

Traditional Face-to-Face Teaching Strategies 2020

The strategies were generated as part of the course work for GCED 635 – Instructional Methodologies by the graduate students in the course. These strategies are specifically tailored to be used in face to face traditional learning environments.

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Title: 3-2-1

Teaching Strategy Summary: Using a 3-2-1 prompt not only helps students to structure their responses to a text, film, or lesson, but also allows for an easy way for teachers to check for understanding and to gauge students' interest in a topic. The teacher does this strategy by asking students to describe three things he or she has learned from the lesson, two questions they still have about the material, and one thing they enjoyed. Sharing these 3-2-1 responses is also an effective way to prompt a class discussion or to review material from a previous lesson.

Time Needed: The time needed to complete this strategy should be at least 3-5 minutes at the end of class to respond to the prompt.

Group Size: Any class size can complete this activity if the instructor is going to review the work. If students are to share their work with classmates the best suited group size is less than 20 students. Ideal group size would be 4-5 students each group.

Space Required: Desks and chairs work well when completing this activity. For the discussion option, the best seating arrangement would be at tables with chairs or at desks grouped with four to five desks.

Materials Needed: Pencils, notecards, whiteboard to write the prompt, whiteboard markers.

Procedure/Administration:

- With about ten minutes left in class, ask students to answer the 3-2-1 prompt.
 - After students engage with a text or a lesson, ask them to list the following details on a notecard:
 - Three things that they have learned from this lesson or from this text.
 - Two questions they still have.
 - One aspect of the class or text that they enjoyed.
 - Write the prompt on the whiteboard for all the class to reference.
- Give student 3-5 minutes to complete the prompt.
- Collect and evaluate students' responses.
 - Use students' responses to guide teaching decisions.
 - 3-2-1 can help you to decide what you may need to review again or concepts or activities that students are particularly interested in.

*This can be used in different variations. For example, you can have students do a content-specific 3-2-1 to focus on particular content questions or use the structure to help students identify main ideas from supporting information.

Submitted By: Alexis Amato, June 1, 2020

Source: Sandhu, M. *3-2-1*. The Teacher's Toolkit. <http://www.theteachertoolkit.com/index.php/tool/3-2-1>.

Title: Act it Out

Teaching Strategy Summary: This strategy can get students up and moving, and excited about learning. It can cater to those students who need to move, or learn better through doing. This can be especially helpful when doing a literature unit on plays (upper grades), or in a story where there are different speaking parts, such as folktales or fables (lower grades). Students can read the play/fable together and go over it. Then can be divided into groups, and can attempt to recreate the story without using words- only actions and motions! Like a big game of charades. Lower grade students can act it out in small groups as the teacher circulates. One or two groups can present. Upper level grades can divide the work into Acts or chapters and can present each to the class over the course of several periods.

Time Needed: Lower Level: 45 minutes. Upper Level: 45 minutes over several class periods.

Group Size: Whole group reading, small group acting (will depend on the number of characters)

Space Required: Space in the front of the room to act it out, smaller areas cleared out for groups to practice.

Materials Needed: Books with stories/plays, students can use their imagination with props.

Procedure/Administration:

- Read the story with the students
- Analyze and go over the plot, characters and important events of the story
- Break students into groups
- Assign or have them decide who plays which part
- Allow them to be creative and figure out how to convey the story without using words! This will help reinforce what happens in the story (recall)
- Circulate the room
- Allow some (or all if time permits!) to present to the class.
- You can compare and contrast how each group conveyed the same story for an extra activity

Submitted By: Maddie Spittler, June 17th, 2020

Source: Last used: Fall 2019. Prepared for fifth grade, reading, Harrison Park Elementary School (Penn Trafford School District, Harrison City, PA)

Title: Alphabet Brainstorm

Teaching Strategy Summary: Alphabet Brainstorm is an effective brainstorming activity that helps students structure ideas. Students work to brainstorm ideas using each letter of the alphabet as a template. This activity can be used across grade levels and can be completed individually, in small groups, or as a whole class. The goal is for students to generate as many ideas as possible in a given amount of time. This activity would be most effective when aligned with an English Language Arts or a Social Studies curriculum.

Time Needed: The brainstorm should last between 5-15 minutes. For a quick brainstorm, students should be given 5 minutes to generate thoughts. For more complex brainstorms that may require research and referencing, students should have 15 minutes. The brainstorm should not exceed 15 minutes, as it is a beginner exercise to get students thinking.

Group Size: This activity can be differentiated to be completed independently, in small groups, or as a whole class. It will take more time for students to work independently or in pairs opposed to a whole class discussion.

Space Required: Students will need a space where they can comfortably work with peers to record their brainstorm ideas.

Materials Needed: Alphabet Brainstorm template worksheet, pencils, prompt, reference materials (optional, i.e. books, websites, etc.)

Procedure/Administration:

1. The teacher selects a topic to present to students.
2. The teacher determines the focus of the Alphabet Brainstorm. The teacher should decide if it will serve as a recall activity, a pre-writing activity for an essay, or a basis for a discussion forum.
3. Students will be given (or may prepare) a sheet of paper with each letter of the alphabet in a column on the left-hand side.
4. The teacher will establish if students will work independently, in pairs, in small groups, or as a whole class.
5. The teacher will announce whether reference resources can be accessed during the brainstorming process.
6. Students will take 5-15 minutes to develop as many thoughts as they can about the topic, trying to use as many letters from the alphabet as possible.
7. Once time is up, the class will come together and debrief, sharing brainstormed ideas and noting themes among brainstorms.

Submitted by: Kayla Schehr, June 11, 2020

Source: Alphabet Brainstorm. Retrieved from <https://www.facinghistory.org/resource-library/teaching-strategies/alphabet-brainstorm>

Title: Analyzing Problems

Teaching Strategy Summary: This is a strategy that I used during my student teaching experience and can be used for any complex problems in a math class. This strategy is best used after the material is introduced, but the students have not yet mastered it. The idea is that the class is broken down into small groups. Each group will receive some type of problem that they are to solve on a large poster board. After each group is satisfied with their assigned problem, they are to go to the next 'station' which is another group's problem. They will solve the same problem and decide whether or not they agree with the work. If there are disagreements, they will write down any corrections in a different color. The purpose is for each group to travel to all the other groups' posters and repeat the process; solve the problem and write down any corrections in a different color. After the students travel to each poster, we come together as a class and review all of the problems. The creators of the poster lead the discussion; students and the teacher chime in to make sure the correct answer is attained.

Time Needed: About two days

Group Size: 3-4 students

Space Required: Around the room; separated from the other groups

Materials Needed: large poster board, markers, paper, pencil

Procedure/Administration:

- Split the class into small groups (Recommended that the teacher decides the groups and not the students)
- Administer the large poster board/markers to the groups.
- Administer a different problem to each group (For example: on a unit dealing with analyzing functions, each group will get a different function that they have to graph and analyze)
- Give the groups an adequate amount of time to complete their individual problem. These problems should be multi-step and require analytical thinking. It's okay if the groups take almost the whole class period to finish their problems. (Example: Each group graphs their given function, finding the local extrema, intervals of increasing/decreasing, the left- and right-hand limits of the graph, etc.)
- After each group completes their problem and has all their work on the poster board, the group will hang their poster on a wall around the room.
- Each group will move clockwise around the room to the next poster.
- The group will work together to solve the problem and come to a conclusion as to whether or not they agree with the entire problem, parts of the problem, or disagree entirely.
- Then, the group will take a different colored marker and make any corrections/adjustments directly onto the poster board. (There doesn't have to be a definitive correct answer at this point in the process.)
- The groups will travel to each poster and repeat the process until they have been to each poster.
- Have the students return to their original poster.
- Starting with group 1, they will present their poster to the class. They will read the problem, explain what they did to get their answer. At this point, students can have a class discussion to decide whether or not they are in agreement. As the teacher, it is your job to guide this discussion and ask any important questions that you feel are essential to the question. While a group is presenting their poster, the goal is to come to a unanimous agreement on the answer.

- This process is repeated for each group.

Submitted by: Taley Dunaway, June 16, 2020

Last used: February 2020. Prepared for 11th/12th grade precalculus class at Derry Area High School

Title: Assigning Roles

Teaching Strategy Summary: Assigning students particular roles can be an effective way to structure group work. Sometimes certain students assume too much responsibility for a group's work, while other students may be reluctant to contribute to the group's activities. Assigning roles helps to distribute responsibility among group members and ensures accountability for all students' participation. Group roles allow students to strengthen their communicative skills, especially in areas that they are less confident in volunteering for. In fact, as students practice different roles, they have the opportunity to develop a variety of skills, not just communication.

Time Needed: The time needed to complete the strategy itself should only take 20 minutes. The 20 minutes will be used to divide students into groups, assign roles, review expectations, and display the norms for the class. However, students will need additional time to complete whatever activity has been assigned, not to mention some extra time to debrief.

Group Size: The best-suited group size for this strategy is 4-5 students.

Space Required: Students can be seated in regular classroom seating format, but ideal seating is in groups of 4 to 5 desks.

Materials Needed: Whiteboard with groups listed and to show what student has been assigned which role, Post-it Easel Pad to reference expectations, and white lined paper to reflect at the end.

Procedure/Administration: (bulleted list of steps to implement the strategy)

- Divide your students into groups based on your intended goal or outcome.
- Assign a team role to each student in the group. Some examples of team roles include: Resource Manager, Facilitator/Leader, Recorder/Note Take, Task Manager/ Timekeeper, Presenter, Artist, etc.
- Review or develop with the class as a whole what the expectations are for each team role. General guidelines for this might include:
 - Resource Manager- makes sure the team has all materials needed to complete the task.
 - Facilitator- starts the team work by reading the problem or instructions aloud, keeps everyone focused on the work, alerts the teacher if the group has any questions or stuck points
 - Recorder/Reporter- takes notes for the team during the work, reports the results o the teacher or class.
 - Task Manager- helps the team synthesize their ideas, keeps track on time Provide students with expectations for roles
- Display the team role norms on paper form with each group or in the front of the class where students can reference the expectations throughout the activity.
- Throughout the team activity, rotate around the room to monitor students as they engage in the activity. If you observe students not following the role protocol, redirect behaviors.
- When the activity is over, debrief and evaluate
 - In writing or through discussion, ask students to reflect on their experiences working in groups. Which roles do they feel most comfortable in? Which are the most challenging for them? Students may have ideas about new roles that should be assigned.

Submitted By: Alexis Amato, June 1st, 2020

Source:

Assigning Roles for Group Work. Facing History and Ourselves.

[https://www.facinghistory.org/resource-library/teaching-strategies/assigning-roles-group](https://www.facinghistory.org/resource-library/teaching-strategies/assigning-roles-group-work) work.

Title: Board Rotation

Teaching Strategy Summary: This in-person strategy will best be practiced in all settings ranging from fourth grade to college, and it would be beneficial for all subjects. The purpose of Board Rotation is to help students understand and analyze a question being posed to them, it helps them with the ability to formulate coherent responses, develop perspective, and it helps them to think deeper than a superficial level. Board Rotation also helps teachers understand what information their students do and do not understand. Board Rotation is a strategy where the teacher poses multiple questions that all students must answer without repeating an answer that has already been said.

Time Needed: The time needed for Board Rotation can range depending how the teacher uses the strategy. If the teacher only has a smaller class with fewer questions, the strategy itself may not last longer than five minutes. On the other hand, if a teacher has a larger class, more groups, and more questions posed for students to answer, the strategy may take at least 20 minutes to complete. The teacher may also choose to discuss each question and answer after the students are done answering, so that elongate the strategy's process. So, depending on the factors listed above, it may take students about five minutes or it may take them even more.

Group Size: The strategy can work in small group and large group settings. A teacher could not complete this strategy with one student because they would only be able to discuss one person's input. As long as the teacher has more than one student, then this strategy would be effective, it may just need some modifying to properly suit the number of students participating.

Space Required: The teacher will need to utilize their classroom space. They will need an area of space so they can write each question down and have enough space for students to write their answers around the posed question. The teacher can use different sections of their classroom boards, but if there are not enough boards in the class, they can use poster paper as an alternative.

Materials Needed: The students will either a piece of chalk, a pencil, or a dry erase marker to write their answers down, but other than that, the students do not need any other material for this strategy.

Procedure/Administration:

- The teacher will write each question down on different sections of the board/poster paper, making sure there is enough space for all students/groups to write their answers down around it.
- The teacher will then either assign students (or a group of students if it is a large class) to a specific question to answer first.
- The teacher will give their students a time frame to read the question and write their answer down.
- Once the time is up, the teacher will then rotate the students/groups through each of the questions, reiterating that they have to answer something different from the answers already there from previous students/groups.
- When the students/groups have rotated through each question, the teacher will instruct their students to go back to their seats.
- The teacher will then discuss each question and the answers that were listed with the questions.
- Once the discussion is complete, the strategy will conclude.

Submitted By: Taylor Hiles, June 13, 2020

Source:

Knapen, R. (2018, June 13). 20 interactive teaching activities for in the interactive classroom. Retrieved June 13, 2020, from <https://www.bookwidgets.com/blog/2018/06/20-interactive-teaching-activities-for-in-the-interactive-classroom>

Title: Brown Bag

Teaching Strategy Summary: This is a versatile strategy that can be used to help students introduce themselves at the beginning of a new course or academic year. It can also be used to present a book report or a character study. Students choose 5 items to include in their bags that represent an important literary technique (setting, conflict, etc.) or character trait. The bag itself may be decorated accordingly, or students may choose another type of container that has significance. As they remove each item from the bag, they will discuss the item and why they chose it. If they are introducing themselves, they will include objects that reflect things that are important to them and help to describe who they are. This method is especially advantageous to those students who are reluctant to speak in front of the class. Not only does it give them something to do with their hands, it shifts the focus of the audience from them to their object. This can help to relieve anxiety surrounding public speaking.

Time needed: One or two 40-minute class periods, depending on class size

Group size: Up to 30 students

Space required: Standard classroom

Materials needed: Students provide their items in a bag or other container

Procedure/Administration:

- Following a novel study, students will choose a character to analyze, OR students will be given the following literary elements: setting, protagonist, antagonist, conflict, theme, and plot (choose 5), OR students will introduce themselves to the class using objects that represent things in their lives that are valuable and help to tell their personal story.
- Students will receive a scoring rubric.
- Students will introduce their presentation by giving the title, author, and genre of their book.
- For each character trait/literary element, students will choose an item that represents/symbolizes each one and include it in their bag.
- As the student removes each item from the bag, he/she will explain how the item relates to/symbolizes the character or literary element.
- Students will conclude their presentations with a personal “review” of the book. What did they like/dislike about their book?
- Students may want to pass the objects around or allow class time later for sharing.

Submitted by: Linda Eicher, May 19, 2020

Source: I have used this activity for at least 25 years in various iterations. Although I do not know where it originated, I have found the following reference:

Park, DeAun. (2020). Brown bag book report and rubric. Retrieved May 18, 2020, from <https://teacherspayteachers.com>.

