

# Instructional Strategies to Use per Lesson Planning Phases

## Warm-Up

### **1. Agree/Disagree Matrix**

Students are polled for agreement or disagreement with a statement about an instructional topic that they will be introduced to during class or will research on their own. Record the groups' responses in a matrix.

### **2. Agreement Circles**

Have students stand in a circle, facing each other, as the teacher makes a statement. Students who agree with the statement step into the circle.

### **3. Anecdotes**

Read students an anecdote about the life of someone they know from the community or television or excerpted from biographies to help students make real-world connections and develop an interest in an instructional topic that will be discussed.

### **4. Anticipation Guide**

Develop an anticipation guide to prepare students for reading the section in their text about an instructional topic. For example, using this guide, ask students to think about what they already knew about this topic.

### **5. Assumption Smashing**

List assumptions, and then eliminate one. What might happen? (For example, "All forms of transportation are now free." What is the effect on society?)

### **6. Authentic Questions**

Elicit questions from learners in regarding their natural curiosity about the content or allow questions to occur spontaneously from learners without prompting by teachers.

### **7. Book Ends**

Pairs of students discuss and make predictions about the plot, characters, etc. before beginning an activity.

### **8. Corners**

Ask students are asked to select a view that represents their own (by standing next to their choice) from four options which are posted in the corners of the room. Students then defend choices and listen to others' choices.

### **9. Demonstrations**

This activity shows students how things work or how things happen.

### **10. Find Someone Who**

This activity is a variation of the Human Scavenger Hunt. Usually this activity is used to encourage students to seek out the students in class who know the answers to specific content questions. This works most effectively if each student is an "expert" on a different topic or sub-topic than the others in the class.

### **11. Forced Choice**

A small number of choices are placed around the classroom and students are asked to examine all the choices and then stand next to their choice. Students selecting the same choice then discuss reasons or advantages and disadvantages of their choice.

### **12. Free Writing**

Students are given a topic and must write everything they can think of about the topic within a certain amount of time. The rules are that students must not stop writing, even if they "run out of things to say," and they may not do any editing or criticism during the writing. After the time is up, you can either read the writing aloud, or scan what you have written and pull out ideas or phrases you can use.

### **13. Luck of the Draw**

All students' names are put into a container. At the end of class, a student's name is drawn at random from the container. At the beginning of the next class the student whose name was drawn is required to present a 3-5 minute review of the previous day's lesson.

### **14. Quick Talk**

Students are placed in pairs and given 30 seconds to share all they know about a topic.

## **Introduction**

### **1. 10 + 2 (Ten Plus Two)**

The teacher presents for ten minutes, students share and reflect for two minutes, and then the cycle repeats.

### **2. 1st TRIP (First TRIP)**

A reading strategy which has students examine the title, relationships of pictures, the intent of questions related to the story, and has the student put into perspective what they believe the focus of the story will be.

### **3. 5 + 1 (Five Plus One)**

The teacher presents for five minutes, students share and reflect for one minute, and then the cycle repeats.

### **4. Acronym Memory Method**

Example: ROY G. BIV = Red, Orange, Yellow, Green, Blue, Indigo, Violet

### **5. Artifact Strategy**

The teacher presents carefully selected objects (artifacts) to the students, poses a problem, and allows students to collect information about the object, and then formulate answers to the presented problem.

### **6. Descriptions**

This activity involves telling about something. When done by teachers, descriptions are usually used to introduce new information. When done by students, descriptions are used to demonstrate knowledge of a concept.

### **7. Finding Clues in a Picture**

In this activity the teacher guides students to find clues about the upcoming reading by analyzing a picture in the reading asking a series of leading questions.

### **8. Guided Questioning**

When reading a passage, the teacher begins by asking questions that are followed by many clues about what is happening. Then as comprehension improves, the questions become less supportive.

### **9. Jumbled Summary**

The teacher presents randomly ordered key words and phrases from a lesson to students. Students put the terms and phrases in a logical order to show understanding.

#### **10. Prediction Pairs**

Students are paired as they listen to the teacher read a passage aloud. At each pause in the reading, the teacher prompts students to discuss with their partner what they predict will happen next in the reading.

### **Practice**

#### **1. Acting out a Problem**

Students can act out mathematical, scientific, or social problems to improve their comprehension. For example, to represent the math equation  $4 + 2$ , have four students stand in one area and two students stand in another area. Physically have the students move together to show that the two groups are joining or being added together to form a group of six students.

