

## Did You Hear What I Heard?

Explanation:

1. The teacher reads the students the article.
2. The students take notes.
3. The students share what they noted with a partner and talk about what is most important.
4. The teacher can debrief with the strategy; stand up, sit down
5. The teacher then gives the article to the students to read
6. The students then summarize their understanding of the article in 2-3 sentences.

Reflection:

The strategy is useful to students because it engages them in active listening. The students process the information first by hearing, which is great because listening is a gateway for understanding. Second, when the students share their ideas with another partner, this gives students a better understanding of what is going on in the article and is able to listen to the thoughts of others. This strategy can also be paired with another strategy, such as stand up, sit down, which allows students to listen to other students ideas. At the end, the students are told to write a 2-3 sentence summary which then again allows students another opportunity to understand the article.

There is no visual for this strategy.

## **Stand Up, Sit Down**

Explanation:

1. The teacher talks about a topic.
2. The students take notes.
3. The teacher then has everyone stand up.
4. The teacher goes around and has an individual person tell the class what they noted that was important.
5. After that person speaks, they sit down – if another person in that class has the same answer they sit down as well.
6. This goes on until everyone in the class is seated.

Reflection:

This strategy not only gets the class up and moving, but allows for the whole class to participate. This also allows students to listen to others and their thoughts.

There is no visual for this strategy.

## Read With A Pencil

Explanation:

1. A student reads an article.
2. Through the article, the student marks up their paper with either a star, an exclamation point, or a question mark.
  - a. “?”: used if they do not understand something.
  - b. “!”: used if they found information interesting.
  - c. “\*”: used if they found important information.

Reflection:

This strategy is great for the students and the teacher. This is great for the students because it allows them to read an article on their own and gives them time to understand what they have been reading. This is also great for the teacher because it allows the teacher to see what the students are enjoying, what they do not understand, and what they believe is important. A teacher could also pair this with another strategy, such as stand up, sit down, and the students can let the other students know what he or she read or thought was important.

There is not visual for this strategy.

## Three, Two, One

### Explanation:

1. A teacher either reads to the students or lectures.
2. The students then write down a total of 6 things.
  - a. Three things they learned.
  - b. Two questions they have.
  - c. One thing they enjoyed.

### Reflection:

This strategy is very useful to students as it is allowing them to reflect what they have learned, question the material for the teacher, and see what they have enjoyed. This is also key for rehearsal, after being taught, they are writing down information where it then goes to their short term memory. This is also useful for the teacher because it allows the teacher to see if the students actually understood what was being taught, what questions the students had about the lesson or reading he or she lectured, and what they enjoyed. For the questions the students had, the teacher can find ways to incorporate a better learning system the next day so the students can better understand.

There is no visual for this strategy.

## Give One – Get One

Explanation:

1. Students are to come up with a list of ideas on their own about a certain topic.
2. The students then share one of their ideas with another classmate, one who they may not sit by.
3. That other classmate then shares one of their ideas to that student, hence give one – get one.

Reflection:

This is helpful for the students because it is allowing them to hear another classmates ideas, gaining more knowledge about that topic. This strategy provides the needs for those who do a great job working on their own as well as those who find it more helpful to work with others. This is a great example of Vygotsky's cooperative learning theory and self-regulation; the student's interaction with students (cooperative learning) and coming up with ideas on their own (self-regulation).

There is no visual for this strategy.

# KWL Chart

Explanation:

1. The teacher hands them a chart.
2. The teacher then gives the students either a certain topic or phrase.
3. The teacher then asks the students to write down in each box; what you know, what you want to know, and what you have learned.
  - a. Know: The students list what they know about the topic.
  - b. Would like to know: The students list down what they would like to know.
  - c. Learned: The students list what they have learned through the lecture.

Reflection:

This strategy is helpful for both the teacher and the students. This strategy is usually given at the beginning of a lesson with the anticipatory set. This allows the teacher to see what the students already know and would like to know and it allows the students to process information they already know and it gets them going.

Effective when visual:

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned

## Two Minute Write

Explanation:

1. The teacher tells the students to write for two minutes about what they remembered or what they learned during the lesson they were just taught.
2. The student's then write for two minutes, mainly focusing on the main points and topics in that lesson they were taught, also explaining why they are important.

Reflection:

This strategy is helpful for summarization for the student. This is allowing the student to write about what they believe is important on their own and in the way they understand it. By doing this in two minutes, it is allowing and helping students to learn how to quickly organize their thoughts and write down what they learned. This is also helpful for the teacher because it is showing them what the students do or do not understand about the topic.

There is no visual for this strategy.

# Jigsaw

## Explanation:

1. The entire class is divided into groups.
2. The groups are then assigned a piece of reading or article to read together.
3. Each group then speaks to the rest of the class about the important part of their reading.

