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Strategies Portfolio

Lexi Callander

Strategies to use within the classroom.

10 and 2:

What is this? – The lessons will be taught in ten minute “chunks”. The students can listen and take notes during this time. After the ten minutes are up, the teacher will give the students a question. The students will then get two minutes to verbally share their thoughts with the classroom or reflect on them individually with paper and pencil.

Reflection - This strategy is useful because it keeps students involved by breaking up the time in class into segments. This helps to keep the student’s attention. When the students verbally share their ideas with the other students in the class, they give information that others may not have thought of.

No visual needed.

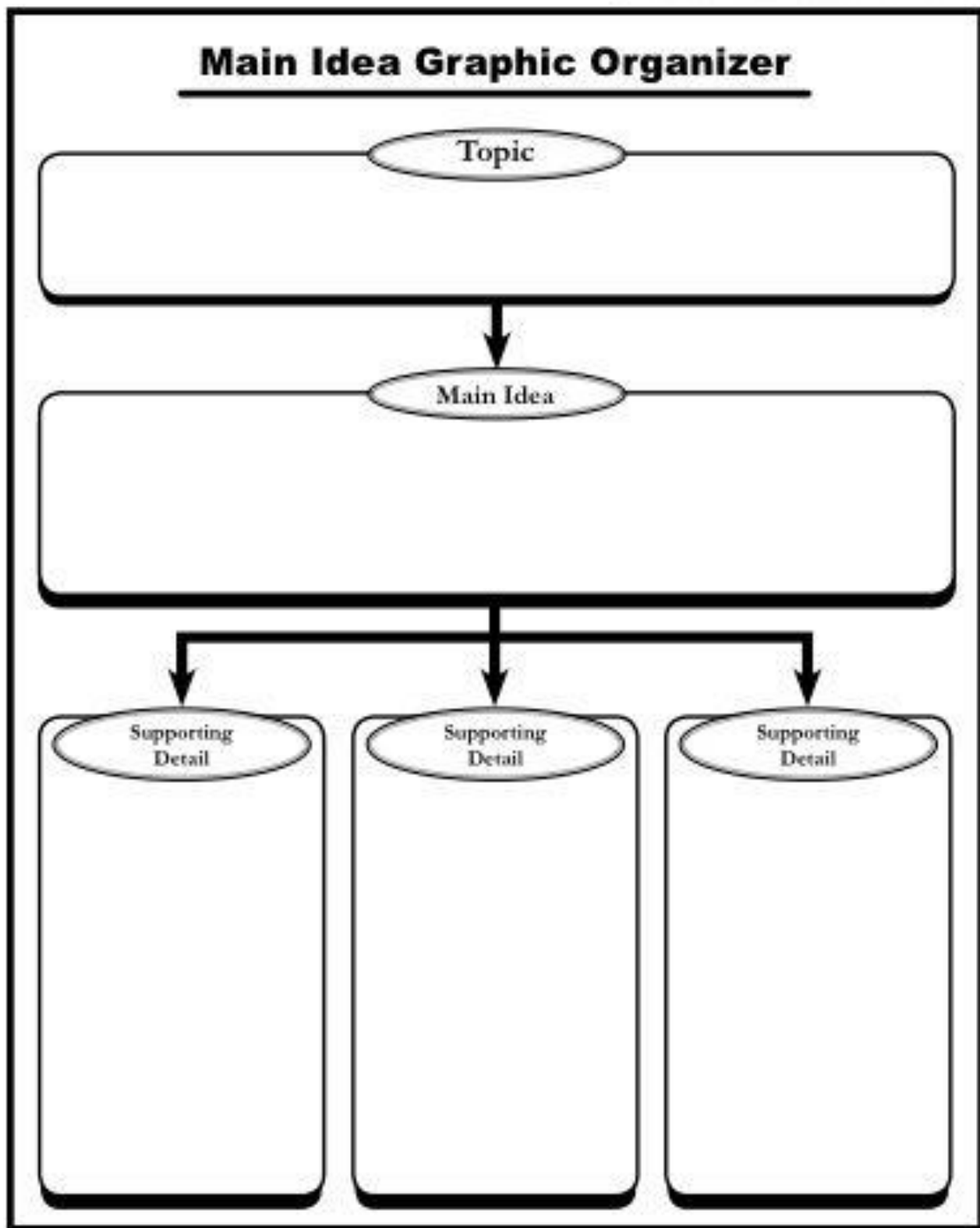
Graphic Organizer:

What is this? – There are many different types of graphic organizers that can be used in a classroom setting. A graphic organizer can be used at the beginning of a writing assignment to organize a student's thoughts before writing them out on paper. It can also help to organize information given to them during a lesson or unit. The graphic organizer will have different sections for a student to put different ideas in.