Title: Café Conversations

Teaching Strategy Summary: This strategy will best be practiced in a setting above grade 6, and it would be the most beneficial in an English Language Arts or History classroom setting. The purpose of Café Conversations is to help students understand perspective or characters in a story or individuals in history by engaging in a point-of-view from a specific character/person. Engaging in conversations with other characters and/or historical figures will help the participants and peers further understand how and why a character/individual functions.

Time Needed: Café conversations can be assigned as an in-class or outside of class activity, so time depends on the approach that is taken to complete it. It will typically occur after a lesson where the students will have learned information on the topic. It can occur as a study tool for students before an exam, or it can even serve as a form of assessment before an exam. So, the time needed for this strategy can range from one class period to a week to complete.

Group Size: The strategy is best utilized in a small-group setting. A conversation cannot take place if there is just one person contributing, and a whole group setting is not typical. A pair of students can engage in the strategy together and present it to their class, but the strategy itself is typically done with a small group of students.

Space Required: The teacher will need to set the classroom up where the students desks/chairs are in a circle. This will help keep the students engaged by the conversation happening in the middle of the circle and will promote engagement with the conversation taking place.

Materials Needed: The teacher will need to provide students with either a personality, character, or figure to initiate the strategy. They will also provide either the story the character is from or a biography about the figure they were assigned.

Procedure/Administration:

- The teacher will split their students into small groups (more than 2 but no more than 4 students).
- The teacher will then assign the groups a character/figure to partake in the conversation.
- You will then provide any information with the character/figure that will help with the creation of the conversation (biographies, books that the characters are in, etc.)
- You will then provide the students with a rubric to follow so they know is expected to be addressed (the rubric will be created by the teacher and will include any information they prefer to be in the conversation). The teacher can decide if this conversation will be for a grade or not.
- You will then let the groups work on their “conversations” for however long the teacher deems fit (if it is informal, it can take less than if it were a graded assignment. See “Time Needed” slot above for more information).
- Once the students have finished their conversations, they will then present them to the class.
- The group will be called up to go to the center of the circle, and the students sitting will ask the members questions about their character/figure in which the group members will have to respond accurately as if they are the character/figure themselves.
- Once the conversation winds down, the teacher will then call on another group to go to the center of the circle. The previous step and this step will occur until all the groups have gone.
- Once done, the teacher can decide whether they want to collect the students’ research/work or not.

- The teacher can then have the students reflect in their journal about the experience itself and how they think it went/what they learned. This step is optional.

Submitted By: Taylor Hiles, May 19, 2020

Source:

Café Conversations. (n.d.). Retrieved May 19, 2020, from
<https://www.facinghistory.org/resource-library/teaching-strategies/cafe-conversations>

Title: Carousel Brainstorming

Teaching Strategy Summary: Carousel brainstorming is a collaborative learning strategy which allows students to activate prior knowledge about a topic through movement, reflection and conversation. This strategy is applicable to all subjects and grade levels. Chart papers containing comments for consideration about lesson/unit topics are placed throughout the classroom and small groups of students move from station to station, stopping to discuss and add their own thoughts. To end the activity, students return to their original station, summarize the class findings on the chart and share during whole class discussion. Carousel brainstorming engages a wide variety of learners especially those who are strong in bodily-kinesthetic, visual-spatial and interpersonal intelligences.

Time Needed: 3 to 4 minutes at each station; 15-20 minutes for whole class discussion following activity

Group Size: Students should be placed in equal groups based on number of stations

Space Required: unobstructed wall areas to place chart paper and designate as stations

Materials Needed: chart paper, colored markers

Procedure/Administration:

- Prepare materials for discussion
 - Choose statements for student consideration that activate prior knowledge about a new topic
 - Place chart paper containing statements in various open spaces around the room

- Initiate activity
 - Assign students to equal groups and provide each group with a different colored marker— different colored markers allow students and the teacher to recognize who added each comment to the chart paper
 - Allow students 3 to 4 minutes to visit each station and collaboratively answer each statement with pictures, words or sentences—groups may also connect their thoughts to previously added statements
 - Encourage students to be creative with their comments and remind the class that there are no wrong answers while brainstorming
 - Instruct students to discuss as a group and summarize class findings presented on the chart paper upon returning to their original stations
 - Select a spokesperson from each group to share their findings with the class; directly connect students' thoughts/comments to new lesson material

Submitted By: Courtney Kloos 6/4/20

Source: Simon, C. (2020). Brainstorming and Reviewing Using the Carousel Strategy - ReadWriteThink. Retrieved June 4, 2020, from <http://www.readwritethink.org/professional-development/strategy-guides/brainstorming-reviewing-using-carousel-30630.html>

Title: Concentric Circles

Teaching Strategy Summary: This strategy invites every student in the class to participate as an active listener and speaker. Students stand in two concentric circles facing one another and respond to a question in a paired discussion. When told by the teacher, one of the circles moves to the left or right so each student now faces a new partner, with whom they discuss a new question with. The Concentric Circle strategy is especially beneficial in reading and social studies. This works well to debrief about a video or reading and mixes up students so that they have a chance to share their ideas with a wide range of students. Since they are just speaking with one other person at a time, more shy students might feel more comfortable sharing their ideas than they would in a large group/class discussion.

Time Needed: The time needed to complete this strategy depends on class/group size, but each student should be permitted to have up to 1 minute to respond to each question.

Group Size: Best-suited group size for this strategy is less than 20 students.

Space Required: Students will need to stand in an unobstructed area. Ideally, students will be standing in two circles; so it is important that enough space is provided in order to effectively do so.

Materials Needed: No supplies are needed. The teacher will need to prepare questions to ask the students.

Procedure/Administration:

- Select a text/video
 - Identify a reading or video that will serve as the facilitator for this activity.
- Select questions
 - Select the questions that you will ask students to respond to in their discussion.
- Prepare students for the Concentric Circles discussion
 - In preparation for the discussion, you might ask students to annotate or take notes while they are reading the text or watching the video so they can do some initial thinking. Also, you could ask them to do a quick journal response to gather their thoughts before being asked to discuss the text as well.
- Facilitate the Concentric Circle discussion
 - Ask students to stand in two concentric circles
 - The students inside and outside circles should face one another so that each student is standing across from a partner.
 - If your class doesn't allow for concentric circles, you might have the students stand in two lines facing one another.
 - In this case, when students move to face their new partners, the student pumped off the end of the line moves to the space at the start of the line.
 - Tell the students that you will give them a question to discuss with their partner.
 - Explain how much time they have for their discussions and let them know that both students need to share and listen.
 - You could give them tips about asking follow-up questions if they finish their discussion before the allotted time is up.
 - If you want students to get equal time to share and listen in each round, you can instruct students that for the first minute, the outside circle will share their answers to the

questions while the inside circle listens. Then for the second minute, the inside circle would share while the outside circle listened.

- After the time is up, instruct students in one of the circles to move one or two spots to the right (or left) so they are now facing new partners.
- Repeat the previous step with a new question.
- Repeat this process until your students have answered the questions that you prepared.

Submitted By: Alexis Amato, June 8th, 2020

Source:

Concentric Circles. Learning Strategies For ELL's.

<https://learningstrategieseng491.weebly.com/concentric-circles.html>.

Title: Crime Scene Investigation

Teaching Strategy Summary: This is a little bit more of a complicated strategy in the sense that it takes time to plan it and set it up. Essentially, the teacher gathers materials/objects that he wants to use in a “crime scene” set up in the classroom. It can be any number of objects, and of course these objects need to be related to the lesson/content being taught. The teacher sets up the objects and puts caution tape around the scene to make it clear that something has happened in that setting. The students must then determine what happened in the scene just by analyzing the objects. The students complete a chart trying to determine what is happening in the scene and then have a discussion about possible answers. This could be a teacher or student-led discussion. After discussing the scene, the teacher moves forward to discuss how this scene is related to the lesson/content the students are learning that day. This strategy can be used in almost any classroom, but the teacher must make sure the scene relates to the content/lesson being taught.

Example: I want to provide an example to give a clearer picture of how this strategy works. If I was teaching a 7th grade Science class, I would set up several types of chemicals and maybe a beaker that had “spilled.” We would then discuss what we think happened in this scene: was there a crazy scientist whose experiment went wrong? Did a famous scientist perform this exact experiment? Basically, the focus is to create a scene that transitions the students into the lesson/content, asking them to analyze the scene to see if they can determine the focus of the lesson/content.

Time Needed: The time needed for this strategy is approximately 5-10 minutes. Students need time to analyze the scene and then discuss what they have found. This strategy usually occurs at the beginning of the class period.

Group Size: The best suited group size for this strategy is a full classroom of students, ranging anywhere from 20-25 students. This way, there are diverse opinions and ideas about the scene and what it is trying to portray.

Space Required: There needs to be a space for the scene: you can use desks if you prefer or clear out a section of the floor for the objects you use to set up the scene. You will also need to rope off the space with the caution tape to make it clear that something has happened in that setting of the classroom.

Materials Needed:

- Any objects necessary for the scene
- Caution tape
- Chart for students to fill in to try to determine what is happening in the scene

Procedure/Administration:

- Set up the crime scene by moving any desks or other furniture around the classroom
- Set up the objects and place the caution tape around the scene (remember – this is a great time to be creative and choose objects that represent your scene/concept well!)
- Explain to the students that “something has happened” and they are the only ones who can figure it out
- Distribute charts for students to begin filling in their ideas of possibilities
- After students analyze the scene and complete their charts, have a brief discussion about their findings

- Then, move forward into the content and what the scene represents in relation to the lesson

Submitted By: Lucy Bujdos, June 5, 2020

Source: Last used: February 2019. Prepared for *7th Grade English Language Arts*, Franklin Regional School District, Monroeville, Pennsylvania.

Title: Cultural Experience

Teaching Strategy Summary: This strategy requires more effort than most others on the part of the teacher but could yield great results in helping students relate what they are learning in the classroom to the real world. This strategy involves the teacher researching a culture related to a topic being discussed in class. This can be a historical culture, the culture in a novel, or a culture in the modern world. Then the teacher must gather multiple cultural elements from that area to share with the class. This can be anything from food, clothing, instruments, music, art, and many other things that are physical and the students can interact with. The teacher places these items around the room and asks the students to tour the room and interact with them in groups. Before interacting with the items, the teacher will label them and offer a very brief explanation as to what they are. While walking around the room, the students have an activity sheet asking them to write down descriptions of the items, what they think the items were used for, and various other questions related to the topic being discussed. It is best to do this activity with as many items as possible to immerse the students into the culture. The more items, the better the understanding they can develop about the culture and the subject being discussed. Being able to interact with real world items they otherwise never would can maximize class instruction. This teaching strategy can be used with all ages and multiple disciplines.

Time Needed: Time to gather materials depends on the cultural elements the teacher wants to re-create or purchase. The cultural experience itself should last an entire 45-50 minute class period.

Group Size: Groups vary based on the number of items, however 2-3 is recommended.

Space Required: It is best to have these items on display for the students to interact with around the room, and it is also best for the students to have space to move around and work. Ideally the desks would be arranged around the walls of the classroom to offer stands for the items to sit on as well as space to move around.

Materials Needed:

- Cultural items based on topic
- Activity Sheet (made by teacher)
- Pencils

Procedure/Administration:

- Initial planning for activity
 - Teachers should research into the culture they would like to share with the students. You want to try and find items that convey what the culture you are trying to share with your students looks or feels like. This can be anything from food, clothing, instruments, music, art, and many other things that are physical and the students can interact with. Be sure to only select actual cultural items and avoid cultural appropriation.
- Before class begins
 - Create an activity sheet for students to interact with for the lesson. This sheet should have questions like write down descriptions of the items, what they think the items were used for, and various other questions related to the topic being discussed.
 - Move the desks or tables around in your room to the walls to allow for space to sit the items and space to move around.

- Place the items around the room for students to interact with. Have a brief description read like the name of the item for the students written on or next to it. (If you have chosen music, have it playing when students enter the room).
- During class
 - Handout the activity sheet and organize students into groups. Have them take turns walking around the room to items and filling out the sheet as they go.
 - Once students have viewed and interacted with every item, open to a full class discussion on each item asking for volunteers to say what they noticed about it.
 - Add information about each item as you go and give descriptions the students may have missed.
 - Relate each item back to your main subject or topic you researched this culture for.

Submitted By: Michael Gismondi, June 22, 2020

Source: Created for: (Summer, 2020) GCED 635 Instructional Methodology, Saint Vincent College, Latrobe, PA

Title: Detailed Drawings

Teaching Strategy Summary: This is a strategy used in an English classroom focused on teaching imagery and descriptive language to students. I used this strategy with 7th graders during my student teaching internship while teaching the novel *Beowulf*. After reading a brief but descriptive chapter together to the students aloud, I discussed the author's use of imagery and descriptive language with them. We discussed the definition of imagery and then students were to use the chapter I read aloud to them and find three descriptive phrases from the chapter. They then were to use these phrases and create a detailed drawing of the monster from the book being described. This strategy provided the students an opportunity draw and color, and created a variety of depictions of the monster for other students to share. Students also had to recognize phrases that demonstrated imagery to create their picture of the monster. This strategy can be used for any novel, short story, or passage, as long as it is one in which the author uses imagery. This strategy can be used for any age, but is most appropriate for middle-school age students.

Time Needed: For this strategy, approximately 45 minutes are necessary. Students need time to have the book read to them, have a brief discussion on imagery, find quotes, and then work on their drawings.

Group Size: The best suited group size for this strategy is approximately 20-25 students. They were to work independently, but if they needed help determining if the quotes they chose from their book were examples of imagery, they were allowed to consult their friends or the teacher.

Space Required: This strategy requires a desk for each student, so that they all have a space for paper, colored pencils, and their book to find their quotes and create their drawing.

Materials Needed:

- One copy of the novel *Beowulf* (or selected novel) for each student
- Coloring materials (colored pencils/markers) for each student
- Paper for students to write down their chosen quotes
- Paper for students to draw/color their depiction of the creature

Procedure/Administration: Note-make sure students are focused on the imagery and incorporate it into their picture (*specific* imagery from the book)

- Introduce the lesson by reading the lesson objective to the students
- Have the students open their books and tell them to pay close attention to the details of the story, particularly the descriptions provided
- After reading the chapter, ask the students if anyone knows what imagery is
- Review a definition of imagery and provide several examples from the story/chapter
- Explain the task to the students: that they are to pull 3 descriptive quotes in which the author uses imagery; then to draw a detailed picture using the quotes they found to depict an original version of the creature being described
- In the last five minutes of the class, have several students share their quotes, their drawing, and how they incorporated their quotes into their drawing

Submitted By: Lucy Bujdos, May 23, 2020

Source: Last used: March 2019. Prepared for 7th Grade English Language Arts, Franklin Regional School District, Monroeville, Pennsylvania.

Title: Explanation of purpose

Teaching Strategy Summary: Explanation of purpose is a great teaching strategy for any class and any age. As educators, many of us get caught up in our systematic lesson plans and most of our “to-do” lists that we forget to tell students what the purpose is of the lesson. Students deserve to be prepared and know exactly what they are learning and why it will be important. Teaching is like putting a puzzle together and the content is the pieces. The students need to see how the pieces of their content they are learning fits together.

