

STRATEGY CARDS



engageok
SUMMER EDUCATION EVENT **OSDE**

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.

COLLABORATIVE POSTER

PURPOSE:

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

PROCEDURE:

- 1 Individually students think about how to represent learning on a collaborative poster about concepts being studied.
- 2 As a group plan and create poster.
- 3 Use a rubric to ensure that essential concepts are discussed; students stay on task; and 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.

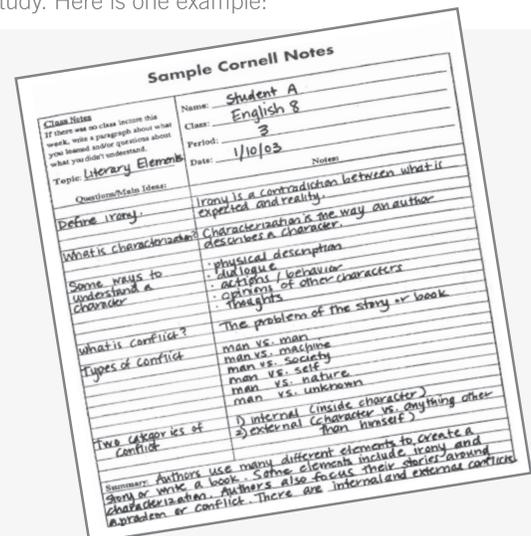
CORNELL NOTES

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:



ANTICIPATION GUIDE

AGREE ✓	STATEMENT	EVIDENCE

BERNOULLI'S PRINCIPLE

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. As the speed of air increases, its pressure decreases.
- ___ 2. As the speed of water increases, its pressure increases.
- ___ 3. When a person blows between two empty soda cans, they move together because the air pressure between them becomes lower and the air pressure outside them stays the same.
- ___ 4. A hurricane with 150 m.p.h. sustained winds has a lower air pressure than a hurricane with sustained winds of 75 m.p.h.
- ___ 5. The body of an airplane (not just the wings) helps lift it off the ground.



OKLAHOMA
STATE DEPARTMENT of EDUCATION
— JOY HOFMEISTER —
STATE SUPERINTENDENT of PUBLIC INSTRUCTION

CORNELL NOTES

PROCEDURE:

NOTE-MAKING	NOTE-TAKING
<ul style="list-style-type: none"> • 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. 	<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

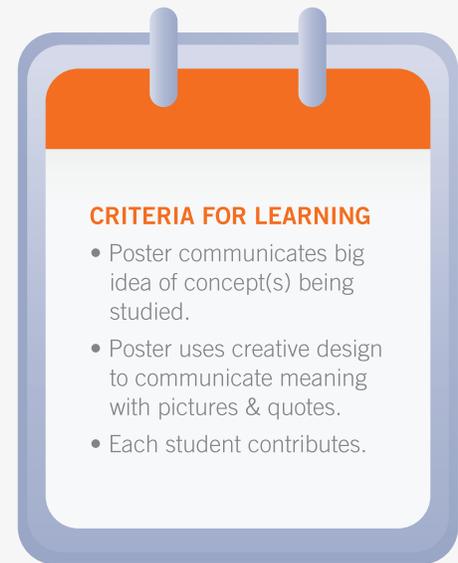
In class – highlight notes, add to/take away items on notes, use notes for class discussions, etc.

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

NOTE-REFLECTING

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

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.

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

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 view of student learning.

TWITTER EXIT TICKET

Create a tweet in 140 characters (letters) or less on a topic:



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.

FISH BOWL INSIDE • OUTSIDE • CIRCLE

PURPOSE:

Designed to engage students in carefully-constructed discussion and 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 observer” and should be prepared to answer the following questions when the fish bowl discussion ends and the large class discussion begins.

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

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 _____

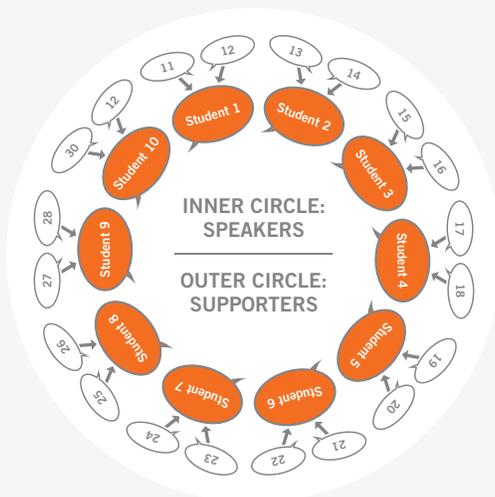
I agree because _____

Describe It	Analyze It
Compare It	Apply It
Associate It	Argue For/Against It

FISH BOWL

INSIDE • OUTSIDE • CIRCLE

- 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.