## Reflection:

This strategy is very helpful to low level kids as they are being put with higher level kids working together. This allows each group to be responsible for their part of the readings and to present it to the class correctly. This builds team work in the classroom and is very effective as the students are engaged and actively involved.

There is no visual for this strategy.





# Cornell Notes

## Explanation:

1. The teacher can either give the students a chart or allow the students to make the chart with their paper.
2. The students then use this chart to take effective notes;
  - a. The left column is used for important words or questions posed by the teacher.
  - b. The right column is where the notes should be dotted down for each other the important words you wrote down.
  - c. The bottom is where the student summarizes their notes.

## Reflection:

This strategy is a very effective note taking strategy. The students are able to recite, record, reflect, and review all in one with Cornell notes. By allowing students to do this in class it keeps them engaged in the lesson and gives them a better understanding as they are pulling out the important terms and questions. It results in more organized notes and can easily be used for studying.

## Visual:

Cornell Notes		Name Date Class Period
<ul style="list-style-type: none"> <li>• Main Idea</li> <li>• Key</li> <li>• Question (after notes are completed)</li> </ul>	<ul style="list-style-type: none"> <li>• Key words &amp; ideas</li> <li>• Important dates/people/places</li> <li>• Repeated/Stressed Info</li> <li>• Ideas/brainstorming written on board / overhead projector</li> <li>• Info from textbook/stories</li> <li>• Diagrams &amp; Pictures</li> <li>• Formulas</li> </ul>	
<hr/> Summary of your notes in your own words		

# CAMP

Explanation:

1. The teacher can teach his or her students the CAMP memorization strategy.
  - a. Chunk or categorize – information is placed into categories or broken down
  - b. Associations – connecting things with the students prior knowledge
  - c. Mnemonics – sounds and letters are used to make connections or acronyms.
  - d. Pictures – students can form mental images.

Reflection:

This is an effective memorization strategy for students to use. There is a greater chance for students to remember things if they use the CAMP strategy. By doing things like this it helps aid in the storing of information in the short term memory.

There is no visual for this strategy.

## **Luck Of The Draw**

Explanation:

1. The teacher shows examples of work done by the class in the front of the room.
2. The names are not shown for the work that is shown.
3. The examples are works that are done well and works that need improved.

Reflection:

This strategy is helpful to students because it allows them to get feedback on their work, reflecting self-regulated learning as the student is able to see the work they need to do themselves. It also lets the student know what the teacher wants and does not want on the projects/examples of work.

There is no visual for this strategy.

## One Word Summary

### Explanation:

1. The teacher has the students write one word to summarize what they believe best describes what the class was discussing.
2. The teacher can then pair this with another strategy such as stand up, sit down, which allows the teacher to hear each student's word and the students can hear each other's.
3. The teacher can then ask the student why they chose the word they did.

### Reflection:

This strategy makes the students use critical thinking when having to come up with one word to sum up the lesson they had learned. The students have to take the lesson, break it down in important parts, and then put those important parts into one word. By asking the student to explain why they chose the word they did it allows the teacher to see if the student is comprehending the information he or she just taught.

There is no visual for this strategy.

# Y – Chart

Explanation:

1. The teacher gives this chart to students and ask them to compare and contrast two things.
  - a. Top of the Y is for the differences.
  - b. The bottom of the Y is for the similarities.

Reflection:

This is helpful when students need to find the similarities and differences between two things. This is also a good study guide and allows students to see everything at once.

Visual:

The chart is a large 'Y' shape. The top two arms are trapezoidal and contain horizontal lines for writing. The bottom stem is a rectangle, also containing horizontal lines. A dashed line runs vertically down the center of the Y, separating the two top arms. A horizontal dashed line runs across the top of the stem, separating it from the two top arms.

Within each box, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Topic:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Similarities:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Ten And Two

Explanation:

1. After every 10 minutes that the teacher is teaching, the teacher allows two minutes for the students to reflect what they are being taught.

Reflection:

This strategy is important because it allows the student time to understand what is going on in a lesson. If a student is confused, during those two minutes a student or teacher will be able to explain to them what is going on and being taught. The students can process information better and get a better understanding of what is going on in each two minutes they receive. This will help them get information into their short term memory.

There is no visual for this strategy.

## ABC Chart

Explanation:

1. The teacher gives out this chart for the use of vocabulary words.
2. The students put the vocabulary words in alphabetical order according to the chart and then define them or put key words into the appropriate boxes.

Reflection:

This allows students to organize their thoughts in alphabetical order accordingly. This can also help them because it is allowing them to recite vocabulary words which is great for remembering and will then be put into a student's short term memory.