Time Needed: There is no specific time constraint for this strategy. The teacher can provide as much time as she needs to explain the content and material effectively to ensure student understanding.

Group Size: The average class size of 20-25 students will work perfectly.

Space Required: No specific space is required for the teacher to use this strategy as it will be used in the classroom face-to face.

Materials Needed: No materials are needed for this strategy.

Procedure/Administration: The teacher will start by discussing the objectives and learning targets for each lesson with the students. After the teacher will break a part the objective and learning targets and with students, the teacher and students will segment their learning into understandable content pieces. The biggest part of this strategy is explaining the “why” of each lesson and content piece to the students.

Submitted By: (Kaitlyn Muchnock, June 8, 2020)

Source: Ralph, M. (2020, April 17). Teaching Strategies of Award-Winning Online Instructors. Retrieved June 8, 2020, from <https://www.edutopia.org/article/teaching-strategies-award-winning-online-instructors>

Title: Favorite Line Read Aloud

Teaching Strategy Summary: This is a simple strategy that focuses on analyzing text and recognizing sentence formation. Students are assigned a reading (fiction or nonfiction) and are also asked that, as they are reading, they choose their favorite sentence from the reading. It can be any sentence: it can be any length, it could be dialogue or not, it could be a statement or a question, etc. The students are to write down the sentence on a piece of notebook paper and then come to class the next day with their favorite sentence. Each student shares his sentence with the class and explains why it was his favorite sentence. Then, each student is given a chart and must fill in information about the sentence. He determines what type of sentence he chose (compound, compound-complex, simple, etc.), what was occurring in the text when the sentence was used, the reasons he chose the sentence, and why he thinks the author wrote the sentence that way. Then, the students analyze the words used in their sentences: they find the definitions of those words and ask themselves why they think the author chose those words in particular. After the analysis process, the students eventually discuss their findings with their peers and what they learned. The focus of this strategy is for students to practice their analysis skills, attempt to understand author's purpose, and use deeper thinking to recognize why they chose the sentence they did. This strategy can be used for any grade level and in any subject, as articles, stories, and other types of writing are used in every subject.

Time Needed: The time needed for this strategy is approximately one 45-minute class period. Of course, the teacher needs several minutes the class beforehand to assign the work, but then uses the following class to discuss the students' findings and their analyses.

Group Size: The best suited group size for this strategy is an average class size of approximately 20-25 students. Each student needs an opportunity to share his sentence with the class.

Space Required: The space required for this strategy is an average classroom, with one desk for each student.

Materials Needed:

- A copy of the text that is being read and analyzed (one per student)
- Analysis chart for students to analyze their sentence (one per student)

Procedure/Administration:

- Assign students the reading and that they must pick out their favorite sentence for the next class
- Next class: have each student share aloud the sentence they chose and why they chose it
- Then, distribute the charts that have the students break down the sentence they chose (the words used in the sentence, the type of sentence, what they think the author was saying, what was happening when the sentence was used, etc.)
- Finally, have a discussion (small groups or whole class) about the students' findings

Submitted By: Lucy Bujdos, June 5, 2020

Source: Last used: April 2019. Prepared for *7th Grade English Language Arts*, Franklin Regional School District, Monroeville, Pennsylvania.

Title: Fishbowl

Teaching Strategy Summary: Fishbowl is an educational strategy in which students participate in discussion by asking questions and sharing their opinions with one another. This strategy is completed as a whole class and all students are required to contribute. Provided with a set of questions to consider beforehand, the discussion is completely student led allowing for independence. As speaking and listening are critical life-long skills, teaching students to be patient and respectful in conversation prepares them for life outside of the classroom. Fishbowl is particularly useful for debriefing at the end of a novel and preparing for summative writing assignments. This strategy is applicable to all subjects but works best with students in older grades such as middle and high school who have already begun to develop the skills necessary to participate. It may be adapted to online learning by using a whole class Zoom session for discussion.

Time Needed: 30-40 minutes or one full class period

Group Size: Entire class as a whole participates in activity

Space Required: Large circle of desks in the center of the classroom // Zoom meeting

Materials Needed: Prompts or questions provided by teacher prior to class

Procedure/Administration:

- Prepare for discussion
 - Select questions for discussion that allow for interpretation and multiple student perspectives and opinions
 - Provide students with questions in which they are required to review for homework the night prior to activity
 - Arrange student desks in one large circle—each desk facing the center to allow students to see all of their classmates during discussion
- Initiate Fishbowl activity
 - Choose a student volunteer to serve as leader and ensure continuous conversation and student participation—leaders may pose questions to specific students in order to engage all classmates especially those who may be uncomfortable speaking up on their own
 - Remind students to be respectful to each other and only speak once a classmate has completely finished his/her thought
 - Encourage students to respond and build off of their classmates' ideas—not all questions provided need to be addressed but should serve as a foundation for conversation
- Teacher Role
 - Keep track of student participation, each student must contribute between 2-3 times depending on class size
 - Alert students when the period is halfway over and with five minutes remaining

Submitted By: Courtney Kloos 6/21/20

Source: Last Used: (2019). Prepared for *grade 11, AP English Language and Composition*, Norwin School District, North Huntingdon, PA.

Title: Flip Grid

Teaching Strategy Summary: This is a strategy used in a middle school level classroom that incorporates technology. The students are put into groups of 2-3 and are given a device, such as an iPad, a Chromebook, or a laptop. They are to open and use an app called “Flip Grid”; the app allows the students to create a short, 30-60 second video. They can add special effects to the video and then easily upload the video to the Flip Grid website into a specific group on the site that was created by the teacher. The teacher then, using a Smartboard/Promethean Board, presents each video on the screen. The strategy works well, for example, when students are reading a nonfiction article with various sections. Each group is assigned a section of the article and shoots a creative and original video presenting the main points of the information they were assigned. I used this strategy with 7th grade students in an English class, but this strategy is applicable to elementary-aged students as well and could be used in any class when reading a nonfiction piece of writing.

Time Needed: For this strategy, approximately 45 minutes (a full class period) are necessary. Students need time to read their section of the article, learn how to use Flip Grid, and work in their groups to write and film their video. Then, there needs to be time at the end to present the videos. If there is not time to present, then that can wait for the following lesson.

Group Size: The best suited group size for this strategy is approximately 20-25 students: so there would be about 8 groups of 3. Of course, this depends on the article being read and how the teacher divides up the article among groups, but about 3 students per group works best.

Space Required: This strategy requires classroom and hallway space. Each group needs a somewhat quiet area to film so that the groups are not overheard in each other’s videos and so that the groups do not disturb other classes.

Materials Needed:

- Copy of the article being read for each student
- A device with which to film for each group of students
- Highlighter for students to highlight the most important points of their section
- Note sheet to take notes on the other groups’ presentations

Procedure/Administration: Note – make sure students understand how to use Flip Grid and make sure to be walking around observing so students stay on task

- Introduce the lesson by reading the lesson objective to the students
- Demonstrate how to use Flip Grid using one of the devices provided
- Distribute the article to the students, put them in their pre-arranged group, and assign them a section of the article
- Have the students read their article and explain that they are to create an original Flip Grid video that gives main details about their section of the article
- Tell students they have about 30 minutes to read the article and create their video – assign each group a separate place to work
- As students are working on their video, walk around to make sure they are staying on task
- When students complete their video, have them upload them onto the Flip Grid website onto the group specific to your classroom

- If time, present the videos to the class and have the students take notes on the groups that were not theirs

Submitted By: Lucy Bujdos, May 31, 2020

Source: Last used: March 2019. Prepared for *7th Grade English Language Arts*, Franklin Regional School District, Monroeville, Pennsylvania.

“Flipgrid.” *Flipgrid.*, 2020, flipgrid.com/.

Title: Graffiti Boards

Teaching Strategy Summary: Students often have questions or comments about a topic that they don't feel comfortable asking or saying aloud. This strategy allows shy students to participate in the academic conversations of the classroom. It also allows students to hear the ideas of others. Graffiti boards also create a record of students' thoughts and questions on a topic that the teacher can refer back to later. It can help a teacher understand what material needs to be focused on more heavily to increase comprehension. Graffiti boards are an easy way to introduce new material and gauge the understanding of your students.

Time Needed: 5-10 minutes

Group Size: This can be done with any size of class. This is a full class activity.

Space Required: You need a large space where multiple students can write at once. Ideally, every wall is covered with some sort of writing material such as a chalk board, white board, or butcher paper.

Materials Needed: Chalk, dry erase markers, markers, crayons, other writing utensils, chalkboard, whiteboard, butcher paper

Procedure/Administration:

- Cover parts of your wall that do not have a writing surface (chalkboard, white board) already on them with butcher paper. Distribute writing utensils to students. Note that markers are more easily read from a distance than pens or pencils.
- Make sure students are clear on the expectations of this activity and what an appropriate response looks like. Require students to write at least one comment or question.
- Create a prompt relevant to what you will be teaching. Allow students to respond to the prompt with their own ideas and questions as well as respond to the comments and questions of their peers. Allow students to use lines to connect their ideas and questions to those of others. Students should be silent during this activity. Playing light music during this activity could be helpful.
- Allow students 5-10 minutes to write silently on the board, but extend this time if students are still writing.
- Facilitate group discussion after all students are done writing. Are there any points of disagreement? How has the prompt been interpreted?
- Allow students to add to this board as the unit progresses.

Submitted By: Gina Johnston, June 15, 2020

Source: Philips, B. 2018 December 5. Graffiti Boards. Retrieved from <https://inside.ewu.edu/managementtoolbox/graffiti-boards/>

Title: Headline It!

Teaching Strategy Summary: This activity encourages students to consider the most valuable information from a given passage or novel. Students can work independently or collaboratively to create a newspaper headline capturing their favorite part of a passage or what they found to be the most important theme or lesson found within the text. This activity can be adapted for different subjects and grade levels. Students can simply summarize their favorite parts of stories or they can seek archetypes and literary devices in the text and write about them in their newspaper article. The articles can be published or shared by students at the completion of this activity.

Time Needed: Students should be given ample time to write their articles, and this time frame will range based on complexity. Before beginning the article, students will need to read a passage or novel to write about. Students will need at least one hour of writing to construct entire ideas. This can be spread across several days to break up the amount of writing.

Group Size: Students can write independently, in pairs, or in small groups. This activity allows the teacher to determine which group size is best for the students.

Space Required: Students will need a space where they can write or type comfortably. If working in pairs or small groups, there should be space for students to conference and collaborate.

Materials Needed: Novel or passage from which the student will write, paper and pencil (if handwritten), laptop with typing software such as Google Docs or Microsoft Word (if typed), graphic organizer, newspaper article examples

Procedure/Administration:

1. The teacher informs students that they will be responsible for writing a newspaper article with an eye-catching headline about a novel or passage that students are reading.
2. The teacher shares articles from the local newspaper with students and explains the purpose of the headline: a brief statement that draws readers to the article.
3. The teacher determines the focus of the article and relays this to students, whether it be summarizing the story or breaking down a literary device in the novel.
4. Students will be assigned a topic and a group, if the teacher chooses collaborative learning.
5. Using the passage or novel, students will use a graphic organizer to brainstorm points of discussion in their article.
6. Using the graphic organizer, students will choose the most important piece of information to create a headline.
7. Students will create a brief headline that entices readers and relates to their article. Examples will be provided for students to reference.
8. Students will construct their articles, writing or typing them.
9. Once the articles are completed, students will review their headline and edit accordingly, if deemed necessary.
10. Students will share their newspaper articles with their classmates. Headlines will be shared to entice learners.

Submitted by: Kayla Schehr, June 2, 2020

Source: Adapted from: Create a Headline. Retrieved from <https://www.facinghistory.org/resource-library/teaching-strategies/create-headline>

Title: Heads Together

Teaching Strategy Summary: This strategy encourages teamwork and quick thinking. Although designed for elementary school, secondary students will also enjoy the rapid-fire and humorous process. Students will be seated in small groups, and will be instructed to only talk when the teacher allows them to put their heads together. The teacher will ask the class a question, and say “Heads Together!” The students will then literally put their heads together, and will have a limited amount of time to come up with the correct answer. When the teacher says “Heads Apart!” the students will separate and be responsible for providing the correct answer. Points will be awarded for correct answers, and can be deducted when students speak with their heads separated. This activity should not be used with questions that require simple recall. Rather, it is best suited for problems that have several steps (such as math or science problems), which encourages students to focus on cooperation and teamwork.

Time Needed: This activity should take approximately 15 minutes.

Group Size: This activity is designed for groups of 3 or 4.

Space Required: Students should have their desks arranged in small groups/clusters so that they can reach each other to put their heads together.

Materials Needed: No materials are required for this strategy. Mini-whiteboards can be an optional way for students to share their answers.

Procedure/Administration: The teacher needs to explain the rules ahead of time, reinforcing that students are only allowed to talk with their heads together.

- The teacher, while circulating, will pose a question to the class.
- The teacher will then say, “Heads Together!” The students will then lean in close, literally touching their heads together.
- While in this position, students will have short time (in the case of a review game, probably about 15-30 seconds) to whisper and discuss their answer to the question.
- The teacher will then say, “Heads Apart!” The students will then return to their normal seated position.
- The groups will then either select a representative to share their answer, or write and share an answer on their mini-whiteboards.
- Groups will earn points for correct answers, and will lose points if caught talking with their heads apart.

Submitted By: Jacob Diller, June 19, 2020

Source: Hunter, Tami. September 2017. “For the Teachers: Get Kids Moving!” Retrieved from <https://www.fortheteachers.org/get-kids-moving/>

Title: Investigate Eicher

Teaching Strategy Summary: This lesson will be conducted on the first day of a new academic year as an engaging way to “introduce” myself to the class. Students will become detectives trying to gather information on the suspect (me). In their role as investigators, students will work collaboratively to gather evidence/clues and conduct an inquiry that will utilize inductive reasoning and provide an opportunity for students to observe, analyze, and summarize their findings. Not only will the lesson serve as a valuable segue into the first unit on the mystery/detective story, it will also provide valuable insights on student ability and behavior.

Time Needed: One 40-minute class period or may be adapted to fit 80-minute block*

Group size: Up to 30 students

Space required: Standard classroom

Materials needed: Post-it notes, teacher artifacts, writing utensils, “Who Is Mrs. E?” handout

Procedure/Administration:

- Mrs. Eicher will introduce lesson as an opportunity to *investigate* (get to know) the *suspect* (teacher), eliciting suggestions about the meaning of the two terms. Students will have the opportunity to introduce themselves in the following days.
- The teacher will pair students. In the following days, various methods will be utilized to group students; however, in the interest of time and because it is the first day of instruction, students will simply pair as directed by the teacher.
- The teacher will distribute “Who is Mrs. E?” handout. Each pair will receive one handout, read and discuss directions.
- Students will be given approximately 10 minutes to move freely around the classroom in order to find, examine, and record 4 clues/pieces of evidence. They may handle the objects but must replace them immediately following inspection.
- Students will return, with their partners, to their seats to assemble their clues which are recorded on Post-its and attach the Post-its to the handout in the indicated positions.
- Students will answer the following question about each piece of evidence: “What does this item tell me about Mrs. E? (hobbies, personality, expectations, etc.)
- Working cooperatively, each pair will compose a brief suspect biography based on the evidence collected and record it on the handout in the indicated space.
- *Each pair will be grouped with another pair to compare/contrast findings.
- Students will discuss findings and evaluate this method of investigation.
- Following class share-out, the teacher will react to the accuracy of the profiles created by students.
- Homework will consist of an individual, written reflection on the activity and findings.