Reflection – Graphic organizers can be used as study guides or even a helping hand to starting a written paper. The organizer can break down information for a student and make it easier for them to comprehend.

Name: _____

Main Idea Graphic Organizer



Fish Bowl:

What is this? – Fish bowl is used to establish a form of discussion where students can both discuss and listen. First, students pair with a partner and discuss a topic or subject that was determined previously. The paired students will talk for around five minutes and then the whole class will be split into two groups. The smaller group will be placed inside the larger group. The group in the center will discuss, argue, and prove their opinions on the subject for ten minutes. The larger group will listen and take notes. After ten minutes goes by, the larger group can comment on the smaller group and what they mentioned during that time. After, another small group and large group will be created and the same form of discussion will take place.

Reflection: Fish bowl is effective for students because it gives them the chance to share ideas with others and broaden their perspective. They can learn new things that they didn't before. It also gives a chance for students to analyze each other. This should be done in a positive way so that students will be encouraged to further their learning and look at the passage in a different way next time.

No visual needed.

Luck of the Draw:

What is this? – After students have completed the reading as homework, they will provide a written summary of what they got from the article or section. The teacher will then collect all summaries and pull one of them from a hat. It will then be read to the class and remain anonymous. This gives the students a chance to review the summary and give input.

Reflection – This strategy encourages students to do the best on their summary because they will not know who is being drawn from the hat. They will most likely put a lot of effort into the summary to impress the teacher. By giving the student a review on their summary, it will inform them on what not to do next time without calling them out in front of the entire class.

No visual needed.

Two Minute Write:

What is this? – This is a summarization technique in which students will read a prompt and then they will have two minutes to write a brief description of what they obtained from the article. The students could also be asked to use three key words in the writing as well.

Reflection – This strategy is useful because it allows the students to quickly write down points that they remember from the lesson. It will obviously inform the teacher on which ideas stuck out to certain students. This will help give them an idea on what they will need to work on. The students will have a quick overview on the information that they learned and always have a summarization of the lesson.

No visual needed.

Read w/ a pencil:

What is it? - A teacher will provide a text or other source with some blank space to the right for a student to take notations. A folded piece of paper can be used to create a blank column. The students will mark confusing sections with a question mark, mark surprising information with an exclamation mark, and mark important information with an asterisk. The students can also underline repeated words, summarize sections using a few words, look for a thesis, or develop their own thesis. The students will draw conclusions and support with evidence from the text.

Reflection – This annotation strategy is useful because it helps the students to understand the information as they are reading it. It can also help the teacher because they will walk by during the “Read with a pencil” activity and see the areas that the child is struggling in. The student will always have the notifications to look back on and see what they can improve on and what they will need to ask the teacher about.

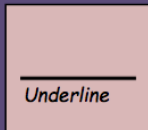
Metacognitive Notetaking: Annotation Guide Poster

Reading With Your Pencil

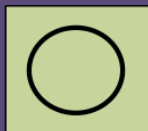
Mark text with:



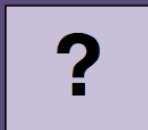
Main idea or ideas connected to the overall theme



Keywords, details, or significant quotes that support the main idea or theme



Unknown words or confusing details



Questions → Write any questions you have in the margins



Understandings → Write your thinking in the margins
Opinions Reflections Analysis Predictions Summary



Connections → Write connections and patterns in margins
Text to Text (T-T) Text to Self (T-S) Text to World (T-W)



Examples given by the author to support ideas

One Word Summary:

What is this? – After reading a passage, the students will each select one word that they think describes the section. They will then use the word to explain the reading that they completed.

Reflection – This strategy is effective because it involves the students thinking about the reading or section as a whole and being able to summarize. It has the students narrowing down their thoughts into one word.

