

Instructional Strategy 1: Zoom In (Notice and Wonder)

BRIEF DESCRIPTION OF STRATEGY

The teacher has a picture zoomed in and has students conjecture and predict what it is about, and notice and wonder about it. The teacher zooms out every so often and has students talk about what they see, notice and wonder, until the picture is full and students understand what it is about.

- *“Take a few seconds to look at this zoomed in picture. Then talk with your table about what you think it might represent, what it might be about.”*
- *“One person from each table, share what you talked about.”*
- *“Now the picture is zoomed out more, so you have more information. What has changed about your prediction? What is new that you’ve noticed, and what do you still wonder?”*
- *“This is the full picture. What do you notice about this? Do you still wonder anything? How might this relate to today’s lesson?”*

WHAT DOES THE STUDENT DO?

Students talk, as a class or in small groups, about what they notice and wonder for each zoom. As the students talk each time, they discuss how their predictions and conjectures change once they know new information.

WHAT DOES THE TEACHER DO?

The teacher chooses a picture that represents what the lesson is about, and starts zoomed in far so students can predict what the picture might be about. Then the teacher, to their discretion, zooms out every so often so students can form thoughts about the picture. Then the teacher zooms out fully and has the students talk about their predictions and how they changed.

WHY USE THIS STRATEGY (Purpose)?

This strategy provides suspenseful engagement for the lesson, so students are more interested in what the content of the lesson is.

HOW TO USE THIS STRATEGY?

The picture can be documented via powerpoint, or any type of photo viewer with a zoom in/zoom out feature. This strategy also is heavily reliant on student participation, so it would be wise to start with small groups so students become more confident in their answers. I also have access to two signs for “Notice” and “Wonder” to make the strategy more engaging as students can hold the signs while they are talking.

HOW MUCH TIME WILL THIS STRATEGY TAKE TO IMPLEMENT?

This strategy is a launch for a lesson, so it does not take much time. Zoom in should take approximately 5-7 minutes total.

WHICH “E” IS IT USED IN BEST (could be more than one)?

Engagement

Instructional Strategy 2: Around the World

BRIEF DESCRIPTION OF STRATEGY

A student stands behind another student’s chair and they are presented the same flash card or other type of question. Whichever student answers correctly first moves on to the next student, continuing to stand behind them. If the standing student A loses a round, the student B sitting then gets to stand behind the following student and student A sits down in student B’s chair.

WHAT DOES THE STUDENT DO?

Students compete to answer a question before the opposing student in order to get up and move around the classroom. As two students are competing, other students in the classroom are accountable for also finding the answer to the problem at hand.

WHAT DOES THE TEACHER DO?

The teacher presents various problems or questions to the students. To prepare, the teacher must have a long list of problems to present, as this activity can take time and the whole class will want to participate. Depending on class size and time restraint, the teacher should prepare for many rounds of the game. The teacher is also responsible for making sure students that are not competing are still practicing the work.

WHY USE THIS STRATEGY (Purpose)?

This strategy is great for all content areas, to practice different concepts. In math it is a good use for practicing fast math for students that may struggle. It is fun for practice and review of material already covered.

HOW TO USE THIS STRATEGY?

This activity takes time, especially for larger classes. It can be used for extension or practice. Using a powerpoint or projector, the teacher can present flash cards, questions, or problems to the students for a quick answer. This strategy is best for concepts students need quick practice with.

HOW MUCH TIME WILL THIS STRATEGY TAKE TO IMPLEMENT?

This strategy takes a lot of time because it is a whole class activity. It is best used with a big chunk of time so that students get the most practice they can with the subject, without worrying about time restraints. The whole class will want to participate, so the strategy

should take on average 20-30 minutes depending on class size.
WHICH “E” IS IT USED IN <u>BEST</u> (could be more than one)?
This strategy is best used as an extension or formative evaluation.

Instructional Strategy 3: Turn and Talk
<p>BRIEF DESCRIPTION OF STRATEGY</p> <p>In this strategy, students turn to their neighboring student at a table, a desk partner, or other type of close proximity peer and have a discussion about a topic the teacher assigns. This takes a very short amount of time, and can be used to prepare students to share answers.</p>
<p>WHAT DOES THE STUDENT DO?</p> <p>Students have a discussion with one or two other students about a certain topic for 1-2 minutes. They can debate, ask questions, and share thoughts about the concept.</p>
<p>WHAT DOES THE TEACHER DO?</p> <p>The teacher introduces a concept, topic, or other type of information that students may have questions or thoughts about. The teacher is also responsible for monitoring conversation so that students do not get off topic and stay focused.</p>
<p>WHY USE THIS STRATEGY (Purpose)?</p> <p>This strategy allows students to share thoughts and questions in a small group setting before sharing with the class. Some students feel nervous when called on without a prepared answer, so this strategy takes away any anxiety that students may have. It also gives the teacher the opportunity to hear student thinking in a less formal setting than a full classroom discussion, allowing formative evaluation and sequencing answers.</p>
<p>HOW TO USE THIS STRATEGY?</p> <p>To use this strategy, the teacher asks a question or introduces a topic, and then directs students to “turn and talk” with their tables or partners about what they think or wonder. After 1-1.5 minutes or when student discussions seem to be winding down, the teacher calls back the students attention and asks what they shared in their talks.</p> <ul style="list-style-type: none"> • <i>“Alright, turn and talk with your table partner about this for 90 seconds.”</i> • <i>“I heard some really great conversations!”</i> • <i>“Student A, what did your table think about...”</i>
<p>HOW MUCH TIME WILL THIS STRATEGY TAKE TO IMPLEMENT?</p> <p>This strategy should take at most 2.5 minutes, because students should be discussing the</p>

topic but need to stay on task. If they are given too long students will lose focus. This strategy is meant to take a short period of time.

WHICH “E” IS IT USED IN BEST (could be more than one)?

Turn and Talk can be use in any of the “5E”s, but it works well in Explain because during this period students are solidifying their knowledge and can discuss what they are still wondering or thinking; it also works well in Engagement because the students can discuss what they wonder about the title of a concept.