Submitted by: Linda Eicher, May 19, 2020

Source: Gross, Abby. (2019). First day of school investigative teacher activities. Retrieved May 15, 2020, from <https://teacherspayteachers.com/Write-on-With-Miss-G>.

Title: “Know, Want to Know, Learned (KWL) Charts”

Teaching Strategy Summary: This strategy is simple to construct and is very beneficial for students of all ages, specifically in an English Language Arts setting, and in many classroom settings. This strategy has students activating their prior knowledge about a subject, thinking critically to decipher what they want to learn from a lesson, and have them analyzing the information they learned after the lesson. This strategy is a great one to use to have students thinking about the topic throughout the entirety of the lesson and to set a purpose for their reading.

Time Needed: The strategy will take place over the course of the class, but allow no more than 5 minutes for each column to be filled out to the best of their ability to ensure that a completed lesson is delivered.

Group Size: This strategy works in individualized, small-group, and whole-group settings, but to have more ideas, thoughts, and facts circulating, it is best to complete this strategy in a classroom of 15-25 students.

Space Required: The students can be seated in their typical classroom seating arrangement to complete this strategy. No special space/seating is required.

Materials Needed: The only supplies needed for this specific strategy are a pencil and a piece of paper (lined or blank are both okay). The teacher needs to introduce the topic at the beginning of the strategy to initiate the strategy and to teach the lesson to conclude it.

Procedure/Administration:

- Before beginning a lesson, you will have the students take a piece of paper and draw three lines going up and down the paper spread evenly across the sheet creating columns.
- At the top of the first column, they will write the letter “K” for what they already know.
- At the top of the second column, then they will write “W” for what they want to learn.
- At the top of the third column, they will write the “L” for what they learned.
- You will then begin bringing up the topic that will be discussed in the lesson, and you will ask the students to write down what they already know about the topic in the K column.
- Then, you can have a few students share their responses.
- Once they have shared, you will then ask what the students want to know/learn about the topic that will be discussed shortly in the W column.
- Once you have discussed some of their thoughts, you will then have the students put their chart to the side and teach the lesson.
- At the end of the lesson, you will then ask the students to pull their charts back out and to write what they learned from the lesson that was just taught in the L column.
- You can then share their responses once they are done, and they can keep their charts for future use and reference.

Submitted By: Taylor Hiles, May 19, 2020

Source:

K-W-L (Know, Want to Know, Learned). (n.d.). Retrieved May 19, 2020, from <http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html>

Title: Letter Writing

Teaching Strategy Summary: Students are often better at expressing themselves in letters. It is magical to see the most resistant writers become more enthusiastic when the writing assignment is not an essay but a letter. This is an activity that can be useful across the curriculum as students may write to an author, an artist or musician, an historical figure, or a character in a novel. The requirements of the letter depend, of course, on the goals of the teacher, but may include responding to a novel character's actions, giving advice to the character, or writing to an author or artist to respond to a book or work of art.

Time Needed: This is best initiated as a homework assignment as students vary widely in the time it takes them to complete a composition assignment.

Group Size: Any

Space Required: N/A

Materials Needed: Computer or paper and writing utensil

Procedure/Administration:

- Following a lesson, students will write a letter to a character/author/artist.
- Guidelines will be provided, perhaps in the form of a rubric.
- Various skills can be emphasized depending on the subject area. These may include specific composition skills such as writing complete sentences, use of effective transitional expressions, etc. Skills such as evaluating a book or work of art based on criteria being studied may also be a focus. The letter may be written to give advice to a character in a novel or an historical figure.
- Students may share their letters with a partner or with the class.
- The assignment may be adapted to include a letter exchange in which another student responds (writes back), addressing the ideas presented in the original letter.

Submitted by: Linda Eicher, May 28, 2020

Source: Last used: March, 2012. Prepared for Grade 8, Language Arts, Jeannette McKee Middle School, Jeannette, PA

Title: Literary Tableau

Teaching Strategy Summary: For this activity, students will work in cooperative groups to visually represent a pivotal scene in a literary work. Group members will take on the roles of characters in the novel or short story and pose in a “freeze frame” to symbolize an important moment in the story. One group member will serve as narrator to explain the significance of the scene, the action that is being interpreted, and the role of each group member in the scene. The narrator will be expected to use correctly the literary terms (e.g. rising action, conflict, protagonist, etc.) that are appropriate for the scene.

Time Needed: Two 40-minute class periods

Group Size: 3-5 students per group

Space Required: classroom

Materials needed: any “props” students wish to use to represent their scene

Procedure/Administration:

- In their groups, students will choose an important scene from the story/novel they have read.
- The group will record what the scene represents and why it is especially important in the story.
- Students will decide which group member will portray each character in the scene and how to visually represent the scene most effectively.
- The group will agree on props to be used and who will be responsible for bringing the necessary props to class.
- Group members will agree on how each character should pose and the gestures and facial expressions that best represent the moment they are trying to capture.
- Each group will collaborate on the narrative that will accompany the tableau scene.
- Groups will practice in preparation for their presentation of their scene to the class.
- Narrations will be revised and perfected.
- At the next class meeting, students will present their tableau scene to the class.

Submitted by: Linda Eicher

Source: Last used: (2010). Prepared for Grade 8 Language Arts, Jeannette McKee Middle Jeannette, PA.

Title: Logic Puzzles

Teaching Strategy Summary: “For the most part, reasoning, deducing, inferring, and critical thinking are not skills that come naturally to our students. Rather, they must be nurtured and developed” (Nannini, 2020). To help develop these critical thinking skills, the teacher could provide a time where students could work on logic puzzles. With the understanding that our class schedules are very busy, you can easily do a logic puzzle as morning work. Look below for a sample logic puzzle!

Time Needed: Depending on what kind of logic puzzle, it could take anywhere from 5-15 minutes.

Group Size: Preferably individually or it could be partners

Space Required: At a desk/table

Materials Needed: A logic puzzle or logic question/situation

Procedure/Administration:

- During morning work, present a logic question on the board or a handout
- Have students try to complete their question on their own
- Once students are finished, work through the question as a class
- Reminder, don't just give them the answer, model your logical thinking process through the puzzle

NAME: _____

The Seating Chart

Mrs. Jones is so busy! She lost her seating chart, and her new students will be walking in for the first day of school. Use the clues below to get the students in the correct seats.

Rachel	Kenna	Reese	Eric	Jordan
JanTelle	James	Mia	Tyler	Martin
Marcus	Charlie	Makayla	Madeline	Patrick

CLUES

- 1.) Tyler and Charlie both sit at Table 1.
- 2.) Every student at Table 2 has a name that starts with the same letter.
- 3.) Eric and Rachel sit at a different table than Patrick and Charlie.
- 4.) Kenna does not sit at Table 3.
- 5.) All three students whose names start with the letter "J" sit together at a table.
- 6.) Reese sits at a different table than Eric.

TABLE 1	
TABLE 2	
TABLE 3	

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Submitted By: Tammy Clark, June 13, 2020

Source:

Nannini, K. (2020, April 15). How to Sharpen Your Students' Critical Thinking Skills. Retrieved June 13, 2020, from <https://youngteacherlove.com/how-to-sharpen-your-students-critical-thinking-skills/>

Title: Math Talks

Teaching Strategy Summary: This is a very broad teaching strategy that is used to encourage math discussions in class. The purpose is to encourage rough-draft math thinking. It is important for students to share their initial efforts at solving a math problem with their peers. This can be helpful to deepen the students' understanding of different math ideas and practices.

Time Needed: 20 minutes

Group Size: Pairs

Space required: Students' desks

Materials Needed: Paper and pencil

Procedure/Administration:

- Give the class a problem to work on independently
- After the students complete the problem, have them work with their neighbor
- Allow the students to share with each other how they solved the problem and their thought process behind it. This should help the students to be able to clarify any roadblocks they may have had.
- Allow the students to revise their problem based on peer feedback
- Ask a few students to explain how their thinking evolved through this process.

Submitted by: Taley Dunaway June 18, 2020

Gonser, Sarah. *4 Ways to Encourage Math Talks*. Topia. 10 June 2020. Web. 18 June 2020.

Title: Muddiest Point

Teaching Strategy Summary: This in-person strategy will best be practiced in all settings ranging from second grade to sixth grade, and it would be beneficial for all subjects. The purpose of Muddiest Point is to help students understand where they are struggling to understand a concept so that it can be addressed and discussed. Muddiest Point also helps teachers gauge where their students are struggling the most so they can alter instruction to address their specific needs. Muddiest Point is a strategy where the teacher asks the students to write down and document a piece of information they do not understand or they are “muddy” with. Writing it down gives students a chance to self-reflect on their learning so they know what to focus on.

Time Needed: The time needed for a Muddiest Point can range depending how the teacher uses the strategy. If the teacher asks their students at the beginning of class to write down their muddiest point from the lesson the day before, it may only take a few minutes to write down their thoughts and to discuss. On the other hand, if a teacher asks their students to write down their muddiest point from the lesson just taught, they may decide to put the students into groups so they can discuss what they are struggling with and the classmates can help one another. The teacher may also choose to address each muddy point once they have all been documented, and both of those executions would take longer than the first one mentioned. So, depending on the factors listed above, it may take students about 5 minutes or it may take them even more.

Group Size: The strategy can work in individualized, small-group, and large group settings. A teacher working with a student one-on-one can ask them to document what their muddiest point was so they can address it afterward, but if a teacher wants to do the group activity listed above, there would need to be at least four students or a whole classroom.

Space Required: The teacher will just need their classroom or designated work area to perform this strategy. If the teacher wishes to pair/group students up to discuss, they may want to adjust desks into small groups, but that is up to the teacher.

Materials Needed: The students will need a pencil and a piece of paper so they can write down their muddiest point. The teacher may provide them with paper used specifically for muddiest point, but that decision is up to the teacher.

Procedure/Administration:

- The teacher will teach either a whole lesson or a segment of the lesson.
- The teacher will then ask their students to either take out a piece of paper and a pencil or will pass out the specific Muddiest Point paper depending on the teacher.
- Once the students have their paper and pencil, the teacher will then ask the students to write down their muddiest point from the lesson.
- The teacher will then give their students a time frame to complete their writing.
- Once the time limit is up, the teacher can then collect the paper, address each student’s muddiest point, or can place the students in pairs/groups to discuss what they wrote.

Submitted By: Taylor Hiles, June 9, 2020

Source: Raudys, J. (2020, June 4). 8 Active Learning Strategies and Examples. Retrieved June 9, 2020, from <https://www.prodigygame.com/blog/active-learning-strategies-examples/>

Title: Mystery Bag

Teaching Strategy Summary: This activity gauges students' recall, and helps them practice making educated guesses and inferences. The teacher will have a "mystery bag" with an item inside. The teacher will then give clues about the item, tasking the students with determining its identity. The clues should help students piece together the answer, but should not give the answer away easily. Students should have whiteboards or paper for them to write their guesses as they receive clues. After the final clue, they will use the same whiteboard and paper to reveal their answers. Although most common in elementary classrooms, this activity can be adapted for advanced concepts in secondary grades. Teachers in an online/distance learning format can share their screens to provide the clues and show off the mystery items.

Time Needed: This activity should take approximately 3 minutes per mystery item, depending on the grade level and subject.

Group Size: This activity can work in stations or (preferably) with a full class.

Space Required: The only necessary setup is that all students can clearly see and hear the teacher describe the object in the mystery bag.

Materials Needed: The necessary materials are a paper bag, the mystery items, and notebook paper and/or whiteboards.

Procedure/Administration: (bulleted list of steps to implement the strategy)

- The teacher will put an item in the mystery bag and tell students they will be responsible for guessing what it is.
- In lieu of a physical item and bag, the teacher can talk about the items hypothetically (such as in a chemistry class where the teacher is trying to get students to guess elements on the periodic table).
- As the teachers are giving clues, the students should be listing their guesses on their notebook paper/whiteboards.
- Once the teacher has given all the clues, the students will reveal their final answer on the paper/whiteboard to the teacher.
- Before revealing the correct answer, the teacher should call on several students and ask them the reasoning behind their guess.
- In an online setting, teachers can ask students to find their own mystery items in their house and have the rest of the class guess.

Submitted By: Jacob Diller, June 8, 2020

Source: Olson, Angie. June 6, 2020. "Zoom Activities to Use with Distance Learning." Retrieved from <https://luckylittlelearners.com/zoom-activities-to-use-with-distance-learning/>

Title: Mystery Doug®

Teaching Strategy Summary: Mystery Doug® is a website that offers free videos explaining scientific concepts for students in grades K-5. Every Monday, a new video is released that answers questions sent in by students across the world. Doug, the character, explores the question asked by the students, using visuals and data to explain difficult and unique scientific concepts. Teachers can subscribe for weekly updates in their inboxes, or videos can be accessed on YouTube. These videos can be tied into the curriculum or supplement students' scientific inquiry and learning.

Time Needed: Most Mystery Doug® videos range from 5-10 minutes long with opportunity for additional discussion. These can be incorporated into a lesson or are a great resource for the end of a school day before dismissal.

Group Size: Mystery Doug® videos can be shown to a whole class at once. If a teacher chooses to use these videos during stations, students can view videos independently on a device.

Space Required: Students should be seated in a place where they can view the screen with equal access. Students can watch from their desks or the floor.

Materials Needed: Teacher laptop with internet access, projector or TV screen, access to Mystery Doug® videos, individual devices (if used in stations)

Procedure/Administration:

1. The teacher pulls up the Mystery Doug ® video of the week and displays it through a projector or TV screen.
2. The teacher invites students to move to view the video comfortably.
3. The teacher provides a brief introduction to the video, highlighting the question that will be answered and connecting it to students' lives and a topic learned in the classroom.
4. The video plays and students view what Doug has to share.
5. Following the video, the teacher can choose the bonus activities or debrief with students.
6. Students are invited to share their thoughts on the video, questions they still have about the topic, and anything they found surprising. For upper elementary grades, this viewing can be supplemented with an S-I-T chart to engage students in discussion.
7. The class engages in a discussion following the video and determines how their new knowledge affects students.