No visual needed.

Think-Pair-Share:

What is this? – This technique can be used at the beginning or end of a lesson. The teacher will give students a certain topic to think about that relates to the information that has been or will be taught. The student will first think about the information that they know, then pair up with someone to share ideas, and finally they will share the information with the teacher and the rest of the class.

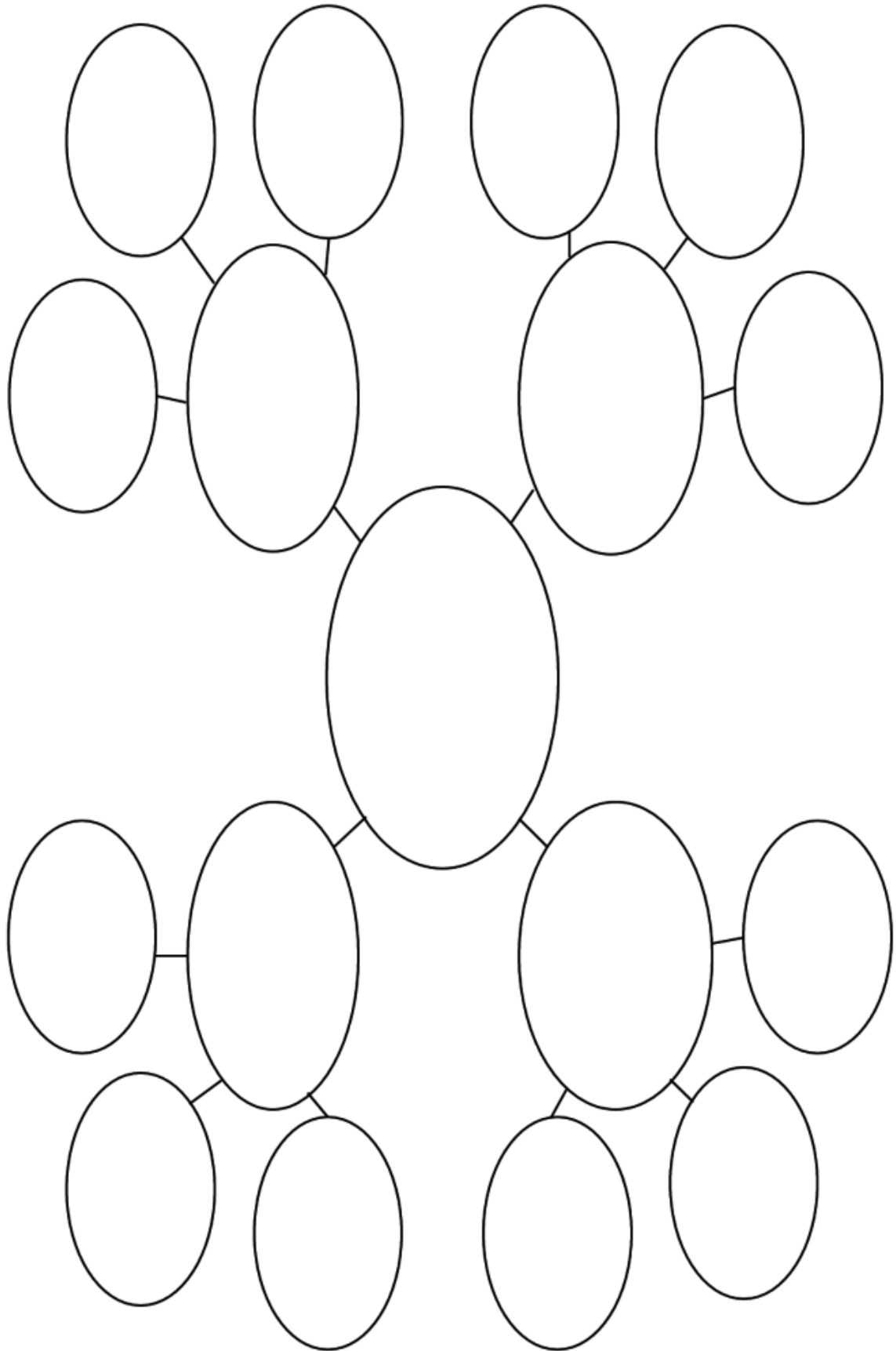
Reflection – This helps the students to access prior knowledge in some cases. It also benefits them by giving them a partner and sharing their own ideas but also learning from another student. The student will also be more comfortable whenever sharing with the teacher or class because they have conversed with a partner and gained more knowledge and critique.

