word used to describe a character or event, a character's name, or a special place.
- C. Give examples of quality words and show examples of words that have little meaning.
- D. Explain that after reading, they will share and record the words and they must explain why or how their word coordinates with the story.
- E. Unless pertinent to the reading, exclude X and Z.
- F. Read the story.
- G. Chart A-Z responses of students.

Source: J. David Grube



XXXI. INQUIRY WRITING

Think ✦ Write ✦ Share Inquiry Writing Technique

Directions: **You are going to answer a series of questions during class today. When you are directed to do so, compare and contrast your answer with your partner's response. Then be prepared to share either perspective with the class.**

Sample Questions

Introductory Questions/Writing Task

- ? Why do you think ...
- ? List as many ...
- ? What ideas come to mind ...
- ? What do you know about ...
- ? How would you find out more about ...
- ? What is your first idea when you think about ...
- ? How are some ways we might deal with ...

Reactionary Question/Writing Task

- ? Do you agree with ...
- ? Do you disagree with ...
- ? What are some questions raised so far ...
- ? What impressed you the most ...
- ? What seemed most important ...
- ? I'm still confused about ...
- ? Yes, but ...

Follow-up Question/Writing Task

- ? I've changed my thinking about ...
- ? Movie titles for this could be ...
- ? Key headlines for this topic might include ...
- ? A new way to interpret ...
- ? Draw an analogy between ____ and ____ ...
- ? What has to happen next ...
- ? I would like to know more about ...



XXXI. INQUIRY WRITING (Cont'd)

Think ✧ Write ✧ Share

SOCIAL STUDIES: The Constitution

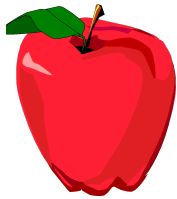
DIRECTIONS: You are going to work with a partner to write a short response to each of the following three questions as part of the lecture. You are to write down your own thoughts first, and then share them with your partner when directed to do so.

SOCIAL STUDIES LECTURE ON "The Constitution"

Introductory Writing Task: Why do you think the framers of the Constitution were so concerned about separation of powers?

Reactionary Writing Task: What impressed you the most about the workings of the Constitutional Convention?

Follow-up Writing Task: Create a series of headlines announcing the completion of work on the Constitution.



XXXI. INQUIRY WRITING (Cont'd)

Think ✧ Write ✧ Share

SCIENCE: Pollution

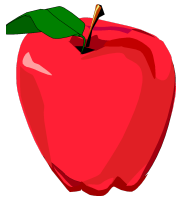
DIRECTIONS: You are going to work with a partner to write a short response to each of the following three questions as part of the lecture. You are to write down your own thoughts first, and then share them with your partner when directed to do so.

SCIENCE LECTURE ON "Pollution"

Introductory Writing Task: Think about your community. List as many sources of pollution as you can. Be specific in your comments.

Reactionary Writing Task: Of the three causes of pollution discussed in today's lecture, which do you think is the most serious and why?

Follow-up Writing Task: It is the year 2050. Air pollution has become so bad that Congress has mandated the use of car pools for all workers. How do you think the life of the worker will be changed?



XXXI. INQUIRY WRITING (Cont'd)

Think ✧ Write ✧ Share

MATH: Line and Bar Graphs

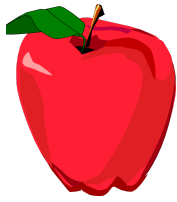
DIRECTIONS: You are going to work with a partner to write a short response to each of the following three questions as part of the lecture. You are to write down your own thoughts first, and then share them with your partner when directed to do so.

MATH LECTURE ON “Line and Bar Graphs”

Introductory Writing Task: What kind of information do you think is best communicated through the use of a line or bar graph? Give examples to illustrate your ideas.

Reactionary Writing Task: What are three things you need to keep in mind when constructing a line or bar graph?

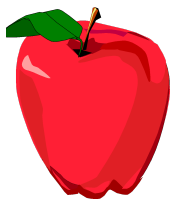
Follow-up Writing Task: Which is easiest for you to interpret (or construct) – a line graph or a bar graph? How do you know?



XXXII. SILENT SEEK AND FIND

1. Students receive index card.
2. Teacher places numbered clues around the room.
3. Teacher explain rules including:
 - A. Silence
 - B. Index card goes with you. Pen must stay at table.
 - C. All students must WALK.
 - D. Violators go to penalty box.
 - E. Define penalty box location and time of penalty (5 or 10 seconds).
 - F. Students play game.
4. Share answers when done.

Could be used for remembering classroom procedures, dates and times, math problems, facts, vocabulary.

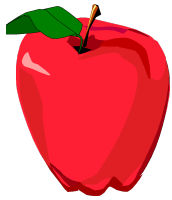


XXXIII. MATCH MIND/MINE

1. Teacher develops a set of paired terms, for example:

<u>A</u>	<u>B</u>
Heart	Pump
Brain	Control Center
Lungs	Oxygen
2. Students form teams of 2, 3 or 4.
3. Students pick a team name.
4. Teacher shares his/her A list word, e.g. "heart".
5. Students write on one page of paper or students can have their own paper.
6. Students brainstorm and write all words they can think of associated with "heart", quietly whispering their words to each other.
7. Teacher calls, "pens down" and says each team that matches mine, or if you can match my mind, you get a point. Mine is "pump".
8. All teams with "pump" point to it and get a point.
9. Students cross out first brainstorm and prepare for next word.

Use Match Mind/Mine to review before a test, to activate prior knowledge, or to energize the group.



XXXIV. CHALLENGE OLDER STUDENTS WITH QQF ACTIVITY

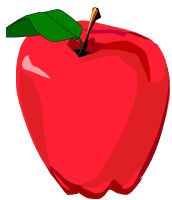
- **Format Quotes** like this: Who said, “I have not yet begun to fight?”
- **Pose Questions** like these: “What is the chief resource of Iraq?” or “Who is the U. S. Secretary of State?”
- **State Facts** such as: Fossil fuels burn energy and waste gases.” Or “The Fourth Amendment to the U. S. Constitution guarantees people’s rights against unreasonable searches and seizures.”

When students arrive, they:

- **Copy the QQF** into their special QQF composition books.
- **Begin searching** for the answer to the Question or the Quote’s author or
- **Note** where the QQF is used in a lecture, video, read, etc.

To extend learning, have students help create the QQF’s. Have them put their suggestions in a QQF box.

Source: Elizabeth Swartz, *Teacher-Tested Ideas for Classroom Management: From Teaching K-8*



XXXV. VOCABULARY QUADRANT CARD

New Word	Student Definition
Associations or Examples	Antonyms or Sketch