

Module 4 Resource Page

Definitions of Strategies for Active Engagement including examples of Opportunities to Respond

Active Supervision – Supervision that consists of moving about the room to keep proximity with students and to assess and provide, when needed, instruction or feedback. This provides students with immediate opportunities for feedback and instruction to increase the opportunity of success.

Frustration Model - A strategy that uses a graphic organizer for vocabulary building. This technique requires students to (1) define the target vocabulary words or concepts, and (2) apply this information by generating examples and non-examples. This information is placed on a chart that is divided into four sections to provide a visual representation for students.

Flash Cards - Provided to your students to use in communicating with you during instruction. If they are following you, they put up a green card. If they are starting to get lost, yellow. If the students are disagreeing or completely lost, the red goes up.

Task Cards - A Differentiated Instruction strategy that focuses on processing content. It blends individual responsibility with the need to cooperate in a group and accomplish some tasks with others. Ideally each group consists of 3 or 4 people.

Fishbowl - A teaching strategy that helps students practice being contributors and listeners in a discussion. Students ask questions, present opinions, and share information when they sit in the “fishbowl” circle, while students on the outside of the circle listen carefully to the ideas presented and pay attention to process. Then the roles reverse.

Jigsaw - An efficient way to learn the course material in a cooperative learning style. The jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No student can succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task.

Think Tac Toe - A strategy that harnesses the visual pattern of a “tic tac toe” game into a means of producing a variety of products to broaden students understanding of instructional content, to challenge students who already have some mastery of a subject, and provide a variety of means to assess student mastery in a way that is fun and unusual.

Exit slips - Students write responses to questions you pose at the end of class. Exit Slips help students reflect on what they have learned and express what or how they are thinking about the new information. Exit Slips easily incorporate writing into your content area classroom and require students to think critically.

Teach your partner – Students are given the opportunity to teach their peers in a collaborative manner.

Peer-Assisted Learning Strategies (PALS) - A class-wide peer tutoring program. Teachers carefully partner a student with a classmate. The pair works on various activities that address the academic needs of both students. Pairs change over time. PALS can be used across content areas.

Reciprocal Teaching - A strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion: predicting, question generating, summarizing and clarifying.

Think Pair Share - A simple activity you can use in any classroom format. Give the students time to think and write a few points or statements about a topic, turn to their neighbor for a short discussion, and then share the results with the rest of the class or with a small group.

Minute Papers - Provide students with the opportunity to synthesize their knowledge and to ask unanswered questions. Give students a few minutes at the end of class to answer anonymously the following questions in writing: What was the most important thing you learned today? What important question remains unanswered? Variations of these questions, and the student questions and answers they generate, enhance your students' learning process and provide you with feedback on students' understanding of the subject material. Answer the most frequently asked questions at the beginning of the next class.

Writing activities - Offer students the opportunity to think about and process information. For example, in addition to minute papers, you could pose a question and then give students time to free write their answers. You could also give students time to free write about topics.

Echo - A strategy designed to assist students with developing expressive, fluent reading. It is a modeled type of strategy, between a skilled reader and a student. It is also an opportunity for students to repeat correct answers in response for learning purposes.

Cloze – The instructional cloze is a technique to develop comprehension by deleting target words from a text. The students would need to respond with the word or words that make sense in the sentence and the context of the story.