Submitted by: Kayla Schehr, June 2, 2020

Source: Show a video every week that inspires your students to ask questions. Retrieved from <https://mysterydoug.com/>

Title: OPTIC (Overview, Parts, Text, Interrelationships, Conclusion)

Teaching Strategy Summary: This is a strategy that was used in a middle school classroom but is applicable to almost any age group. The students are given a painting, usually related to a story they are reading in class and are to analyze the painting using the acronym OPTIC: Overview, Parts, Text, Interrelationships, and Conclusion. The Overview is the big picture of the painting while the Parts is what the students notice in various sections of the painting. The Text section is where students describe the subject of the painting or what story it tells. In the Interrelationships section, students describe how different parts of the image work together and in the Conclusion, they explain what the take-away or message of the painting might be. Students can work on this strategy independently or with partners, depending on the group. This strategy works best when the painting is a representation of the story being read and analyzed in class. For example, when I used this strategy, the students analyzed the painting of a story from Greek Mythology *before* reading the myth itself. The students are provided with the opportunity to learn how to observe and analyze a picture before they analyze the text, not only to practice their observational skills but also to see if the painting truly represents the story. Then, when analyzing the text later, they can compare the painting with the story. Again, this strategy can be used with almost any age group and provides students with a visual of what they are about to read.

Time Needed: For this strategy, students need approximately 20-25 minutes to analyze the painting and complete each section of OPTIC. After analyzing, students need time to discuss their responses.

Group Size: Any group size is sufficient for this strategy if students are working independently. For the discussion portion of the analysis, at least 5-10 students are necessary so students can hear their peers' responses and perspectives regarding the painting.

Space Required: A desk or writing space for each student is required for this strategy. The desks should be situated in a circle for discussion after analysis of the painting.

Materials Needed:

- A copy of the painting for each student
- A packet with a chart/organizer for students to fill in each section of OPTIC
- Optional: a Promethean/Smart Board to display the painting on a larger scale for students to see

Procedure/Administration:

- Introduce the lesson by reading the lesson objective to the students
- Distribute a copy of the painting and the organizer to fill in each section of OPTIC
- Review the different parts of OPTIC to explain what students should be looking for in the painting as they are observing/analyzing it
- Explain that you will not provide much background information on the painting because this exercise is simply for observing and analyzing
- After students complete their OPTIC organizer, have them discuss in partners or small groups what they found; then, have each of those small groups share with the class what they found
- The next part of the lesson will be to introduce the story, read/analyze it, and then compare it with the painting

Submitted By: Lucy Bujdos, May 31, 2020

Source: Last used: February 2019. Prepared for 7th Grade English Language Arts, Franklin Regional School District, Monroeville, Pennsylvania.

Title: Optimist/Pessimist

Teaching Strategy Summary: This activity works very well in a social studies setting. Pairs of students are each given an issue/case study to discuss. Each student will be assigned to take one side of the issue. They will use the information provided to them to prepare an argument for their partner. After each partner shares their argument, the students will question and challenge each other's points. Finally, the students will be tasked with forming their own personal opinion of the issue. This activity not only encourages good research methods, but good debating skills and social interaction as well.

Time Needed: The optimist/pessimist discourse should take an average of approximately 15 minutes. Extra time can be added for additional activities, and extra research can extend this activity from a short debate to a large research project.

Group Size: This activity is designed for partners.

Space Required: Students should have their desks in pairs. Students will need their desks arranged so that partners can discuss their issue/case study, but spread out so that they are not distracted by other groups.

Materials Needed: The only necessary materials are the text/resources that the students will be analyzing. Depending on how much time the teacher wants the students to invest on their topic, computers and reference materials can be provided for additional research.

Procedure/Administration:

- The teacher will prepare several different case studies for pairs of students to analyze. Ideally, these case studies will be on issues that have polarizing opinions (Second Amendment rights, political candidates' platforms, etc.).
- Each partner will be assigned a different side of the issue. All necessary information on the issue will be provided for the students.
- The students will have five minutes to review their materials and take notes.
- After reviewing the documents, each student will time themselves for 3-4 minutes. During this time, the students will present their side of the argument to their partner.
- After each student shares, students will have the opportunity to question each other's stance for approximately five minutes.
- Ultimately, the students will be required to use the discourse with their partner to take their own personal stance on the issue, which they will submit as an exit ticket.

Submitted By: Jacob Diller, June 8, 2020

Source: Knapen, Ruben. (June 13, 2018). Interactive Teaching Activities for in the Interactive Classroom. Retrieved from <https://www.bookwidgets.com/blog/2018/06/20-interactive-teaching-activities-for-in-the-interactive-classroom>

Title: Peer Teaching

Teaching Strategy Summary: This teaching strategy flips the idea of the normal classroom. Peer teaching by design has the students teach other students rather than the teacher teaching the students. This strategy not only helps the students being taught, but it helps the student teaching as well. The students being helped are given the opportunity to expand their knowledge and remove themselves from dependence on teachers. The students teaching are given the chance to increase their own comprehension of the material as it is often said that “teaching is the best teacher.” Peer teaching places emphasis on active learning and discourse between students.

Time Needed: The time this strategy needs varies greatly depending on a multitude of things such as subject, grade level, and complexity of content. Around 10-20 minutes, though, should be allotted for this strategy to be successful. Note that this time should be flexible depending on how much productive discussion is occurring between students

Group Size: This strategy can be used as long as a class has more than one student. Ideally, there would be enough students in the classroom for multiple groups of 4-5 students each. Each group should be arranged so that there is at least one “tutor” in each group that is able to help the other students. Without this set up, it is not considered Peer Teaching.

Space Required: Group seating is necessary for this strategy. Desks should be turned so that every student in the group is included.

Materials Needed: Pencils and paper should be available for each student to write down his or her thoughts and questions throughout this strategy.

Procedure/Administration: There are several ways Peer Teaching can be approached within a classroom. The different approaches vary in the tasks students complete within their groups.

- **Buzz Groups:**
 - The classroom is divided into groups containing 4-5 students each.
 - Students are asked to consider the issues surrounding a problem relevant to the content being taught.
 - After this discussion, one member presents the findings of their group to the class.
- **Affinity Groups:**
 - The classroom is divided into groups containing 4-5 students each.
 - Each group is assigned a task to work on outside of formal instruction.
 - During the next period of formal instruction, the group will present their task to the whole group.
- **Solution and Critic Groups**
 - The classroom is divided into groups containing 4-5 students each.
 - Each group is assigned a topic they must present. This may be a tutorial depending on the subject and content.
 - Other groups then offer feedback and provide clarity to the presenting group’s presentation.

Submitted By: Gina Johnston, May 28, 2020

Source: Briggs, Saga. (7 June 2013). How Peer Teaching Improves Student Learning and 10 Ways to Encourage It. Retrieved from <https://www.opencolleges.edu.au/informed/features/peer-teaching/>

Title: Pictionary

Teaching Strategy Summary: This is a simple, easy to do activity that can get students to engage and have fun with their classmates while still learning. The method is exactly like the game sold in stores, Pictionary, only it is made to tailor to the subject being discussed. Teachers assign teams by splitting the room in half, and they make up small one to two-word prompts for students to draw on the board. Then the other students use the relative information they have on the topic to try and guess what the student had to draw. Teachers can use time after a guess has been made to teach about the prompt or have the class answer questions about it. This strategy is best used to introduce new information or review previously taught topics, and it can be used with students of any age.

Time Needed: Each student should be given about 30-60 seconds to draw the prompt while the others try to guess what they are drawing. Total time needed depends on how many questions the teacher would like to give, and if they are using it as a review game or to introduce a new topic. For a new topic this would be a great 5-10 minute bell ringer. For a review, this could take a whole class session of about 45-50 minutes.

Group Size: Best suited for around 10-20 students divided as evenly as possible into 2 teams. Any more than that and it could get chaotic with students yelling out answers over one another.

Space Required: Students can be in regular classroom seating or the teacher can divide the room in half according to the teams. Students who are not drawing should be required to stay seated.

Materials Needed:

- Drawing Prompts (Made by the teacher)
 - MS Word or Notebook paper and pencil
- Whiteboard/Chalkboard
- Markers/Chalk
- Erasers
- Timer

Procedure/Administration:

- Before class, the teacher should prepare a series of drawing prompts related to the subject they are introducing or reviewing.
 - This can be done using MS Word or simple notebook paper and pencil
 - Prompts should be between 1-2 words and simple enough for students to draw in a short 30-60 second time frame but challenging to guess
- Once students are in the room, the teacher will divide the room into two equal teams and explain the rules of Pictionary.
 - Each team will take turns to have a student look a drawing prompt related to the topic being discussed
 - Students will be given 30-60 seconds (teachers choice on time) to try to draw the prompt
 - Students who are seated will try to guess their teams prompt
 - If the team is unable to guess in the time limit the other team has a chance to steal
 - Each correct answer is worth 1 point
 - Following each round the teacher will ask questions related to the topic
 - Each team can have a student raise their hand to volunteer an answer

- Students can earn extra points for answering correctly.
- The team with the most points at the end of the game wins
- Once the rules have been explained the teacher will select students to begin the first round.
- Once the round is over the teacher can take some time to discuss the prompt with the students and pose questions that students can volunteer to answer for bonus points
- The game continues with this pattern until there are no more prompts.

Submitted By: Michael Gismondi, June 22, 2020

Source: Created for: (Summer, 2020) GCED 635 Instructional Methodology, Saint Vincent College, Latrobe, PA

Title: Power Reading

Teaching Strategy Summary: This is a simple strategy that, although I have never personally used it before, is something I have considered for use and plan to use in the future. The students are to read a set of two readings by one author on a Google Doc. They are to use highlighting tools to analyze various portions of the readings. Then, students are to respond to open-ended opinion questions about the reading using a Google Form. They discuss their initial reactions to the text, what they think the text is about, why they think the author wrote the text, and what they like/dislike about the text. Finally, students use Google Slides to create a presentation focused on the background/biographical information about the author. They are also to research a bit of information on the background of the reading that they read by that author. Their presentation has to be creative, accurate, and original. Students are to cite at least 3 sources in their presentation. Finally, students give their presentation on the author they researched (either in class or over an online class meeting) and read the readings (the ones they were assigned) aloud to the class. Students learn about their author and other as well. This strategy works well for the beginning of a unit, by introducing authors and topics that will be discussed in the unit. I think this strategy would work well for any age group (that has access to the Google Suite and has the capability to work independently within the Google Suite). In an English classroom, the readings could be poems and the authors poets. In a Science class, the readings could be articles by famous scientists. In Social Studies, the readings could be important historical documents written by notable people in history. Either way, this is a great way for students to utilize online learning/technology and teach their classmates the information they learn.

Time Needed: The time needed for this strategy is approximately 3-5 days, depending on the age group. Older students will need less time while younger students will need more. Either way, all age groups need time to read through and analyze their readings, respond to the Google Form, and then complete their presentation. Students can use class time or must complete this outside of class time, depending on the teacher's preferences.

Group Size: The best suited group size for this strategy is a smaller group, probably about 10-15 students, so there is not an overwhelming amount of information or too much time is taken up by presentations.

Space Required: For this strategy, students need space for their laptop/device to complete the requirements.

Materials Needed:

- Laptop/device
- Access to the Google Suite
- Access to Zoom/Google Meets for presentations

Procedure/Administration:

- Explain that the objective for this lesson is for students to analyze writing and then research an author – that they will read through the readings and annotate/analyze them, respond to questions on a Google Form, and then complete a presentation on the author of their readings
- Assign students their authors and readings
- Students work independently on their assignment, but can ask the teacher for any help or questions when necessary
- Students let the teacher know (depending on the age) when they complete each step

- Students work through the steps and then, at the end of the week, they present their information through the online format (Zoom/Google Meets)

Submitted By: Lucy Bujdos, June 20, 2020

Source: Last used: I have not yet used this strategy, but after developing it, I hope to be able to use it sometime in the future.

Title: Quote Posters

Teaching Strategy Summary: This is a simple strategy that I used during my student teaching internship to create discussion about the novel *Beowulf* with 7th grade students. The students were put into groups of approximately 4-5 and were given a poster with a quote from the book written on it, a question about the quote, and markers. The students were then asked to work together to respond to the question. Usually the question asked the meaning of the quote, how it represented a certain character, or how it affected the plot of the book. The students were given approximately 3-4 minutes at each poster to respond to the question: they then moved to the next poster until they answered the question at each poster with their group. Finally, at the end of the class, we reviewed the various answers to the questions. The strategy can be used at any point during any reading of a novel, and for any age group, but will of course need to use quotes from the book being taught. Also, the questions will need to relate to the focus the teacher wants to teach to his or her students. Again, this novel can be taught at any age and the quotes and questions will be dependent on the book and the age group being taught.

Time Needed: The time needed for this strategy is approximately 45 minutes, and about 3-4 minutes for each group at each poster to read the quote and answer the question.

Group Size: The best suited group size for this is approximately 20-25 students, so that there are 4-5 groups of 4-5 students so they will have about 25-30 minutes to respond to the quotes. This then leaves about 15 minutes for time to discuss their response.

Space Required: This strategy will require 4-5 groups of desks that are grouped together in clump formations so that each group of desks as a station area for the groups of students to respond to the quotes and questions.

Materials Needed:

- 4-5 white posters (with quotes and questions written on them)
- 4-5 markers at each station for students to answer questions

Procedure/Administration: Note – make sure to have the quotes and questions already written out on the white posters before the lesson/strategy so as not to waste class time doing so; also, make sure groups are organized before the lesson begins

- Introduce the lesson by going over the objective for the class that day: that the students will be reading quotes from the book and answering questions in groups
- Explain that students will have approximately 3-4 minutes to answer their questions, so they need to work quickly but thoroughly and will then be moved to their next poster
- Put the students into their groups and have them start at a designated group of desks with a poster on it
- Explain the direction in which students will move (from station to station) and that you will inform them when it is time to switch
- Walk around the class during the lesson to make sure students are staying on task and to listen and observe their conversations and responses to the questions
- Once each group has answered at each poster, have one student collect the posters
- Hold up each poster, one at a time, and discuss the quote, question, and the students' responses with the class

- Close by having the students answer a question about the novel, based on the quotes that were used in the lesson (Example: Based on the quotes you read today, what do you think is the theme of the story?)

Submitted By: Lucy Bujdos, May 23, 2020

Source: Last used: March 2019. Prepared for *7th Grade English Language Arts*, Franklin Regional School District, Monroeville, Pennsylvania.

Title: Rapid-Fire Writing

Teaching Strategy Summary: Rapid-Fire Writing is an educational strategy which allows students to practice transforming ideas about a particular piece of text from their minds into written form. This strategy is quick and informal as it focuses on enhancing the skill of writing by promoting students to write without fear. Rapid-Fire Writing may be done with students of all ages and in various content areas. Especially successful as a pre-writing activity, Rapid-Fire Writing aids students in narrowing their focus about an idea and creating thesis statements for formal essays. Adaptation for online learning would simply require students to submit their ideas on a word-document rather than using a paper writing journal.

