Top 12 Strategies:

These are strategies to use for engagement. They also help to lower the affective filter, and to review and reinforce their learning.

1. Post-it

A low level anxiety strategy to review concepts from the  week.  Give students 1 or 2 post-its.  Ask each student to write down a question they have about the material covered for the week.  They can ask any question, and do not need to put their name on it.  Spend the first 5 minutes of the following class answering students’ questions. (This one helps students to ask clarifying questions they would not otherwise ask .)

2. Statues vocabulary

Groups of students have to “statue” a word or phrase for the class to answer.  If a groupmate doesn’t feel the statue is doing a good job, s/he can “tap” the statue and take over their position.

1. Telephone Charades

Students line up around the room, each has a word and must act it out.  Person behind them must act out how they did it, and continues.  Last person must guess the word that is being acted out.

4. Flyswatter “Relay”

Separate the class in half.  Each group has a  “swatter” Teacher asks students questions based on the lesson, and   the group can discuss what they believe is the correct answer. The “swatters”  will run to the board to swat the correct answer from the  options on  the board. ( This allows ELLs to contribute their ideas in a fun environment)

5. Hangman: Self-explanatory game where teacher draws a figure, students guess letters and discover the word.

1. Jump in :

Students read, everybody listens for a moment to jump in.  Tell students you are keeping track of who is reading and for how long.

1. Mad lips

Fill in the Blank/ “Mad Lips” Reading. While reading as a class, the teacher will periodically  pause while reading aloud. The teacher can stop before words or phrases that  are  being focused on in class.  The class will call out the word or phrase while the teacher pauses. (This lowers the affective filter while reading, while at the same time allowing ELL’s to hear pronunciation and practice new words themselves.)

8.    Popcorn A read-aloud strategy in which a student is reading aloud, then stops and calls a name of somebody else in the class

9.    20 questions

10.  Numbered heads :Count off by fours; as you ask questions call out a number and those students need to answer.

11. Tengo

Bingo/Tengo:  Each student gets a card , fills in the target vocabulary and has a free space.  Teacher asks questions, students cross out the answer on their card.

12.  Exit strategies

Provide a template: Today I learned ---

I would like to know more about ---

I’m still confused by ----

Ask students to turn these in before they leave. It is helpful for teachers and students to assess and reflect on what they learned that day.