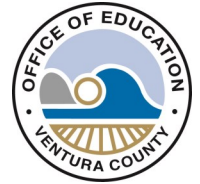Stanley C. Mantooth
Ventura County Superintendent of Schools

"Engagement Ring"

Effective Instructional Strategies

**Created by Ventura County Office of Education
Curriculum and Instruction**

Revised August 2014

"Commitment to Quality Education for All"

Table of Contents

Numbered Heads Together

Purpose:
- A cooperative learning structure that is effective for processing information, developing thinking, reviewing facts, or coming to a consensus as a team
- Holds each student accountable for learning the material, and the positive interdependence of the team assures that all students can participate and achieve success
- Beneficial for reviewing subject matter and provides opportunities for students to talk, listen, discuss content and rehearse answers
- Encourages students to take greater responsibility for their own learning and to learn from one another
- Provides support for English learners and all learners to develop language skills

Steps:
- Students are placed in groups of four and each student numbers off within each group.
- Teacher poses a question.
- Students have 2 minutes thinking time to solve the problem on their own.
- Students think individually about the question and write their answers on a whiteboard/paper.
- Students share and discuss their answers in the group.
- The group discusses the answer so that any member can report out the answer correctly.
- Teacher randomly calls a number and the student with that number reports for the group.

This structure is adapted with permission from the book, _Kagan Cooperative Learning_, published by Kagan Publishing. 1 (800) 933-2667 • www.KaganOnline.com

Strategy Card #1

I Have; Who Has?

Purpose:
- Beneficial for reviewing subject matter in any content area
- Opportunities for students to practice academic vocabulary and listening skills

Steps:
- Individual cards are distributed to students at random, depending on the size of the group.
- Some students may receive more than one card.
- Any student may begin by reading the question on their card.
- The other students listen to the question and decide if the "I Have" part of their card contains the answer to the question.
- One student reads his/her "I have…" portion aloud and then reads the "Who Has…portion?"
- The student with the answer to the "Who Has...?" answers and reads his/her card aloud.
- Continue this process until all the questions have been read and the cycle comes back to the first card.
- Once students are comfortable with the content of the game, you can time each round.

Strategy Card #2

Numbered Heads Together

Researcher: Spencer Kagan: Cooperative Learning Structure

What it sounds like:

Teacher:

   "Students please number off 1 to 4."
   "When I give you the problem, solve it on your own."
   "Turn your board/paper over when you're done."
   "Teams put your heads together and discuss how you solved
   _____."
   "Student # ____ please stand up with your whiteboard and explain
   how your team solved this problem. If you are still not sure,
   your team gets to put their heads back together and solve the problem."

Student:

   "We put our heads together and solved the problem by _____."

Visual:

Materials:
Each student needs
- Whiteboard/dry erase marker or paper/pencil
- Spoons/popsicle stick with #'s 1-4 on each one (for random number selection)

Strategy Card #1

I Have; Who Has?

What it sounds like:
Student # 1: "Who has the sum of the measures of the interior angle of a triangle?"
Student # 2: "I have 180°. Who has a rectangle with 4 congruent sides?"
Student # 3: "I have square. Who has a line segment from the center of a circle
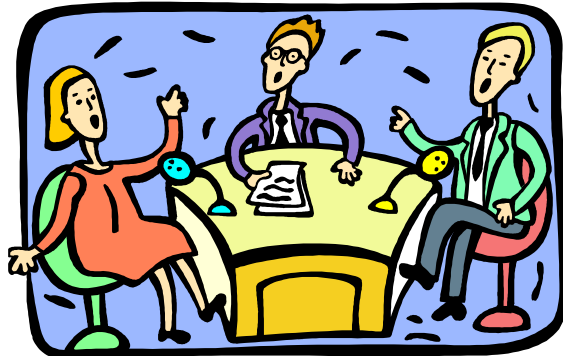to a point on the circle?"

Visual:

Resources:
http://mathwire.com/whohas/whohas.html

Materials:
- Download master set from website.
- Print and cut into cards.

Strategy Card #2

Chants, Poems and Songs

Purpose
- Rhythm and rhyme are used in an enjoyable way.
- Patterns can make learning easier.
- Builds students' confidence in oral language.
- Provides a change of pace and mood to improve student motivation.
- Offers opportunities for repeated readings, which builds fluency.
- Can be used to enhance learning in math, science, language arts (grammar, punctuation, spelling), and other curricular areas.

Steps
- Choose a chant, poem or song.
- Teacher makes a large poster of the chant, poem or song for visual display.
- Teach it to the students, using Echo Reading – refer to Reading Strategies Card #9.
- Use as much movement and actions as possible – refer to TPR Card #14.
- Repeat it often for student learning and enjoyment.
- Chants, raps, cheers, and poetry can be performed anywhere.