Time Needed: 10 minutes for activity; students will also need an appropriate amount of allotted time to read/view the chosen content prior to starting the activity

Group Size: Completed individually by each student

Space Required: Traditional classroom seating // Zoom meeting

Materials Needed: Text provided by teacher, writing journal or online word-document

Procedure/Administration:

- Prepare both materials and students for activity
 - Select thought provoking text or media which prompts students to both respond and react (this may be a current chapter in a classroom novel, a short piece of informational text or visual media pertaining to a new concept)
 - Prepare students for the activity by describing the structured process they will follow and ensure all answers are recorded in a writing journal
- Initiate activity
 - Allow students time to read/examine the provided text
 - Lead students through the following series of steps using verbal cues:
 - Quiet thought; no writing (1 minute)
 - Write; try not to stop writing the entire time (3 minutes)
 - Read and circle three main ideas from written response; no writing during this time but you may read, reread and think (1 minute)
 - Writing; add to current response (2 minutes)
 - Read and put square around most important word or phrase (30 seconds)
 - Write; condense ideas and/or add any supporting information that may be necessary (1 minute)
- Reflect
 - Participate in small group or whole class discussion where students share their responses
 - Use Rapid-Fire Writing as basis for larger writing assignments and development of thesis statements

Submitted By: Courtney Kloos 6/14/20

Source: Facing History and Ourselves. (2020). Rapid-Fire Writing. Retrieved June 14, 2020, from <https://www.facinghistory.org/resource-library/teaching-strategies/rapid-fire-writing>

Title: Reading Groups

Teaching Strategy Summary: This is a good strategy to help encourage advanced and blossoming readers, and work with those struggling or below grade level simultaneously. Students will be divided into groups based on their reading level. There could be at least 3 groups- below level, on level, and above level. Assign these colors, such as red (BL), green (OL), and blue (AL) to keep from any teasing or feelings of despair on the part of the students. Give students leveled readers catered to their skill levels, and activities to accompany it. Above level readers and on level readers can complete independently (will need help the first few times) as long as the activities are explained ahead of time. This allows the teacher to work and read with the below level kids and still be utilizing time for the rest of the class when there is no help from other teachers or aides.

Time Needed: 30-40 minutes (can depend on grade, may be longer)

Group Size: Group size will depend on reading abilities of students, but 5 per group would be ideal. If there are more than five of the on/above level readers, split these groups again (so you could potentially have 2 on level groups, or 2 above level groups). Below level readers should all be in the same group with the teacher.

Space Required: Several areas around the room where students can go and read aloud and work on activities in groups without being interrupted. Could be the four corners of the room. Could also be desk clumps/tables.

Materials Needed: Level reading books, activities to accompany them, pencil, clipboards if students work on the floor

Procedure/Administration:

- Break students into groups: Below level (red), On level (green) and Above level (blue)
- Show them the new book that they will be reading together (each group will be different). Each school has a different system (some are colored levels, some are numbered) so be sure to accurately place students and pick books from the correct level.
- Explain to each group which activity they will be doing. For example, in a first grade classroom, an on level activity in a book might be identifying and writing down rhyming words from the book. An Above level activity might be identifying rhyming word sin a story and coming up with other rhyming words not found in the story. A below level activity (done with the teacher) might be identifying which two words rhyme from the story out of sets of three.
- Assign parts of the room to different groups (to avoid conflict). These can be year round spots so the kids know to go to the same spot each time.
- Do the activity with the below level students. Make sure the other students know they can come to you with questions.
- Collect the activities and check for understanding.

Submitted By: Maddie Spittler, June 17th, 2020

Source: Last used: Spring 2020. Prepared for first grade, reading, Harrison Park Elementary School (Penn Trafford School District, Harrison City, PA)

Title: Retrieval Practice

Teaching Strategy Summary: This teaching strategy revolves around students using their long-term memory to recall information. As educators we need to provide students with opportunities to show their own thinking without using simple recall. Often in the classroom, teachers re-read information or lecture allowing students to shovel the information into their brains, while retrieval practice is about pulling the information out.

Time Needed: This strategy is not time specific rather the teacher can implement this strategy whatever way seems fit for their classroom.

Group Size: The average class between 20-25 students works perfectly.

Space Required: The space needed is the traditional classroom set up for this strategy.

Materials Needed: The teacher will need to create the quizzes on the prior lesson for the students to take.

Procedure/Administration: The teacher can implement this strategy however she sees fit. However, the best way to put retrieval practice into action is by providing students with practice regarding the course material. The teacher can provide the class with mini quizzes before each class. Each quiz asking 3-5 questions about the prior lesson the day before. No point value should be provided for these quizzes or the teacher can assign participation points for completing the quiz. The goal is to reinforce learning, not measure or grade student work.

Submitted By: (Kaitlyn Muchnock, June 15, 2020)

Source: Four Research-Based Strategies Every Teacher Should be Using. (2019, December 9). Retrieved June 15, 2020, from <https://www.cultofpedagogy.com/powerful-teaching/>

Title: Review Snake

Teaching Strategy Summary:

This review game can be used at the end of a particular unit, and encourages teamwork and comprehension. The teacher will divide the class into two groups, and each group will be responsible for solving a “snake” on the board. Each snake consists of approximately 15-20 terms connected by a winding arrow (similar to a flow chart). Each group will have one student solving one term at a time. If Student 1 gets it right, the next student in line (Student 2) will attempt the next term. As soon as someone answers incorrectly, the other team will have a chance to attempt their snake. Every time a team gets a new turn, they will have to start their snake from the beginning with the next student in line (Student 3, in this case). There will be no talking by any teams, as it is the students’ responsibility to pay attention to their teammates’ previous answers.

Although probably best suited for language classes (such as correctly translating/pronouncing words), the snakes can be adapted for other subjects to include vocabulary terms, names of historical figures, open ended questions, math problems/formulas, etc. It is important to gauge your students’ abilities/comprehension beforehand, that way the snakes can be challenging without embarrassing students if they answer incorrectly.

Time Needed: Depending on the number of terms in the snake, this review game can take anywhere from 20 minutes to an entire class period.

Group Size: Ideally, there will be two groups of 10-15 students each.

Space Required: This game requires

Materials Needed: The only necessary materials are a whiteboard and markers.

Procedure/Administration: Prior to the start of class, the teacher will write two separate “snakes” on the board. The teacher may give students some time to review their notes before revealing the snakes.

- The teacher will split the class into two teams, then randomly select a team to go first.
- The selected team will begin to attempt to solve the snake. Each time someone answers incorrectly, the other team gets a turn. Each new turn also requires the team to start the snake from the beginning.
- Whichever team can solve their entire snake first wins.

Submitted By: Jacob Diller, June 2, 2020

Source: Created for: Summer 2020, GCED 635 Instructional Methodology, Saint Vincent College, Latrobe, PA. Adapted from high school teacher’s lesson.

Title: Rotating Chair Discussion

Teaching Strategy Summary: This in-person strategy will best be practiced in all settings ranging from fifth grade to high school seniors, and it would be beneficial for Social Studies, History, and/or English Language Arts primarily. The purpose of Rotating Chair Discussion is to help students develop a deep understanding of material that has been presented to them. Rotating Chair Discussion also helps build students' active listening skills and improves their ability to summarize information. Rotating Chair Discussion is a strategy where the teacher assigns a topic for the students to discuss and calls on a student to discuss the topic briefly. The student will then call on another student who will then summarize what the student prior to their turn said before adding onto the discussion. Teachers will moderate discussion and help with students who may be stuck, but they will be able to fully grasp just how much information their students understand about the assigned topic.

Time Needed: The time needed for a Rotating Chair Discussion can range depending how the teacher uses the strategy. If the teacher only has a small group of students with a simple discussion topic, the discussion may only take 10 minutes. On the other hand, if a teacher has a larger class size and has a more in-depth discussion topic, the Rotating Chair Discussion may take the entire period/block to complete. So, depending on the factors listed above, it may take students about 10 minutes to complete the Rotating Chair Discussion or it may take them even more.

Group Size: The strategy can work in small-groups and in a large group setting. A discussion with other peers would not work if there is only one student, so this strategy would not work with individualized instruction. As long as there are students to listen to and to feed off each other, the strategy will be used correctly.

Space Required: The teacher will just need their classroom or designated work area to perform this strategy. To facilitate discussion, the teacher may choose to put the students' desk into a circle so they can all view each other when discussing, but that is up to the teacher whether or not they would like to do that.

Materials Needed: The teacher may ask the students to take notes on their classmates while they participate in the Rotating Chair Discussion, but if they do not wish for students to take notes, the only things needed are the students themselves.

Procedure/Administration:

- The teacher will teach a lesson or a chapter in its entirety.
- The teacher will then assign the group of students a discussion topic.
- The teacher will then allot a given amount of time for students to gather their thoughts/write down their thoughts before the Rotating Chair Discussion begins.
- Once the time is up, the teacher will then remind the students of the discussion and ask for a volunteer to go first.
- The teacher will then choose a student to be the first one to speak on the discussion topic.
- Once the student completes their part of the discussion, the student will then call on another student to stand up and take their turn.
- That student will then summarize briefly what the student prior to them said before they input their information into the discussion.
- The last two steps will repeat until all students have gone.

- Note: If a student or students get stuck on how to continue the discussion, the teacher may guide them to another point of discussion, but the teacher will not go into depth. This discussion is to see how well the students understand, and it is entirely student-led.
- Once all the students have taken a turn, then the strategy will be complete.

Submitted By: Taylor Hiles, June 9, 2020

Source:

Raudys, J. (2020, June 4). 8 Active Learning Strategies and Examples. Retrieved June 9, 2020, from <https://www.prodigygame.com/blog/active-learning-strategies-examples/>

Title: Save the Last Word

Teaching Strategy Summary: Save the Last Word is an educational strategy which forces students to practice active listening and speaking skills. Using a piece of text, students form and share their own opinions with classmates by following a discussion pattern. As speaking and listening are critical life-long skills, teaching students to be patient and respectful in conversation prepares them for life outside of the classroom. Save the Last Word is applicable to all subjects but works best with students in older grades such as middle and high school who have already begun to develop the skills necessary to participate.

Time Needed: 10-15 minutes for students to work independently; 15-20 minutes for group discussion

Group Size: Activity begins independently then students move into groups of three

Space Required: Small table groups

Materials Needed: Text provided by the teacher, index cards

Procedure/Administration:

- Students read and respond to text
 - Provide students with a text in which they will be able to respond
 - Allow students time to read provided text
 - Ask students to highlight three sentences that particularly stood out to them from the text and write each sentence on the front of an index card
 - Add any additional information to the back of the card such as why they chose the quote, what it reminded them of, a connection they saw, etc.

- Students share in groups
 - Divide students into groups of three
 - Assign each student a role—either A, B, or C
 - Have student A share one of his/her chosen quotes ONLY-- no explanation
 - Students B and C then discuss the quote deciding what it might mean or why it was important to student A
 - After a few minutes, student A reads the back of his/her card having the “last word” of the conversation
 - Repeat this process for students B and C

- Debrief as whole class
 - Following the completion of the activity, allow student volunteers to share what their group discussed/ any interesting findings

Submitted By: Courtney Kloos 6/21/20

Source: Facing History and Ourselves. (2020). Save the Last Word for Me. Retrieved June 14, 2020, from <https://www.facinghistory.org/resource-library/teaching-strategies/save-last-word-me>

Title: Scattergories

Teaching Strategy Summary: Scattergories is a thinking game that students may already be familiar with. Luckily, this fun family game can easily be adapted for use in the classroom. Scattergories promotes critical thinking skills in students, and a quick game of Scattergories can be used to introduce a new topic or gauge understanding. Providing the students with a break from traditional learning while still facilitating their education can help keep students on task and excited to learn. Using Scattergories will also motivate students who are driven by friendly competition. Although Scattergories has a clear connection to English, it can also be easily used in different subject areas.

Time Needed: Approximately 10 minutes

Group Size: This can be done individually or in teams. The teams should consist of 3-5 players.

Space Required: If working collaboratively in teams, desks should be moved so that students are able to quietly work together. If working separately, the desks can maintain their normal arrangement

Materials Needed: Scattergories worksheets created based on topic, pencils

Procedure/Administration: The rules of this game differ slightly from traditional Scattergories as they are simplified to avoid confusion.

Option 1- One Letter/Multiple Categories

- Begin by creating and printing a worksheet for this game. This worksheet should list multiple categories in a topic you are focusing on in your class. For example, if you are teaching grammar, your categories may be – verbs, gerunds, nouns, proper nouns, prepositions, et cetera. These should be listed down the left-hand side of the page with room for students to write.
- Decide on how your students are working. Are they working as teams or individually? If in teams, organize the desks so that the students can discuss their answers quietly.
- Use a random letter generator found online to pick the letter the students should be using for the first letter of their words.
- Allot the students around five minutes or more depending on the grade level and topic to complete their worksheet.
- Once their time is up, have the students or a representative from each group go category by category and say their answers.
- If two or more groups have the same answer, those groups do not receive points for that category.
- Groups/individuals are awarded one point for each original answer.
- Have the students tally up their points at the end of the game.
- Award the winning group as deemed fit.

Option 2- Multiple Letters/One Category

- Begin by creating and printing a worksheet for this game. This worksheet should list the alphabet A-Z on the left-hand side of the paper with room for students to write their answers.
- Decide on one category the students will focus on. They will be listed one answer that fits that category for each letter of the alphabet. For example, if you are teaching geography, you might choose the category “Major European Cities” or “Natural Landmarks of the United States.”

- Decide on how your students are working. Are they working as teams or individually? If in teams, organize the desks so that the students can discuss their answers quietly.
- Allot the students around five minutes or more depending on the grade level and topic to complete their worksheet.
- Once their time is up, have the students or a representative from each group go letter by letter and say their answers.
- If two or more groups have the same answer, those groups do not receive points for that letter.
- Groups/individuals are awarded one point for each original answer.
- Have the students tally up their points at the end of the game.
- Award the winning group as deemed fit.
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Submitted By: Gina Johnston, June 6, 2020

Source:

Pilakowski, Melissa. 24 January 2016. Assess Learning with Scattergories. Retrieved from <https://technologypursuit.edublogs.org/2016/01/24/assess-learning-with-scattergories/>

Title: Scavenger Hunt

Teaching Strategy Summary: I have been able to successfully implement his strategy several times in my classrooms. It comes in handy particularly for contractions. In this case, you can put the contraction with an apostrophe on one index card (Ex. Can't) and the two words that make it up (Ex. Can not) on another index card. The students must go around the room and look for the index cards taped on the walls, and write down on their numbered sheets which two combinations of the words and their contractions go together. Once they have found all of them, they can read or do another activity until it is time to go over the answers whole group.

Time Needed: 20-25 minutes for the activity, 5-10 minute to review.

Group Size: Partner or individual work, but can all be looking around the room at the same time.

Space Required: Room where cards can be attached to the wall, clear wall spaces and clear walkways.

Materials Needed: Clipboards, pencil, worksheet, index cards.

Procedure/Administration:

- Write down the two-word combinations and contractions on index cards.
- Tape the cards around the room.
These two steps should be done before the students can begin the activity.
- Give the students numbered sheets (1-10 is plenty).
- Partner students up or have them look individually for the index card word matches.
- Students go around the room and match the contractions to their word combinations.
- Go over the answers with the students whole group.

