Instructional Strategies

Grouping	Strategy	Type of Strategy	Description
T or P	Active Debate	Discussion	Students are asked to take a position. They are given time to prepare evidence to defend their position. Each side takes turns with their opening statements. As one side states their claims, the other should be listening for holes in their argument. Each side is given a set amount of time to prepare a rebuttal. Each side proceeds with their rebuttal. Once rebuttals are done, a discussion may be held.
P or T	Agree/Disagree	Discussion	Teacher makes a statement about a controversial issue or presents data that provokes controversy. The students then line up in proportion to their agreement or disagreement with the issue. Teacher assigns one side as "A" and the other "B". Side A begins the discussion explaining to the person directly across why they took the position they did. Side B continues the discussion.
W, T, P, or I	Anonymous Author	Discussion & Share-out	Teacher selects a student work product and displays (or reproduces) it for all to see. Students examine the work and comment on it, ask questions, state what the author understands or point out the misconceptions, etc.
T, P, or I	Cheat Notes	Summarizing or Assessment	Summarizing technique. At the end of class or lesson, students prepare a single note card of information they believe will be on a test. Students may be allowed to bring these notes to test. As students gain confidence, withdraw use of cards during test.
P or I	Entrance Slip	Review or Assessment	Students are asked to write about a topic that will activate their prior knowledge as a primer to the lesson.
P or I	Exit Slip	Review or Assessment	Students write a statement that summarizes a concept taught in class that day or explain three vocabulary words and how they are related, etc., as a "ticket" to leave class.

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W	Fishbowl	Discussion & Share-out	A small group of students arrange themselves in a circle in the center of a room. This small group will conduct a discussion together while the rest of the students watch, take notes, and later pose questions and give comments about what they observed. The teacher can be part of either the inner "fishbowl" circle or the outer circle. To begin, the teacher might select students for the fishbowl who are fairly skilled at group discussion – or might deliberately choose one or two who are new to it so that the fishbowl doesn't seem too "perfect" for those who are observing. Once the group is established, the teacher should set some ground rules. These guidelines ensure that group members practice particular discussion skills, such as taking turns, building upon a previous person's comments, and asking questions to extend thinking.
W	Gallery Walk	Discussion & Share-out	Gallery Walk gets students out of their chairs and actively involves them in synthesizing important concepts, in consensus building, in writing, and in public speaking. In a Gallery Walk, teams rotate around the classroom, composing questions, answers to questions or reflecting upon the student work they are examining. Student work is posted on charts or just pieces of paper located in different parts of the classroom. The technique closes with an oral presentation or "report out" in which each group synthesizes their learning.
P, T, or W	Give One/Get One	Share-out or Review	Before beginning, the teacher gives students quiet time to consider what they know about a particular topic, and to record a number of possible responses (sketches, words, phrases, or sentences). The teacher poses a question that is open-ended enough to generate a range of responses. The teacher may point out the resources (charts, articles, books, etc.) available to help students generate ideas or to find responses. Then allow a couple of minutes for students to record their ideas. Provide a set amount of time (about 6-8 minutes) to get up and find a classmate with whom to share ideas. Partners ask for clarification about any detail not understood, comment on anything of interest, then select one idea from the other's list and add it to their own, with their partner's name next to it. When one exchange is completed, students move on to a new partner.

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I	Journal Entry	Reflection or Review	A journal entry many be done in a notebook and is often used for exploration of ideas or to encourage reflection. Journal writing is typically not graded, and in some instances, is not read by anyone but the student. In other instances, the journal can be used to establish an ongoing written dialogue between the student and the teacher.
W or T	Open-Narrow-Close	Discussion & Consensus Building	This strategy generates discussion and assists with reaching agreement. Each stage is described as follows: Open — Generates ideas and clarify information. Narrow — Organizes (ranks) and evaluates the information. Close — Reconciles differences and reaches agreement.
I	Quickwrite	Reflection	This strategy asks students to respond in 2-5 minutes to an open-ended question or prompt posed by the teacher. This writing assignment can be used at the beginning, middle, or end of a lesson.
I	Random Sticks	Share-out	Popsicle sticks are labeled with a number that has been assigned to each student. The teacher draws from the pile of sticks to select a student to share a response. **Note:** this strategy is only to be used after a pair or team discussion occurred to give all students an opportunity to have something to say.
T	Round Robin	Discussion	The teacher poses a question with many possible answers is posed and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down all the answers of the group members. The person next to (clockwise) the recorder gives their answer and the recorder writes it down. Then each person in the group in order (clockwise) gives an answer until time is called.