No visual needed.

Pearls of Wisdom:

What is this? – Students will read a passage or the section that their teacher assigns for them. They will receive a paper with different sizes of circles. In the bigger circles, the students will write the main ideas that they got from the passage. In the smaller circles, the students will write the details that they found important or any other information that stuck out to them.

Reflection – This strategy helps the students to break down the information that is given to them. Instead of being overwhelmed with all of the information at once, Pearls of Wisdom is a great graphic organizer that provides space for students to separate the information into different categories.



ABC Vocabulary Strategy:

What is this? – Students will receive a paper that has a box for each letter of the alphabet. After completing a reading, listening to a lesson, or ending a unit, they will fill it out. They will do this by remembering every important vocab word from their reading or section that started with “A” and write it in the “A” box. They will continue doing this for the rest of the alphabet.

Reflection – This is a great strategy that allows students to go back through all of their notes and pick out which words mean the most to them. The words that they chose should reflect the lesson or unit that was taught. It is a great study guide for students to go back before a test and see if they can explain each word that they have written down on the ABC vocabulary sheet.

Name _____ Topic: _____

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

Compare and Contrast (Y-Chart):

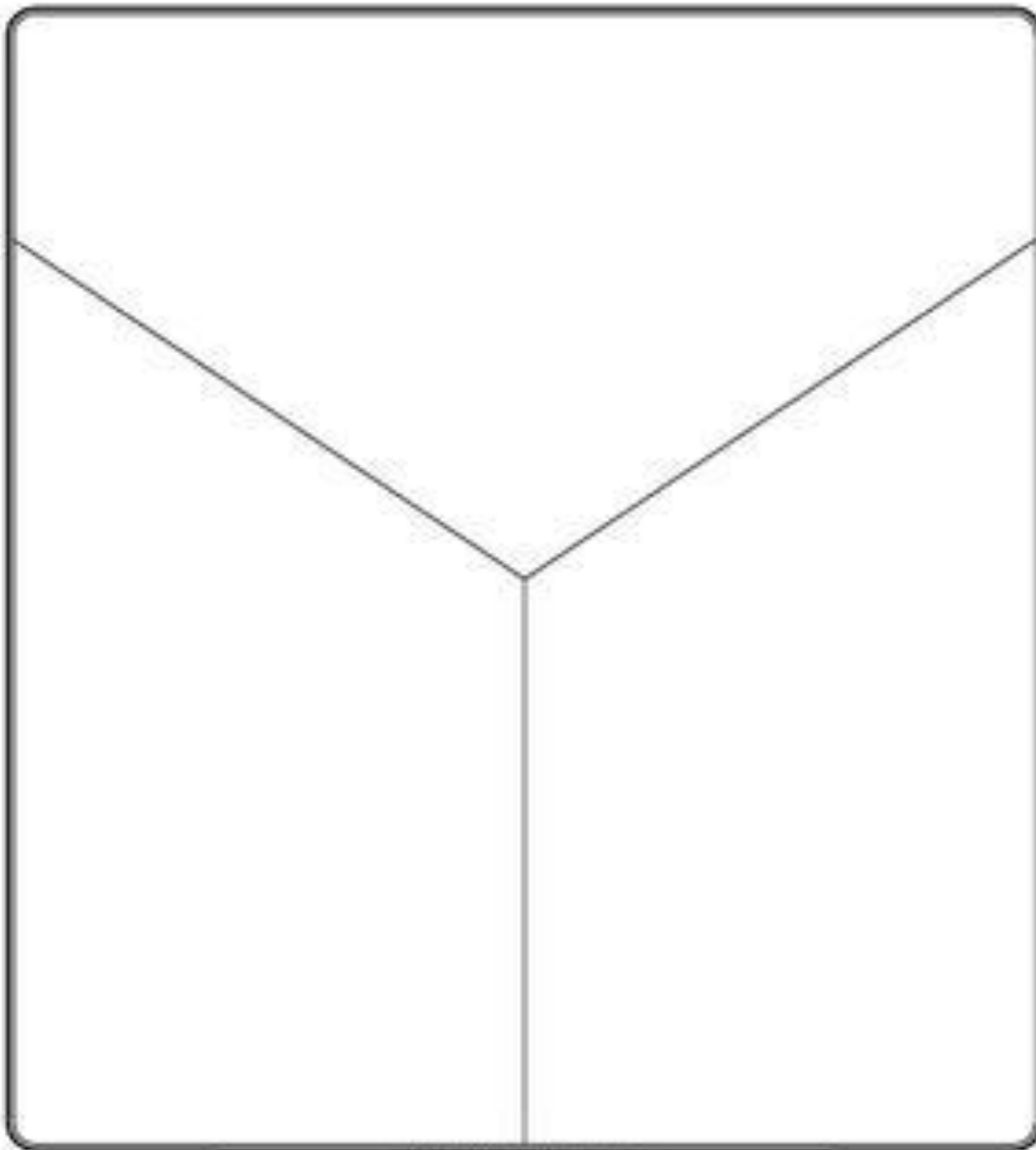
What is this? – Y-Chart is a graphic organizer that provides two sections at the top and one at the bottom for students to compare topics. In the top two sections, students will label each section and write information about each topic. The students will then look for similarities in the information that they wrote about the two different topics. When they see information in both sections that is the same, they will cross it off and re-write it in the bottom section.