Submitted By: Maddie Spittler, June 8th, 2020

Source: Last used: Spring 2020. Prepared for first grade, reading, Harrison Park Elementary School (Penn Trafford School District, Harrison City, PA)

Title: Schmooze It

Teaching Strategy Summary: This activity is an amalgamation of a jigsaw and musical chairs. The students will gain expertise on their particular subject, and reinforce the strength of their knowledge by teaching their classmates. The name comes from the small talk that people use to “schmooze” or impress strangers. Students will begin by reading about a particular topic, provided by the teacher. Then, they will be asked to walk around the classroom as music plays. When the music stops, the students will have to share a fact about what they learned with the student or students nearest them. This process will repeat until the students have interacted with everyone.

Time Needed: Excluding the actual learning (which will vary by grade level and subject), the “Schmooze It” activity itself should take 5-7 minutes.

Group Size: This activity is designed for a full class, but can be adapted for small groups.

Space Required: The entire classroom space will be utilized. The class aisles should be unobstructed so that students can walk around freely.

Materials Needed: The only necessary materials are the texts/research links that the students will need to become “experts” on their topic. Teachers may also add colored nametags or necklaces that differentiate between the research topics. This helps students know if they are speaking to someone that did not read the same material that they did. If this activity is used in a smaller, more traditional jigsaw setting (with 3-5 students), these nametags are unnecessary.

Procedure/Administration: The teacher will have all reading materials and research links prepared before the start of class.

- Each student will be assigned to read about and/or research a specific topic that relates to a common theme.
- After the students read, research, and take adequate notes, the teacher will instruct the entire class to stand up from their desks.
- The teacher will then start playing music. As the music plays, the students will walk around the room and actively try to cross paths with their classmates.
- Teacher will stop the music every 15-20 seconds. When the music stops, students will share the main idea with the student(s) near him/her.
- This process will repeat until students have shared their summaries with all of their classmates.
- The teacher can add input during the sharing process, prompting students with questions and conversation starters such as “Can you believe...” and “Did you know...”

Submitted By: Jacob Diller, June 17, 2020

Source: Gunn, Jennifer. June 17, 2020. “Amazing Opening and Closing Activities That Students Won’t Want to Miss.” Retrieved from <https://resilienteducator.com/classroom-resources/amazing-classroom-activities-ideas/>

Title: S-I-T: Surprising, Interesting, Troubling

Teaching Strategy Summary: This teaching strategy can be implemented across grade levels and subjects and requires minimal materials and time, so this is a valuable activity to incorporate into instruction. The acronym S-I-T stands for **S**urprising, **I**nteresting, and **T**roubling. When given a reading passage, video, or image, to name a few, students can use this strategy to identify important information gathered from the activity.

Time Needed: When implementing this strategy, the teacher should prepare for approximately 20 minutes *in addition to* the length of the activity itself. Students should have ten minutes after the activity to complete a S-I-T chart either independently or with a partner. Then, the teacher should allow for at least 10 minutes of whole-class discussion regarding information recorded on their charts.

Group Size: The S-I-T activity is best completed individually or in pairs. To extend the activity, the teacher can engage the whole class in a discussion.

Space Required: Students need a space where they can write comfortably. If pairs are utilized, there should be adequate space for students to conference.

Materials Needed: S-I-T chart papers (3 columns printed on a standard 8.5x11 paper), pencils, accompanying activity (video, reading passage, images, etc.)

Procedure/Administration:

11. The teacher presents students with an item to view. This can be a reading passage, documentary film, or a series of images, to name a few examples.
12. The teacher distributes copies of the S-I-T chart to students. The teacher explains the purpose of each column: S-Surprising: Note things that you found surprising while watching the film/reading the passage; I-Interesting: Record what you found interesting in this activity; T-Troubling: What was difficult to understand? Do you have questions about something you watched/read?
13. Students read the passage, watch the film, or observe the image and make notes on their charts. Students will have time to complete the chart after viewing, but it should be given prior for students who wish to make brief notes while watching or reading.
14. Following the completion of the activity, the teacher provides students with approximately 10 minutes to complete the S-I-T chart independently or in pairs, dependent upon the teacher's preference.
15. Once students have had time to fill in their S-I-T charts, the teacher will bring the class into a whole-group discussion, and students can share different items they noted.
16. The teacher can answer questions and extend on students' thoughts, or these can be saved and applied later in the lesson.

Submitted by: Kayla Schehr, May 27, 2020

Source: S-I-T: Surprising, Interesting, Troubling. Retrieved from <https://www.facinghistory.org/resource-library/teaching-strategies/s-i-t-surprising-interesting-troubling>

Title: Socratic Seminar

Teaching Strategy Summary: Socratic seminar is a technique that is centered in student led discussion. It is based in the techniques used by Socrates to focus on student inquiry rather than teachers lecturing. This strategy creates an environment rich in deep thinking and critical questioning. It also gives student ownership in their learning and creates a stronger sense of community in the classroom. This strategy does not come without risk. Students must be held accountable for respecting each other in an environment with established procedures and expectations. While this strategy may seem scary and unpredictable to teachers, the benefits often outweigh the risks.

Time Needed: A Socratic seminar may take over a class period to complete. However, 5-10 minutes should be specifically allotted for students to prepare and prove that they are ready to participate in a meaningful discussion.

Group Size: Socratic seminars should include the entire class. This strategy can be done with any class size.

Space Required: Desks should be arranged into a large circle so students are able to see each other and actively participate in and pay attention to the discussion.

Materials Needed: - A content and discussion topic rich text with real world connections (this may be a full novel).

-Sticky notes for annotating text if classroom set/novel

-Highlighters

-Pencils

-Paper

Procedure/Administration: The procedure for a Socratic seminar begins long before the actual implementation of this strategy.

Socratic Seminar Prep:

- Familiarize students with the academic vocabulary level expected during Socratic seminars. Teach, model, and reinforce this vocabulary usage.
- Have students recognize and track academic vocabulary usage by their peers.
- Make sure students are provided with ample opportunities to practice academic vocabulary and discussion.
- Model strong discussion facilitation skills throughout the beginning of the year.
- Reflect on discussions at the end of a class period. What went well? What could have gone better? What discussion techniques were practiced?
- Gradually let go of the role of discussion leader as the students become more comfortable. Begin to allow the students to lead the discussion.
- Implementation of Socratic Seminar:
- Select the text and create prep work for the Socratic seminar. This prep work allows students to feel more comfortable entering the discussion.
- Outline the purpose and expectations for the Socratic seminar.
- Give students five to ten minutes to prep for the Socratic seminar and prove that they are ready to participate. If a student is not ready, do not allow them to participate in this strategy.
- Organize the desks. This can either be in one large circle in the classroom or into two concentric circles with the students facing each other.

- Note: With concentric circles, the inner circle would be having a discussion while the outer circle would coach the inner circle.
- Establish goals for the seminar. The first use of this strategy may involve prompting from you as the teacher, but this will improve through continued and regular use.
- Be prepared to pause conversation to allow students to self-reflect or redirect the discussion.
- Be prepared to prompt students with different discussion points if discussion begins to slow or veer off course.
- Close out the seminar with reflection on the discussion. Provide students with prompts to reflect on this discussion. This may either be a verbal or written reflection.

Submitted By: Gina Johnston, May 29, 2020

Source: Davenport, Mary. (22 September 2016). Socratic Seminars: Building a Culture of Student-Led Discussion. Retrieved from <https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport>

Title: Sticky Note Graphs

Teaching Strategy Summary: This strategy allows students to hone their math skills. This will be helpful during the graphing unit in upper elementary school classes, and can also become a helpful strategy when voting, or even doing lunch count. Each student gets a sticky note, which they can then stack on top of their peers to create a graph. They put their sticky note over whichever category they fall under or prefer. This is an interactive way to teach about this concept, and can have students excited to participate and share their opinions (such as favorite ice cream, best movie, favorite color etc.).

Time Needed: 15-30 minutes depending on the time length of the overall lesson. This can be incorporated as an activity during a lesson about graphs (30 minutes) or can be an activity to help students visualize graphs and review the concept (15 minutes).

Group Size: Whole group activity, 15-25+ students (the more students, the bigger the graph)

Space Required: Whiteboard/chalkboard, clear wall

Materials Needed: sticky notes, chalk/expo markers, pencil, colored pencils or crayons, graph paper/regular paper, rulers

Procedure/Administration:

- Tell students the math concept will be graphs
- Show them examples of graphs, and how to make them/read the data. You can do this through word problems and picture drawing.
- Tell the students that you will be creating an interactive graph.
- Pass out sticky notes to students. They can put their names on the back of the sticky notes if you would like (the part that sticks to the wall so it isn't visible when doing the graphs).
- Pick a category, like favorite food.
- On the board, draw and label the x and y axes. Give three choices such as cheese, pepperoni, veggie. Have the students do the same on a piece of paper.
- Make sure that one of your axes is numbered with more students than are in your class (the top number should not be the total number of students in your class. If you have 20 students, number it to 25 or something similar).
- Call the students by table/row/groups to come up and place their stick notes next to or on top of their preferred pizza type. They should form a line, or bar- not just thrown up in a pile. They need to be able to count and see the data in an organized way.
- Go over the data with students and have them draw the bars onto their graphs. Rulers may help keep the graphs neat and are encouraged.

Submitted By: Maddie Spittler, June 17th, 2020

Source: Last used: Spring 2020. Prepared for fourth grade, lunch count, Harrison Park Elementary School (Penn Trafford School District, Harrison City, PA)

Title: Student Led Classroom

Teaching Strategy Summary: This teaching strategy is one that is effective but will only be effective when the teacher using it is willing to give some power to her students. Student led classroom is a strategy that allows students to teach one another either in small groups or whole group about a topic. A teacher will present a topic to the students and allow the students to research the topic or strategy. The students will report back with the information that they learned and then teach the class or their groups what they learned. Teachers are often afraid to give their students power but giving students power isn't taking away the teacher's. Giving power to students is like using a lit candle to light another one. Neither candle loses their flame, the teacher still has her power.

Time Needed: The instructor will need efficient time to explain the topic or strategy that she wants the students to research. After the explanation the teacher will discuss the goal of a student led classroom and what she is specifically looking for while listening to the students teach the class.

Group Size: The group size needed for this teaching strategy will be an average class size of 15-20 students.

Space Required: The space required for this strategy is not specific, the classroom space is enough.

Materials Needed: The materials needed, are research books, the computer and school library. Students will need a variety of research materials in order to efficiently prepare to teach the class or group on the topic.

Procedure/Administration: To implement this strategy the teacher will explain to the students the importance of teaching and learning from one another. The teacher will present the topic she wants the students to teach. Next, the teacher will explain the research tools available to the students to use while preparing to teach their classmates on the topic. The teacher should be an active participant in this strategy and be willing to let the students research and teach independently for the most part.

Submitted By: (Kaitlyn Muchnock, May 29, 2020)

Source: Goodwin, J. (n.d.). Top 10 Teaching Strategies to Use in Your Classroom. Retrieved May 29, 2020, from <https://schools.magoosh.com/schools-blog/top-10-teaching-strategies>

Title: Student Made Museum

Teaching Strategy Summary: This is a simple activity that can allow students to apply information by drawing, painting, and creating different things that they feel would fit in a museum based around a specific topic. Each student in the classroom has the creative freedom to create something they feel represents the topic they are discussing. When all the students have finished creating their piece, the teacher will collect the art place the various pieces around the room. The students can then go around and try to guess what it is and what it represents. This activity works with information provided in traditional reading and lecture to give students the opportunity to work hands on with new material. This strategy can be used with students of all ages.

Time Needed: This strategy likely needs 1-3 full class sessions of around 45-50 minutes each. Students need time to work on their projects and discuss other projects during the museum.

Group Size: This project is best done individually but working in groups would be acceptable.

Space Required: Students can stay in their normal seating for the creation phase. When the museum is being set up, it is best to have the desks be in a square around the room to allow for tables for the projects to be placed on.

Materials Needed:

- Paper/Construction Paper
- Pencils
- Crayons/Markers/Colored Pencils
- Poster board
- Cardboard
- Scissors
- Glue
- Any other art supplies depending on the time you want to spend on this project (clay, popsicle sticks, cloth, etc.)

Procedure/Administration:

- Coming into the room, the teacher should inform them about the student made museum they are going to be making over the next few classes
 - They will have about 2 class sessions (or as many as the teacher would like) to create an art project that represents a specific topic they are talking about in class
 - While making this project, they are only to write their name on it. They should use characters and symbols to try and convey what the project means or is supposed to be.
 - Once they have all finished their project, the teacher will line the desks around the room in a square and make a museum with all their projects on display.
 - As a class, we will walk around the room and try to guess what each project is one by one.
- Once the teacher has explained this to them, the students should be allowed to start brainstorming ideas and creating.
- Once they are finished
 - The teacher should collect all their projects and begin to organize them into a museum
 - This can be done in the same class on the same day, or it can be set up for a future class

- Once it is set up, the teacher and students will go around the room and analyze the art.
- While going around the room, it is important for the teacher to raise questions to the class about the topic the art is based on. This will allow students to make deeper connections as they go along.
- The museum is finished once all the art has been examined.

Submitted By: Michael Gismondi, June 22, 2020

Source: Created for: (Summer, 2020) GCED 635 Instructional Methodology, Saint Vincent College, Latrobe, PA

Title: Synap

Teaching Strategy Summary: This is an app that allows you to make quizzes, and take other students quizzes. It can be very helpful for a review session in class, students tend to remember more if they are the ones researching and creating the materials. This will also allow educators act as admins to a group (class). Through this feature, you can set assignments and review student progress. Similar to Quizlet.

Time Needed: Full class periods (30-45 minutes). Perhaps over multiple days. This should be used for upper grades. Good for secondary. Could also be useful to younger grades if the teacher creates the review questions, and the students only use Synap to review rather than create.

Group Size: Partner/small group work

Space Required: A clear desk/table to put computer, laptop or tablet on.

Materials Needed: Tablet, textbook/worksheets/completed class activities, internet

Procedure/Administration:

- Have students use tablets and open the Synap app.
- Break students into small groups.
- Assign certain concepts or portions of a concept to students. For example, if it is on a book, give one group vocabulary, another group characters, a third group setting, and a fourth group events/plots. If it is a chapter book, you could also assign groups a set of chapters.
- Have students create review questions based on their category. These questions should be important information relevant to the text.
- Monitor for student participation, and understanding/work quality from the admin portion of the app.
- Once the questions have been completed, review them for final approval. Give feedback about anything the students should add.
- Once the review questions are finalized, have students share their work with their peers, so that they can use these reviews to prepare for an assessment.

Submitted By: Maddie Spittler, June 17th, 2020

Source: Synap. (2012). Synap Product. Retrieved June 14, 2020, from www.synap.ac/

Title: Tea Party

Teaching Strategy Summary: Tea Party is a cooperative learning strategy. Cooperative learning uses social and academic aspects in the classroom. Students have a common goal and complete tasks as a group. Tea party is a strategy that allows all students a chance to discuss their ideas with other students. Students work together to solve a problem. The teacher is encouraged to give support to students who may not be participating or may not be confident in their ideas.