#### **2. Action Projects**

A project where ideas learned through research are tested and applied in a real-world situation. For example, students may use the knowledge of democracy learned in a Civics class to poll neighbors or students about candidates in an upcoming election.

#### **3. Air Drawing**

Students draw or motion in the air to demonstrate how they will carry out a procedure before they actually do so.

#### **4. Analyzing Perspectives**

Students evaluate a problem or topic from various perspectives.

#### **5. Bag-It**

This game uses manipulatives to reinforce the mnemonic approach to instructional delivery. For example, students could be given a bag that contains a toy taxi cab within it. Students are given time to reflect the daily instruction and process how the item relates to the lesson taught about the legislative branch of government. Students using their knowledge of the legislative branch could make the connection that the C in the word cab represents Congress which is the head of the legislative branch (national), that A represents the General Assembly which is the head of the state legislative branch, and B which represents the Board of Supervisors (the head of the local legislative branch).

#### **6. Before, During, and After**

Students are guided to explore text Before reading to activate prior knowledge, monitor comprehension During reading, and summarize After reading.

#### **7. Biopoems**

This activity allows students to write poems about any specific person or object (character in book, living or inanimate objects) as a means to summarize their knowledge of a topic.

#### **8. Book Club**

Students are put into groups to discuss books or literature previously read.

**9. Book Ends Review**

Students together who worked in the Book End activity and paired back together discuss to review and compare reactions at the conclusion of an activity.

**10. Brochure**

Students research a topic then create a brochure to explain the topic to others.

**11. Bulletin Boards**

Students are placed in groups with particular tasks. Group work products are then used to create a bulletin board or wall space to inform, excite, guide, or motivate students. This also is a great opportunity to showcase student knowledge of a particular instructional topic.

**12. Capsule Vocabulary**

After presenting key terminology for a particular topic, each student pairs with another student to try to incorporate as many terms as possible into 3 to 5 minute conversations about the topic. Students then write a paragraph about the topic in which they use as many of the terms as possible. Paragraphs are collected and several are read to the entire class.

**13. Class Publication**

Students collaborate to create a written work to be published about a particular topic. Formats might include: magazine, newspaper, brochure, map, newsletter, or yearbook.

**14. Collages**

Students gather images (clippings from magazines, photographs, or their own drawings) and organize them to illustrate a concept or point of view.

**15. Competitions**

Competitions can be useful in motivating some students to learn. Team competitions are especially effective in the classroom if they are tied to a collaborative practice or review activity before the competition.

**16. Computer Games**

Educational computer games can be purchased for students to use to review or explore concepts. Student can also design and create educational computer games to share with fellow students.

**17. Concentration**

Pairs of cards are created (name of concept on one, description on other for instance). Students take turns. On each turn, students choose 2 cards from face-down arrangement. Students keep pairs which they correctly identify as matching.

**18. Concept Cards**

Students create cards that link terms to the use of those terms in context.

**19. Cooperative Review**

Groups take turns asking other groups questions (e.g., as a game where points are awarded.)

**20. Debates**

Using agreed upon rules, students' debate the topic, which helps them make connections to the curriculum.

**21. Deliberations**

Students are asked to support one point of view on a topic, then take and support opposing point of view. Students then write position papers.

**22. Descriptions**

This activity involves telling about something. When done by teachers, descriptions are usually used to introduce new information. When done by students, descriptions are used to demonstrate knowledge of a concept.

**23. Dramatizing**

Students act out roles from stories or historical events.

**24. Drawing**

Students illustrate text they have read, draw diagrams of problems they have heard, or simply draw to stimulate creativity.

**25. Find the Fib**

Groups of students write two true statements and one false statement, and then challenge other teams (or the teacher) to "Find the Fib."

**26. Find the Rule**

Students are given sets of examples that demonstrate a single rule (like "i before e except after c") and asked to find and state the rule.

**27. Flash Cards**

Students are given note cards with a question, problem, or fact on one side, and the answer or a related fact on the other side to aid them with reviewing the curriculum.

**28. Gaps (or Close Procedure)**

Students are given sentences or sequences with gaps (missing words, numbers, or symbols) and are asked to fill in the gaps.

**29. Group Investigation**

The class is divided into teams. Teams select topics to investigate, gather information, prepare a report, and present their findings to the entire class.

**30. Idea Spinner**

The teacher creates a spinner marked into four quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."

**31. Inside-Outside Circle**

Students are placed into two circles (one inside and the other an outside circle). The inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. The outside circle moves to create new pairs and the process is repeated.