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P, T, or W	Sentence Stems/Frames	Academic Language Development	Sentence stems and frames allow students to internalize a structure for discussions. For example: • I learned from _____ that _____. • I found out from _____ that _____. • _____ said (mentioned) that _____. • My partner, _____ told me (said that) _____. Sentence stems and frames can be used for content-specific language development. For example, data discussions stems may include: • I see in the data that _____. • I predict that _____. • I wonder if _____.
T	Silent Discussion	Reflection	Students are asked to respond to a question or prompt. The discussion will occur in writing. Students are asked to pass their responses clockwise. They will have 2 minutes to read and to write a question or comment to the response they just read. The teacher will use an auditory signal to pass the responses clockwise again. Repeat the process until students have read and commented all of their team members' responses. Students read the comments to their own paper and write a quick reflection.

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I, P, or T	SQ3R	Reading Comprehension	1. Survey The first step, survey or skim, advises that one should resist the temptation to read the book and instead glance through a chapter in order to identify headings, sub-headings and other outstanding features in the text. This is in order to identify ideas and formulate questions about the content of the chapter. 2. Question Formulate questions about the content of the reading. For example, convert headings and sub-headings into questions, and then look for answers in the content of the text. Other more general questions may also be formulated: • *What is this article about?* • *What question is this article trying to answer?* • *How does this information help me?* 3. Read (R[1]) Use the background work done with "S" and "Q" in order to begin reading actively. 4. Recite (R[2]) The second "R" refers to the part known as "Recite/wRite" or "Recall." Using key phrases, one is meant to identify major points and answers to questions from the "Q" step for each section. This may be done either in an oral or written format. It is important that an adherent to this method use his/her own words in order to evoke the active listening quality of this study method. 5. Review (R[3]) The final "R" is "Review." In fact, before becoming acquainted with this method a student probably just uses the R & R method; Read and Review. Provided the student has followed all recommendations, the student should have a study sheet and should test himself or herself by attempting to recall the key phrases. This method instructs the diligent student to immediately review all sections pertaining to any key words forgotten. *Modified description from: Wikipedia*
I	Talking to the Text (TttT)	Reading Comprehension	TttT gives students individual time to make sense of the text before engaging in discussion. This is similar to a Think Aloud but in writing, where students annotate the text and write questions, connections, thoughts, and predictions.

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P	Think-Ink-Pair-Share (TIPS) or Think-Pair-Share (TPS)	Discussion & Share-out	TIPS allows students to engage in individual and small-group thinking before they are asked to answer questions in front of the whole class. There are four steps to this method. The first step, groups of four students listen to a question posed by the teacher. Secondly, individual students are given time to think and then write their responses. Thirdly, pairs of students read and discuss their responses. Finally, a few students are selected by the teacher to share their thoughts and ideas with the whole class. TPS is the same as TIPS, except that students are not asked to write down their thoughts.
W, T	Two Cents	Share-out or Discussion	To encourage participation from all students, everyone has to give his or her 'two cents worth'. Each student is given two pennies at the beginning of class and has to have a comment or question in order to turn in his/her pennies in by the end of the discussion. It really works well, encouraging the quiet ones to participate, and limiting the eager ones to contemplate their thoughts before spending their pennies.
W	Voting Cards	Discussion & Consensus Building	Voting Cards increases engagement, assesses students on the spot, or gives opportunities for students to defend their choices. This can be low-tech using a sheet of paper folded into quarters with A, B, C, and D as options or hi-tech using polling software (polleverywhere.com, mentimeter.com, etc.) or hardware (clickers).
W, T	Whip Around	Share-out	This strategy gets everyone's voice. Whip around the room having each student or team share one of his or her responses using a public speaking voice. Encourage a response from each student or team that is different from one that was heard if responding to the same question or whip around sharing responses to different questions.