Reflection – This strategy allows for students to look at both topics before jumping to conclusions and automatically trying to find the similarities. When students are asked to find similarities and differences, they often don't educate themselves enough on the topic and just skim the reading. Allowing for the students to cross out similarities and rewrite them ensures that the students have done the reading and have a better understanding of each topic.



Y-Chart Graphic Organizer

Name: _____ Date: _____



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Rewrite similar information:

Double Journal Entry:

What is this? – There are two columns on a piece of paper. On the right side, a student will take notes of the information given to them. Beside their notes, they will write in the right column. They will explain what the notes mean to them and how they perceived them.

Reflection – This helps students by letting them make personal connections to the reading or information. They can create a deeper meaning from the notes by analyzing them afterwards. This allows the teacher to understand how much the student actually knows about the notes they took.

Double Entry Journal

Passage from the Text	Connections I Made

3-2-1:

What is this? – Students will write the numbers “3”, “2”, and “1” on the left side of a sheet of paper after they have participated in the lesson for the day. The students will then write three ideas or points about the information that they found important. They will then write two questions that they have after they have thought about the lesson. Lastly, they will write one emotion that they are feeling about the information that was handed to them, whether it is a good or bad feeling.

Reflection – This strategy helps students to recall three important facts that stood out to them the most in the assignment or lesson. Whenever the students write two questions, it gives teachers feedback on what part of the lesson they need to work on in order for students to have a full understanding. Whenever students write the emotion that they are feeling after the assignment or lesson, they will give even more feedback to the teacher about whether or not they are still shaky on the subject.

No visual needed.

Stand up – Sit down:

What is this? – This is a strategy used in the classroom after a lesson is taught and the students have retained information. Each student will stand up out of their chair at the end of the lesson and think of a fact or point they learned from the lesson. The teacher will go around the room and ask each student to state their information they were thinking of. If someone says the same thing that another student was thinking, that student will sit down as well.

Reflection – This summarization technique is ensured to get all students involved in lesson. It also clears up confusion and can notify the teacher on what the weak part of the lesson is, if no one states something about a certain section.

No visual needed.

New American Notebook:

What is this? – Students will fill out the left side of the New American Notebook by writing the concept, ideas, or topics. They will then fill out the middle side with notes on each concept or idea from their reading or assignment that the teacher gave them before completing the worksheet. The right section will then be filled out with the student’s “response”. The response will be their dissection of the notes that they take.

Reflection – This strategy is very useful because the students first break down the text into small notes about ideas and concepts, but can make a better understanding in the far-right column. They can respond in their own way and let the teacher know what exactly they got from the notes that they took. This helps the student to use metacognition and inform others on the parts that they understand and the parts that they don’t.