FIND SOMEONE WHO...

PEOPLE BINGO

ACTIVATE PRIOR KNOWLEDGE OR REVIEW

Who can explain what makes up our air?	Who can give a use for Magnesium?	Who can explain the number of protons, electrons, and neutrons in an Oxygen atom?
Who can explain why Oxygen is called a diatomic molecule?	Who can name the gas that is needed for burning?	Who can explain the number of protons, electrons, and neutrons in a Magnesium atom?
Who can describe the reaction of Magnesium and Oxygen?	Who can calculate the molecular formula Mass of Magnesium Oxide (MgO)?	Who can name the product of the reaction of Magnesium and Oxygen?

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

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 and 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.

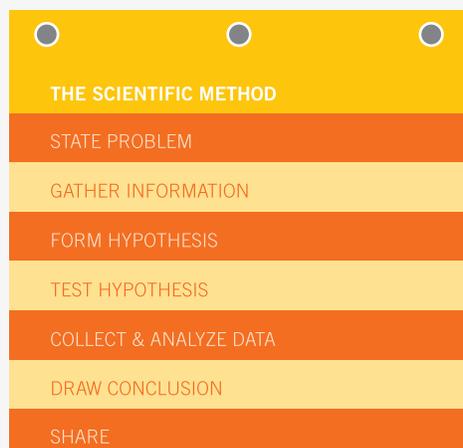
FOLDABLES

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.



GALLERY WALK

PURPOSE:

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

PROCEDURE:

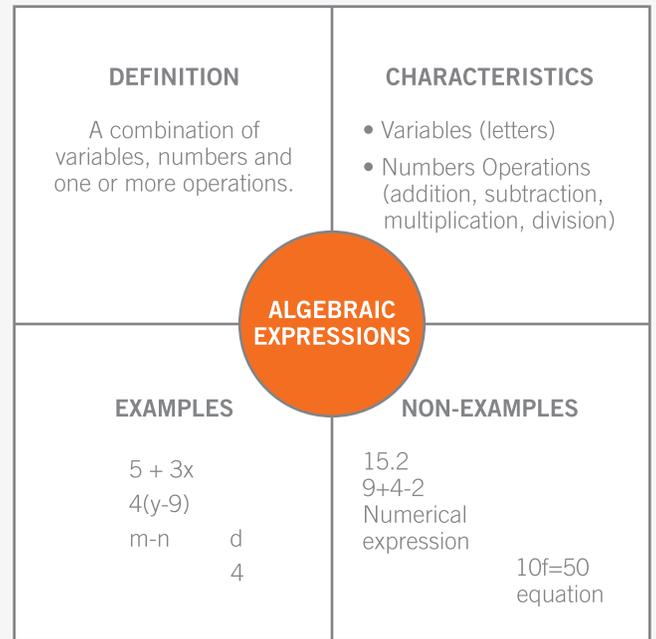
- 1 **Write**
Create questions or prompts about the current topic of study. Write on chart paper or on a white board. Hang or place the questions or prompts in various places around the classroom to create gallery. Images, documents, problems, or quotes may also be used.
- 2 **Group**
Group students 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.

FOCUSED FREE WRITE

FOCUSED-FREE WRITING

- Should be done quietly and without interruptions
- May be written in notebooks, journals, or learning logs
- May allow the student time to summarize what he/she has written
- May lead to a class discussion on general statements.

FRAYER MODEL



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

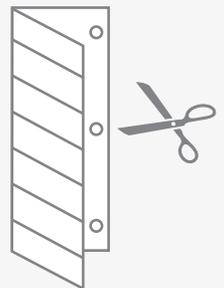
Have students go back to their first station to read all that was added to their first response. Bring the class back together to discuss what was learned and make final conclusions about what they saw and discussed.