Time Needed: 10-15 minutes

Group Size: The full class should be participating in this strategy.

Space Required: Chairs should be arranged facing each other in two circles.

Materials Needed: Chairs, notebook, pencil

Procedure/Administration:

- Prepare questions, situations or problems for the students to discuss during this activity. These should be thought provoking and have multiple solutions/answers.
- Arrange chairs so half of the students are in the inner circle and half of them are in the outer circle facing each other.
- Give students writing materials so that they are able to take notes on the discussions and write down their ideas to discuss as a full class later.
- Once students are arranged in the circles, present them with the first question. Give them approximately 2-3 minutes to discuss the first question with their partner.
- Have the outside circle rotate clockwise to their next partner.
- Present the next question to the students and allow them time to discuss.
- Repeat this process until all question have been asked.
- Have student return to their regular seats.
- Go through each question. Have students share their ideas with the full class.

Submitted By: Gina Johnston, June 18, 2020

Source:

Zeizima, Amanda. 10 October 2017. Best Practice Classroom Activities for Improving Students' Cooperative Skills. Retrieved from <https://scsdbehaviormatters.weebly.com/blog/best-practice-classroom-activities-for-improving-students-cooperative-skills>

Title: Think-Pads

Teaching Strategy Summary: This strategy is very effective in helping students immediately interact with material being discussed, and it helps them look deeper into the relationship between topics. Think-pads are made by cutting multiple pieces of paper into 1/4s and stapling them together to make a small note pad for your students. You give a think-pad to each student and use it during the lecture to have students immediately work with material being discussed or reflect on material previously learned. You can do this by posing short one word or sentence answers to spark discussion in the classroom, having them draw pictures related to the topic, or having them jot down small notes to spark conversation with their peers. This strategy allows student to take small 2-3 minute breaks to think about and use what they just learned.

Time Needed: Making the think-pads should take no more than 15-30 minutes before class. Students should be able to answer questions or complete drawings in about 2-3 minutes. Discussions using the Think-Pads can take anywhere from 5-10 minutes.

Group Size: This strategy is best used for whole class discussion, but it can easily be implemented for small group discussion of around 4-6 members.

Space Required: Students can be seated in a regular classroom setting, but small or large group discussion may require table seating or forming a circle.

Materials Needed:

- 8.5 x 11 inch copier paper
- Stapler and Staples
- Pencils
- Crayons, markers, or colored pencils (if you are having them draw and you want them to have the option of colors)

Procedure/Administration:

- Before class:
 - Cut multiple sheets of copy paper into ¼ sizes
 - Staple from the top about 6-10 small ¼ pieces of paper into one small note pad sized packet (more or less can be used depending on the activity)
 - Make enough that each student can have a think-pad and extras just in case
- During class:
 - Pass out think-pads so each student has one.
 - During the lecture or activity, pose questions or prompts to students related to the topic being discussed to have them immediately work with the material.
 - If using in groups have students jot down small one word or sentence notes or talking points to allow them to engage in discussion.

Submitted By: Michael Gismondi, June 8, 2020

Source: Last used: 2-28-2020. Prepared for 6-8th grade, Greek Mythology History Class, Saint Vincent College Step-Up Program, Latrobe PA.

Title: Trading Cards

Teaching Strategy Summary: This is a simple strategy that can be used in any online classroom and at any age. This is a categorizing strategy in which students can organize facts in any subject area by creating trading cards. Students could use a number of online tools, such as Google Docs, Google Slides, or Google Sites. Essentially, students are to create cards with various characteristics of the events, figures, places, etc. about which they are learning. This allows them to organize and share their information using lists and visuals. For example, I used this strategy in a 7th Grade English Language Arts class during a unit on Greek gods and goddesses. The students were assigned several of the gods and goddesses and were to create cards that, on one side, had the name of the god or goddess and had a drawing that depicted either an image of the god/goddess or the symbol that represents him or her. On the other side of the card, students wrote out various characteristics of the gods and goddesses, such as: what they are the god or goddess of, their special powers, their relationships with the other gods and goddesses, and a brief history of their past. The card could also include information about what they are most well known for and possibly interesting facts about them. The strategy was successful here, but could also work in a history class to compare events, in a math class to compare equations, or in a biology class to compare types of species. Ultimately, the strategy is useful in any class, the teacher just needs to take some time to be creative and think of a way to incorporate it into the curriculum. It can be used as a study tool or just way for the students to learn the material initially. The strategy can easily be adapted for the classroom setting by having students create the cards in person, on paper, rather than on an online format. I used this strategy in person, but, again, can be used either online or in person.

Time Needed: The time needed for this strategy is approximately one 45-minute lesson – the teacher needs time to explain the activity and the students need time to create their trading cards.

Group Size: The best suited group size for this strategy is any size because students will work independently on their cards. There need to be at least 5 students so they can share their information with their peers.

Space Required: Each student needs an area to work in, such as a desk or table space for their laptop/device.

Materials Needed:

- Notes/books/articles/websites on the material being studied – the materials from where students will find the information they need for their cards
- Access to Google suite so students can make cards online (or, if in person in class, paper/cardstock for each student to create cards – or pre-printed cards for the students to use (depending on teacher preference and age group))
- Access to the Zoom call so students may discuss their cards with other students

Procedure/Administration:

- Explain the objective for the class – that students will be able to recognize and describe the various traits and information about the content on their cards
- Make sure students have materials (notes/books/articles/websites) that include information students need to create their trading cards
- Give students access to the Google Suite so they can use one of the options (Docs, Slides, or Sites) to make their cards

- If a teacher wants to assign certain people/places/events to the students, they can – or the students may choose themselves
- Have students work on their cards throughout the class period – and explain that they will either present their information that day or the following lesson

Submitted By: Lucy Bujdos, June 14, 2020

Source: Last used: March 2019. Prepared for *7th Grade English Language Arts*, Franklin Regional School District, Monroeville, Pennsylvania. Adapted for online learning.

Title: Tug of War

Teaching Strategy Summary: The teacher presents a dilemma and the students choose a side. Furthermore, this is a visual “tug of war” between the sides they choose. So, the teacher create a visual Tug of War on a war or a bulletin board. They do this by hanging a string and on each side, there is a “side” of the dilemma given. For example, the main question is, do killer whales belong in captivity or in the wild? Then, one side would be the “captivity” side and the other would be the “wild” side. Then, give students a post-it notes to respond. Some ways to have them respond by writing are: write their name, thoughts, prior learning, & etc. This could be an opener, main lesson, or a closer. Also, this could easily be for any age group and differentiated!

Time Needed: 15 minutes

Group Size: whole class & individual

Space Required: A space to write on a post-it & a place to display the Tug of War (wall or bulletin board)

Materials Needed: String, post-it notes, and paper

Procedure/Administration:

- Hang the Tug of War string, written dilemma, and written sides before the students arrive.
- Once the students arrive, discuss the dilemma & the sides
- Ask students to think what side they believe in
- Handout the post-it note & instruct them what you want them to write
- Have students post them on the corresponding dilemma side
- Discuss the results and their responses on the post-it notes



Submitted By: Tammy Clark, June 20, 2020

Source:

Ritchhart, R., Church, M., & Morrison, K. (2011). *Making thinking visible: How to promote engagement, understanding, and independence for all learners*. San Francisco: Jossey-Bass.
Create Dream Explore. (1970, January 01). Making Thinking Visible with Interactive Bulletin Boards. Retrieved June 20, 2020, from <https://www.createdreamexplore.com/2017/08/making-thinking-visible-with.html>

Title: Vocabulary Graffiti Boards

Teaching Strategy Summary: This hands-on ELA activity appeals to visual learners and encourages students to connect their knowledge of a definition to the world around them. This activity can take place before introducing definitions or after as a review. All students play the role of an artist to create a visual that can be used to remember definitions for all students in the class. This activity is effective in reaching preferred learning styles, promoting active involvement from all students, and creating a visual outlet for students.

Time Needed: Students will spend approximately 3 minutes at each word, so multiply the number of vocabulary words by 3 minutes to determine the length of the activity. (i.e. If there are 6 vocabulary words, the activity will take 18-20 minutes.)

Group Size: There should be 2-4 students at each word station. Depending on the number of words, these numbers can fluctuate. If the word count requires there to be more than 4 students per group, the teacher should add additional words to the mix, as more than 4 students does not allow ample workspace. There should be at least 2 students to share ideas.

Space Required: The entire classroom will be used and the posters will be placed around the classroom. Students will rotate throughout the classroom to reach all graffiti boards.

Materials Needed: Large white poster boards (1 per word) with the vocabulary word written largely in the center, drawing materials (markers/colored pencils/crayons)

Procedure/Administration:

17. The teacher introduces students to the “graffiti boards” (poster boards) placed around the classroom.
18. Students will be placed into small groups (2-4 students) and given a starting board.
19. Using the drawing materials provided, the students will have 3 minutes to draw simultaneously on the board in front of them, adding visuals that relate to the definition of the word in the center.
20. When the timer is up, students will return the drawing materials and, with their group, rotate to the next word.
21. Students will spend 3 minutes drawing at each board, filling it with pictures and symbols that represent each word’s meaning.
22. When all students have reached all of the boards, the teacher will bring the graffiti boards to the front of the classroom.
23. Using the images on the boards, the students will work to define or recite the meanings of the words. Students will verbally discuss the connections the symbols and images have in relation to the meaning of the word.

Submitted by: Kayla Schehr, May 20, 2020

Source: Last used: April 5, 2019. Prepared for second grade, English Language Arts, Hempfield Area School District, Stanwood Elementary, New Stanton, Pennsylvania.

Adapted from: Graffiti Boards. Retrieved from <https://www.facinghistory.org/resource-library/teaching-strategies/graffiti-boards>

Title: Vocabulary Story

Teaching Strategy Summary: Students will work with a partner to write a story containing the vocabulary words they have been assigned. The story should contain literary elements selected by the teacher from those that the class is working on during their novel study. The length of the story will depend on the number of vocabulary words and will be at the discretion of the teacher. All stories must have a title and a discernable beginning, middle, and end. The stories can (and probably will) be silly; however, the vocabulary words must be used correctly. Students will read their stories to the class. This is a fun way to review necessary vocabulary words or SAT vocabulary with older students.

Time needed: One 40-minute class period

Group size: Up to 30 students

Space required: Standard classroom

Materials needed: Vocabulary list for each student, 4 containers, literary element cards, paper, writing utensil

Procedure/Administration:

- Students will pair off according to directions given by teacher.
- Students will choose a card from each of the following containers (ball caps may be used as containers): protagonist, antagonist, setting, conflict.
- Once students have selected their hero, adversary, place, and problem, they may begin writing their stories. This is a relatively quick write. The primary goal is to correctly use all the vocabulary words. Each vocabulary word should be underlined.
- Student pairs will proofread, ensuring that the vocabulary words are used correctly, and, if necessary, quickly revise their stories.
- Students will negotiate presentation of the story. One or both students may read aloud to class.
- Class will listen for vocabulary words and reflect on whether the word was used correctly in the story.
- Class may vote on best/funniest story and/or the story in which all words were used correctly.

Submitted by: Linda Eicher, May 19, 2020

Source: Last used: (2012). Prepared for grade 8, English, Jeannette McKee Middle School, Jeannette, PA.

Title: Vocabulary Strategy

Teaching Strategy Summary: This strategy is used for vocabulary words. Ideally, the class will be broken into small groups of about two students. This technique is great to use in order to remember definitions of words. Each group will receive a vocab word and the definition of that word. They have to illustrate this word and make it come to life. The idea is that the illustrations of the words will stick with the students and help them to remember the definition.

Time Needed: *Approximately 30 minutes*

Group Size: 2-3 Students

Space Required: Around the classroom

Materials Needed: Small poster board, markers/colors

Procedure:

- *Administer the list of vocabulary words to the class, without definitions*
- *Break the class into their small groups*
- *The teacher will give each group their vocabulary word they will be working with*
- *The students will receive a piece of construction paper/small poster board*
- *The students can use technology to get the definition of their word*
- *Each group needs to make their word come to life on the poster board (They write the word and add anything that would help to remember the definition of the word. Feel free to be as creative as you want)*
- *After each group illustrates their word, each group will present their word to the class. This involves defining the word and explaining why each image/picture was drawn*

Submitted by: (Taley Dunaway, June, 07, 2020)

Source: I was introduced to this strategy in one of my classes at SVC.

Title: Word Sneak

Teaching Strategy Summary: This activity helps students practice their vocabulary terms beyond a definition sheet or flash cards. “Word Sneak” tasks students with using vocabulary terms in a real conversation with a partner. This game should be played mid-way through a vocabulary unit, that way the students already have experience reading and using these words. This game should be reserved for high school students who are able to construct coherent sentences with their vocabulary words. Additionally, these older students typically can have fun with the silly conversations, but still be serious enough that they can use the words correctly. The resulting funny conversations can be very memorable, which can lead to better recall of the vocabulary terms themselves.

Time Needed: Viewing the Tonight Show video clip and giving the adapted instructions should take approximately 7-8 minutes. Depending on the amount of vocabulary terms used, the activity itself should have a time limit of 3-5 minutes (with possibly an additional 1-2 minute summary as a class).

Group Size: This activity is designed for partners, but can be adapted for a group of 3 if needed.

Space Required: A regular classroom setting is sufficient. Ideally the partners’ desks will be positioned directly across from each other in a conversation setup.

Materials Needed:

- Tonight Show YouTube clip:
https://www.youtube.com/watch?v=9nBBgD0q6rA&feature=emb_rel_end
- Half-Sheets of Paper with List of 5 Vocabulary Terms (these words will come from the full, longer list of the current unit’s vocabulary terms).

Procedure/Administration: Prior to the start of class, the teacher will have the Tonight Show clip queued and ready to view. The teacher will also have a prepared list of student partners written ahead of time, so they

- The teacher will begin by playing the clip from The Tonight Show, which models the basic structure of the Word Sneak activity.
- After the video, the teacher will pass out the half-sheets and explain that the students will be responsible for incorporating vocabulary words into seamless conversation with their partner. Each student will have a different list, so their partner will not know the words they need to use.
- The students will be grouped into pairs (either randomly or via student choice) and will be asked to position their desk facing each other conversation style. Once the timer starts, the pairs will begin to start a conversation, incorporating as many words from their lists as they can.
- As the students talk, they will check it off each word that they “snuck” into the conversation. They will receive one point for each word they were able to incorporate into the conversation. Once the timer goes off, the partners will exchange lists

- The students will hold each other accountable for using the word appropriately and correctly. If a student did not think their partner used the word correctly, or did not “sneak” it into the conversation smoothly enough, then their partner will not get credit for that word.
- The partner who is able to “sneak” more words into the conversation wins. This activity can conclude here, or the teacher can bring the class back together to review and share examples.

Submitted By: Jacob Diller, June 2, 2020

Source: Created for: Summer 2020, GCED 635 Instructional Methodology, Saint Vincent College, Latrobe, PA. Adapted from teaching colleague.