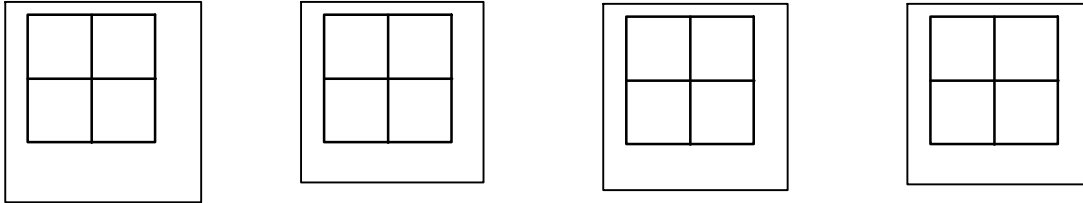


## Strategies...

**Seating arrangements:** to encourage positive class dynamics and to facilitate group making, bi-weekly change your class seating arrangements using a deck of cards. Arrange the desks in sets of four (or two). Each set of desks will represent the following sets of cards: A/K, Q/J, 10/9, 8/7, 6/5, 4/3 (For larger classes, add cards and draw on the cards to differentiate them). Have a map of the class visible for students to determine their new seating arrangements.

eg.



For the next two weeks, students use their desk partners for partner work, and their desk group for group work. It eliminates the need for special grouping activities and allows students to become more independent in their work.

**D.E.A.R.:** (drop everything and read) Students have a book that is easily accessible. At a random time, especially when a “re-group” time is needed, announce, “Please stop what you are doing and DEAR.”

**D.E.A.D.:** (drop everything and draw) Similar to above. Students should have a small sketchpad quickly accessible. Vary the expectations, one time have the student draw whatever he/she wants another time their drawings must have a square, a circle and a triangle (or whatever) in them. At the end of a brief amount of time eg. two minutes, students hold up their sketchpads. They then continue on the previous task.

## **Carousel Brainstorming:**

**Strategy Description:** Carousel Brainstorming activates students’ prior knowledge of a topic or topics through movement and conversation providing scaffolding for new information to be learned in the proceeding lesson activity or past experiences. Students move and rotate around the classroom in small groups, stopping at various stations for a designated amount of time. While at each station, students generate ideas on different topics or different aspects of a single topic through conversation with peers. Ideas are posted at each station for all groups to read.

**Procedure:** 1. Introduce the topic. 2. Divide the class into five (or whatever you need) groups and have five blank posters/sheets and markers around the room each identified with a category of the topic. 3. Each group of students start at one of the posters and writes down any ideas they have about that topic. 4. On a signal, students move around the classroom for a set period of time or until the music stops. When the music stops, the group moves to the next poster and writes down all of their ideas. 5. Students continue until they have visited all of the posters.

## **What's Behind You?**

**Strategy Description:** This is a strategy to help students recall or activate prior knowledge of a topic or topics through conversation, clarify and extend, encourage, support and work with others. Teacher modeling demonstrates how questions and answers are used to gain information, help the group to generate a variety of questions, provide sufficient elaboration in their responses and generate follow-up questions to the responses. Students work with a partner taking turns asking questions and assessing responses.

**Procedure:**

1. Place a poster/sign of recently covered material on the wall or use an overhead on a screen.
2. Have pairs of students stand facing each other, with one student having his/her back to the poster/screen.
3. Have students take turns asking each other questions based on the information on the poster. Teachers can provide the answers or the students can make their own. The person facing the poster asks the questions. The person with his/her back to the poster answers the question without turning to look. They switch positions after each question.