FOLDABLES

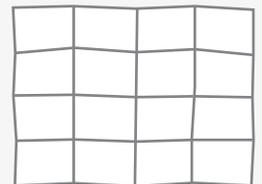
VOCABULARY BOOK

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.



FOLDED 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.



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 Layered-Look



Book. Use glue or staples to hold the sheets together. Students can label the tabs and record information inside the Layered-Look Book.

GIST

(Generating Interactions between Schemata Text)

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 less for increasingly larger amounts of text.

GIVE ONE, GET ONE

PURPOSE:

Give One, Get One can be used to activate background knowledge related to a unit topic or to summarize and connect learning after a unit of study. This is an interactive strategy where students get up and share ideas to increase understanding of topic.

PROCEDURE:

- 1 Students write name on top of the page.
- 2 Student records three ideas on a topic on the grid in three different boxes (use picture, word or phrase).
- 3 Each student gives one idea from their list and gets one new idea from another student.
- 4 Students should ask for clarification if any idea is confusing.
- 5 At end of Give One/Get One student exchange, the teacher facilitates class debriefing.

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 in order 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. In order that everyone gets to participate, many teachers ask students to make no more than two or three comments

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, graph, and model the thinking process.

GIVE ONE, GET ONE

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

GIST

(Generating Interactions between Schemata Text)

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.

GRAPHIC ORGANIZERS

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

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

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

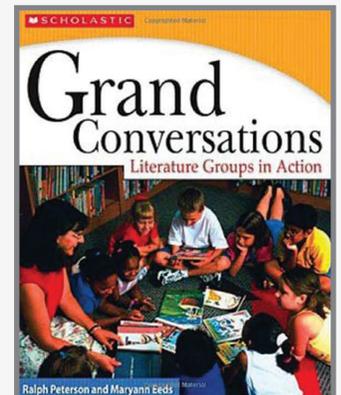
Ways to Organize Information	Types of Diagrams to Use
Chronologically (in order of time)	 Chain of Events  Cycle Diagram
Classification & Division (sections, categories, component parts)	 Spider Map  Cluster Diagram
Comparison/Contrast	 Venn Diagram  Compare/Contrast Diagram
Cause/Effect	 Fishbone Diagram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

GRAND CONVERSATIONS

until everyone has spoken once. Students should refer back to the book or read a short section to make a point. Teachers can also participate in the discussions, offering comments and clarifying conclusions.

- 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.



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 and 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 Divided 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.

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 3-5 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.

RAFT

PURPOSE:

A strategy to integrate reading and writing in a non-traditional 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.

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 evidences and examples.

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.

JIGSAW

- After expert groups meet, students return to “home” group to share their understanding.
- 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 group “put their heads together” to respond.

EXPERT SHEET

Great Britain	
Who can explain what makes up our air?	Who can give a use for Magnesium?
Who can explain why Oxygen is called a diatomic molecule?	Who can name the gas that is needed for burning?

THINK WRITE PAIR SHARE

QUESTION

Think about your answer – Write it down, if needed

Select a partner

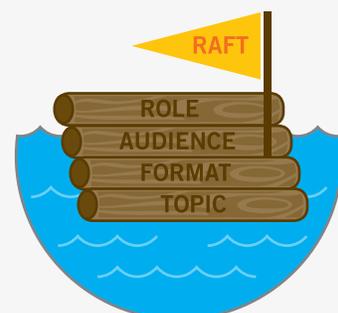
Listen to or explain answers

Switch roles

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

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



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 where 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 selection.
- 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.

YES, (or NO)...BUT

PURPOSE:

Student takes a physical stance on a question, then she/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” utilizes a basic t-chart format for note-taking, with which students are encouraged to examine multiple perspectives toward a more controversial time 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 left-hand column on his own response paper. Under his response, he is to list major evidence or reasoning which supports his answer.

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 focus of the text.

PROCEDURE:

Use when students are reading challenging text.

Level 1: Literal

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

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

Students apply their literal and inferential knowledge to new situations. Students may create their own version, solve a similar problem, write or discuss alternative solutions to actions. Sentence starters may include: imagine, create, what if, solve, hypothesize, evaluate, apply, plan.

YES, (or NO)...BUT

In the right-hand column, the student is asked to 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.

NO	BUT
The Alien and Sedition Acts were wrong.	The Alien and Sedition Acts were a direct violation of the First Amendment to the U.S. Constitution guaranteeing the right to freedom of speech.