**32. Mix/Freeze/Group**

The teacher poses questions to the class in which the answer is a whole number. The students (as a group) answer the question by moving through the classroom to form groups of that size. For example, if the question were, "How much is 24 divided by 8?" the students would cluster to form groups of 3.

**33. Sort Cards**

Words and images associated with a topic are put on individual cards. Groups sort cards into categories then discuss categories that they have placed the card as previously learned in class.

**34. Stir the Teams**

Students are assigned to teams and each student in the team has a number (typically 1 through 4). Teams discuss their group answer to the teacher's question. When the teams have finished their discussion, the teacher creates different groups comprised of a member from each of the original groups. Each member is then responsible for reviewing their question with their new group members.

**35. Stump the Teacher**

This is a game where students make up questions based on a reading assignment or previously taught material. Place each student's name into a jar. When that student's name is called, ask the student a question pertaining to the story or unit of instruction. If the student correctly answers the question, the class receives a point and that student is then able to ask the teacher a question. If the teacher answers the question correctly, the teacher gets a point. If someone incorrectly answers the question, the other team (student or teacher) is automatically assigned a point.

**36. Think Ink Pair Share**

Students think individually, pair (discuss with partner), share ideas with class, and then write a statement in their notebook about the topic and idea(s) that were discussed.

**37. Think-Pair-Share**

Students think individually, then pair together to discuss/answer a question, then share ideas with class.

**Closure**

**1. 3-2-1 (Three-Two-One)**

Students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered.

**2. Agree/Disagree Matrix Review**

Students research the topic or listen to the teacher's presentation of information, and again determine their approval or disapproval to the responses, which are recorded. Small groups discuss the results and changes.

**3. Alphabet Summary**

Each student is assigned a different letter of the alphabet and asked to generate a word starting with that letter that is related to the topic being discussed. Students share their terms with the class.

**4. Application Cards**

At the end of instruction, students write a real world application for the knowledge on a small card and submit the card to the teacher.

**5. Cheat Notes**

Students prepare a single note card of information they believe will be on quiz or open notebook test. Students are allowed to use these notes when taking the quiz or test. As students gain confidence, cards are no longer used.

**6. Conclusions**

A logical process in which students analyze facts and generate a conclusion based on what they know or learned from the teacher's lecture. For example: It is a dry, sunny day. The neighbors are watering their yard using a sprinkler. Our dog is leaving wet footprints on the porch. Conclusion: our dog has been in our neighbor's yard, running through the sprinkler.

**7. Corners**

Students are asked to select their opinion/ view (by standing next to their choice) from four options which are posted in the corners of the room. Students then defend choices and listen to others' choices.

**8. CROWN**

This technique encourages students to reflect on the completed lesson. CROWN = Communicate what you learned. **R**eact. **O**ffer one sentence that sums up what the whole lesson was about. **W**here are some different places you could use this? **N**ote how well we did today.

**9. Grab Bag**

Near the conclusion of a lesson, have a student draw an object from a bag. The student must explain or illustrate how the object is related to what they have learned.

**10. Learning Log**

Students write responses to teacher questions as summaries of what they have learned or what they do not understand.

**11. Luck of the Draw Variation**

All students' names are put into a container. At the end of class, a student's name is drawn at random from the container. This student is required to answer questions about the daily lesson.

**12. Medium Size Circle**

First, elicit 5 volunteers. Ask the first volunteer to share something important they learned. Have the next volunteer remember (restate) what the other volunteer has shared and state something that they have learned. Continue until each of the volunteers have given a statement and recalled the previous statements of the other volunteers.

**13. Minute Papers**

Instruct students to briefly write answers to the questions: "What did you learn today?" and "What questions do you still have?"

**14. One Sentence Summary**

Students are asked to write a single summary sentence that answers the "who, what, where, when, why, how" questions about the topic.

**15. One Word Summary**

Select (or invent) one word which best summarizes a topic. Write 2-3 sentences justifying the selection of the summary word.

**16. Quick Draw**

Students are paired and given a short period (typically 30 seconds) to share all they know, by writing with symbols or drawings, about the daily lesson or unit.

**17. Relay Summary**

Divide the class into two teams. One team member writes one sentence summarizing reading then passes the page to a teammate. This process continues until everyone on the team has added at least one sentence. The two teams compete to determine which team can summarize the reading first and to determine which team has written the best, most detailed summary of the lesson or topic.

**18. The Last Word**

Each letter in a topic's name is used to remember key ideas in topic. For example, snow can be remembered this way: Six-sided ice crystals. Near center is dust particle. One snowflake is usually made of more than one crystal. Water vapor freezes to form.