Visual:

A-B	C-D	E-F	G-H
I-J	K-L	M-N	O-P
Q-R	S-T	U-V	W-X-Y-Z



# Continuum

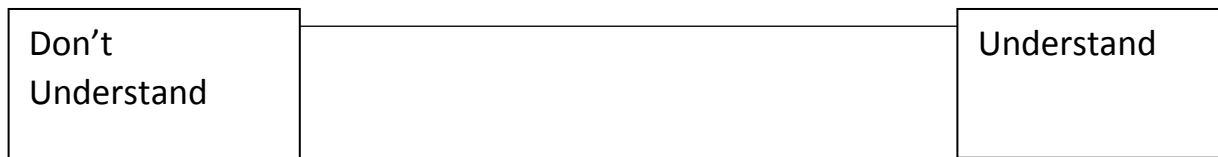
Explanation:

1. The teacher asks the students to make a continuum on their paper. One end of the continuum says “don’t understand” and the other says “understand”.
2. The teacher asks the students to rate on a scale how comfortable they feel with the material they are being taught.
3. The students then mark on the continuum where they feel they are at best.

Reflection:

This strategy is best for teachers because it allows them to see where his or her students are in the classroom, whether they are understanding it or if he or she needs to spend more time on the material.

Visual:



## Pearls Of Wisdom

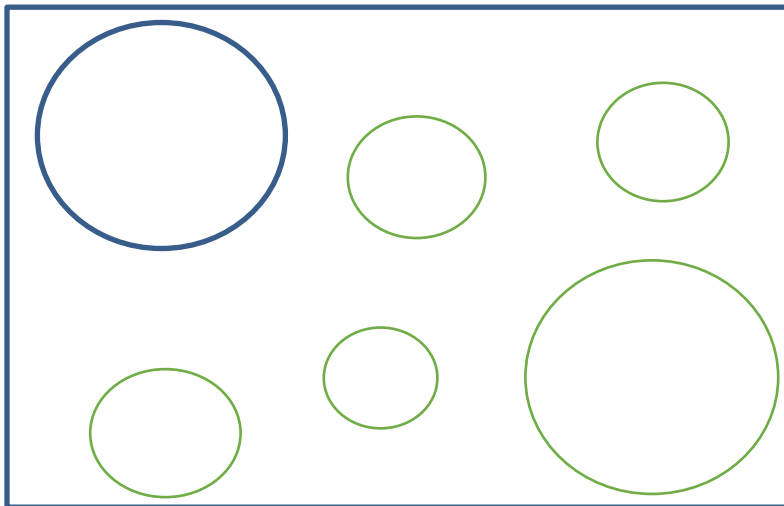
Explanation:

1. The teacher gives the students a chart with pearls (circles).
2. The students then put the biggest ideas in the large circles and the smaller points of information in the smaller circles.
3. The students then connect the smaller ideas with the bigger ideas.

Reflection:

This strategy is used for students to summarize information. This allows students to pick out what is most important and what is not as important.

Visual:



# Compare And Contrast

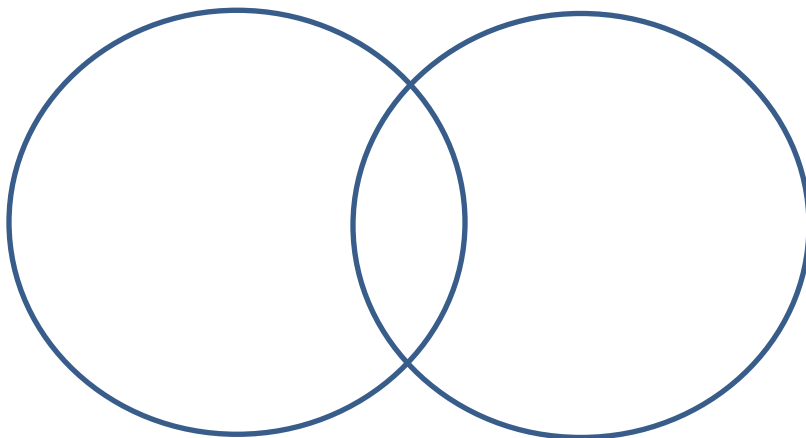
Explanation:

1. Teachers give students a chart with two overlapping circles.
2. The students then compare and contrast two things
  - a. The left and right of the circles are used for contrasting
  - b. The middle is for similarities.

Reflection:

This strategy allows students to organize information between two things through comparing and contrasting. By using this it gives students a visual for a study guide and helps them better understand the information. Teachers can use this in the front of the class, have students work on this individually for homework or as an in class assignment. By students applying information and putting two things together, this better helps them put information into their short term memory.

Visual:



## New American Notebook

Explanation:

1. A teacher gives students a graphic organizer or makes them make their own.
2. The graphic organizer contains three columns.
  - a. The left column: concept, ideas, and topics (key words).
  - b. Middle column: notes (main ideas, what is important).
  - c. Right column: response (students ask questions, make comments).

Reflection:

This is another effective note taking strategy for students. Student's notes will be very organized when they go to study. This also allows students to write down information that is important, helping them remember and understand information, and allows them to ask questions that they can remember to ask in class.

Visual:

<u>Concept, Idea, Topic</u>	<u>Notes</u>	<u>Response</u>