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



VOTE WITH YOUR FEET



STRONGLY AGREE	AGREE
DISAGREE	STRONGLY DISAGREE

3-LEVEL STUDY GUIDE

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

If you read about the Boston Tea Party, these are some questions you might ask:

LEVEL 1

When did the Americans sneak onto the ship?
Where was the ship harbored?

LEVEL 2

Explain what made the colonists so mad that they threw the tea overboard?

Describe what the king did after he heard about the “tea party.”

LEVEL 3

Compare the Boston Tea Party to other colonial boycotts.

Why are such violent outbursts often the result of dissatisfaction with government officials?



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

ANTICIPATION GUIDE



Read each statement below. Respond in the left column whether you agree (A) or disagree (D) with each statement. Think about why you agree or disagree, and be prepared to share.

- _____ 1. All teachers in secondary schools realize the need to motivate and engage students.
- _____ 2. When students are highly social, sharing their reading and writing frequently they are likely to be active, interested learners.
- _____ 3. Students can easily memorize lyrics to songs, become skilled at video games, and learn new athletic maneuvers because those things are easier and less abstract than school work.
- _____ 4. Students who are engaged in learning, do not talk to their friends during class, do not draw pictures on their notebooks, and do not use their cell phones.
- _____ 5. Motivating high school students is incredibly challenging.
- _____ 6. Preparing lessons that are really engaging takes too much time.
- _____ 7. High levels of active engagement during lessons are associated with higher levels of achievement and motivation.



Name _____

Find someone who ...

Motivates and Engages Learners

Organizes students into different groupings
Dyads
Triads
Small Groups



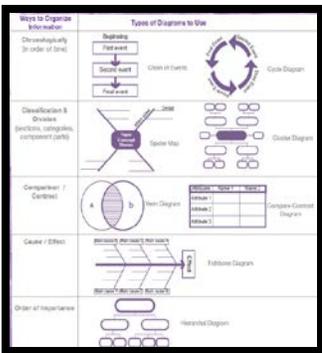
Uses previewing strategies such as:
Anticipation Guide,
K-W-L, Video clip

Foldables



Uses strategies like Jigsaw to learn content in "digestible bites".

Uses Graphic Organizers to compare, sequence, organize information.

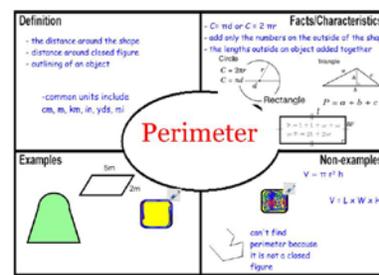


Provides students with opportunities to reflect on their learning such as exit tickets.

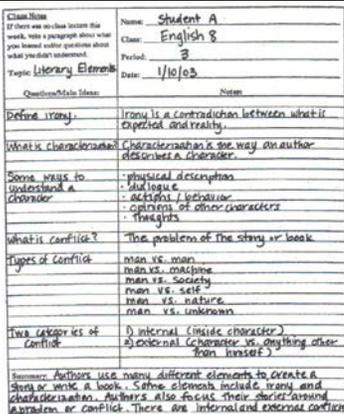


3 Things Learned
2 Questions
1 Connection with Learning

Uses Frayer Model to Clarify Student Thinking about Concept Characteristics

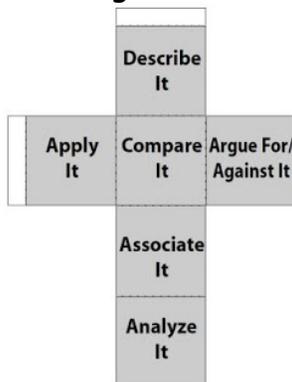


Establishes learning goals to identify critical information for student learning

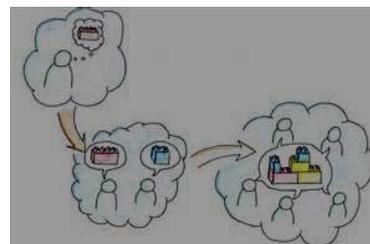


Uses Cornell Notes To Identify Essential Information

Uses Cubing to Help Students Process With Challenging Thinking



Uses Think Pair Share to Engage Students in Understanding Content



Engages students using RAFT...
Role
Audience
Format
Topic