New American Notebook

Topic/Main Idea:	Notes:	Response:

Cornell Notes:

What is this? – In the note taking area, students will record the lecture as fully and meaningful as possible. In the cue column, the student will reduce their notes into smaller jottings so they can revise and reflect. In the summary section, students will sum up each page of your notes in a sentence or two.

Reflection – This strategy improves students learning because it gives them a chance to take a lecture and break it down into smaller sections so that they can pick the pieces that stick out the most to them. From breaking it down one time, the students can break it farther down into a summary. The summary helps to give the students an idea of what the main point of the assignment was.

Cornell Notes

Name

Date

Topic

Subject

Main Ideas

Notes

Summary

Did you hear what I heard?:

What is this? – The teacher will read the text twice and the students will listen and take notes. The students will also read the text themselves and see if they pick up on any other information that they missed before.

Reflection – This strategy is focusing around the practice of retelling. Since the students read it over twice, it scaffolds and provides a support for individual thinking. It cuts down the time it would take to grade the assignment and increases the time you can spend one on one with the student.

No visual needed.

KWL:

What is this? – KWL is a chart where a student will first fill out what they know about a subject in the “K” column. Then the student will fill out what they want to know in the “W” section. Lastly, the student will fill out what they learned in the “L” section. The last section will be filled out after the lesson has been taught.

Reflection – Using this strategy helps students to access their prior knowledge when filling out the “K” part of the chart. It also provides the teacher with a chance to answer questions whenever students share what they wrote in the “W” column.

Name _____

K.W.L Chart

Date _____

Topic _____

What I Know	What I Want to Know	What I Have Learned

Talk to the Text:

What is this? – Students will read some of their text. While they are reading, they will write questions, write comments, note connections, circle words that they do not know, and summarize the text by using a few words. After the students are done reading, they will compare and discuss notes in small groups. The students will then participate in an all class discussion. They will present their ideas, ask questions, clarify words, and offer comments. The teacher will then clarify and they will elaborate on the text. The students will then write a summary of the entire text and may be asked to recite their summary to the class.

Reflection – Talk to the text is a good dissection and summarization tool. This impacts a student in a positive way because it allows them to pull the text apart piece by piece and share what they found with other students. By sharing what they found in the text, they can allow the others to think in different ways. Whenever the teacher clarifies the text and the student's questions, it is notifying the teacher of what the students need to improve on.

No visual needed.

JigSaw:

What is this? – This technique occurs whenever a teacher gives students a reading assignment and breaks the assignment into pieces. Each student will have a piece of the assignment, come back the next day, and share what they learned with the class so that they can converse different ideas about the topic because everyone views things in different ways.

Reflection – This is an easy and efficient way to split up tasks. This will help the assignment to move along faster. It will also involve all students in the process and make sure that the teacher knows if a student is showing any signs of weakness.

No visual needed.

Knowns and Unknowns:

What is this? - Students will go through a list of vocabulary words and mark off if they know the word, kind of know the word, or if they don't know the word at all. The teacher will go over the vocabulary words that the kids aren't sure about or do not know at all. The students will then draw a picture, write a sentence, or come up with a phrase to help them remember.

Reflection – This vocabulary strategy allows students to take learning into their own hands and provide feedback for the teacher. This allows the teacher to reflect by showing them which words the students are struggling with. Allowing students to make meaning of the vocabulary words through drawing a picture, writing a sentence, or coming up with a phrase will be beneficial for multiple types of learners.

No visual needed.

Sparkle:

What is this? - Students will stand in a circle and the teacher will stand in the middle. This strategy can be used for math, spelling, memorizing a phrase or definition, etc. For this example, we will stick with spelling. The teacher will announce which word the students will be spelling for sparkle. They will point to one student. This student says the first letter and the student to their left continues with the spelling. Each student says a letter until the word is spelled. If a student takes too long or says the wrong letter, they sit down. Everyone says “it’s cool” in unison to ensure a classroom community so that no one feels bad for misspelling because they are still learning from listening to others. Once the last letter of the word is said, and it is spelled correctly, the next student yells “sparkle!”. The student to their left has to sit down and they are out of the game. This continues until you have a winner.

Reflection- Sparkle is interactive and can be used for many different subjects. The activity allows to make reading, spelling, or math entertaining for the students. The students learn how to work together and think fast during this strategy.

No visual needed.