Strategy Card #3

Webbing

Purpose
- A powerful tool for capturing, representing, and archiving knowledge of individuals, but also a powerful tool to create new knowledge
- Graphical tools for organizing and representing knowledge
- Develops students' ability to perceive relationships among ideas, concepts or events
- Increases students' knowledge and vocabulary in all subjects

Steps
- Teacher writes the title or topic in the middle of a poster paper and circles it.
- Teacher then guides a brainstorming session, in which students are encouraged to verbalize ideas and understandings related to the topic.
- Teacher records brainstormed ideas on the poster.
- Teacher and students discuss the relationships among the various ideas and collaboratively determine how the ideas could be organized or categorized.
- Teacher records the ideas in clusters or categories around the displayed topic or title.
- As students become familiar with this strategy, they may create webs prior to writing, or before and after they read or study.

Strategy Card #4

Chants, Poems, and Songs

Researcher: Kovalik

What It Sounds Like:
The teacher chants lines aloud to facilitate the rhyme and rhythm to the students.
The students repeat the lines after the teacher and join in the chant.
Examples: "Going on a Bear Hunt," "Tooty Ta," and "Five Little Monkeys"

Visual:

Resources:
www.songsforteaching.com/chantsraps.htm

Materials Needed:
- Large poster paper/butcher paper
- Markers to write out words to chant
- Song or poem
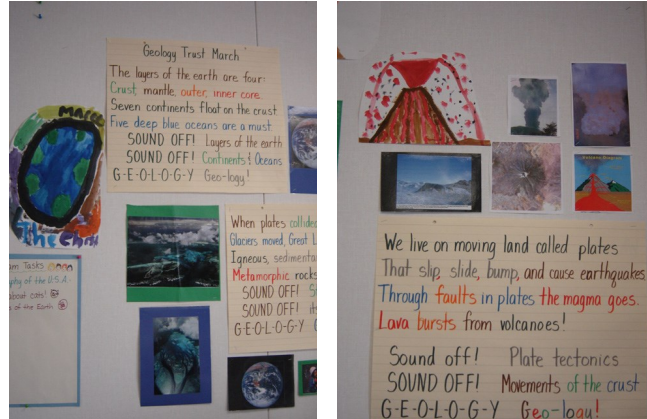
Webbing

Researcher:
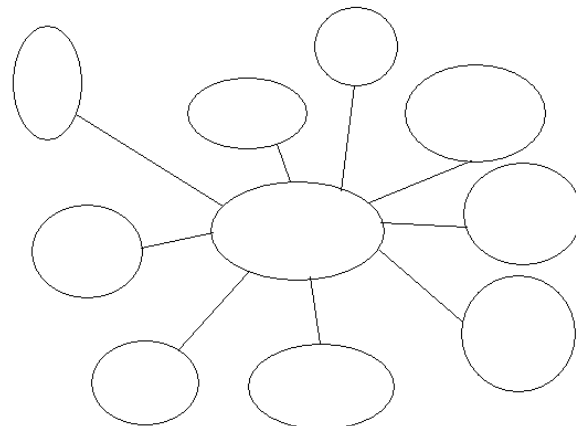Joseph D. Novak at Cornell University

What It Sounds Like:
Teacher reviews key concepts with students

Visual:

Materials Needed:
- Poster board/butcher paper/whiteboard
- Markers

Role Playing and Simulations

Purpose:
- Students learn by mimicking, playing, and experimenting.
- Encourages students' curiosity and motivation to learn.
- Role play simulation aims to revive the ease and joy of experiential learning.

Steps:
- The teacher sets the stage, describing the scenario and assigning roles to participants.
- The teacher explain to students the purpose and goal(s) of the role-play.
- The teacher takes on a role of authority to help direct and focus the role-play.
- Role players get together to map out the general plot of their play.
- A single page description of the scenario is worked out by the players.
- Students act out their roles and the play is carried out.
- The students discuss and reflect on what happened.

Improvisation:
- Have the students clear the tops of their desks.
- Students enter the fictional world of the role-play together.
- Everyone puts on one costume piece at the same time that signals the beginning of the role-play.

Strategy Card #5

10/2

Purpose:
- Gives students opportunities to turn and share verbally with a partner the new learning that they have acquired.
- Learners make sense of new information by listening and talking to one another.
- Students integrate new knowledge with prior knowledge.

Steps:
- While teaching, pause in 10-minute intervals.
- For every 10 minutes of teaching, allow for at least 2 minutes of student talk.
- If students are younger or less engaged, allow 1 minute of student talk for every 5 minutes of teaching.
- Give the learners 2 minutes to talk with one another to process the new information after 10 minutes or less of teacher directed information (sooner if students seem disengaged).

Strategy Card #6

Role Playing and Simulations

Researcher:
William A. Gamson at the University of Michigan

What It Sounds Like:
Teacher facilitates to make sure that everyone has a part and encourages students to be creative.

Visual:

Resources:
artsedge.kennedy-center.org
www.learnenglish.de/Teachers/roleplays.htm

Materials Needed:
Real or pretend props, costumes and make-up

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10/2

Researcher: Mary Budd Rowe, 1983/ Project GLAD

What it sounds like:
Teacher: "Turn and tell your partner what is new to you."
       "Turn and tell your partner something that you want to remember."
       "Turn and tell your partner what you want to learn more about."

Student: "I want to remember that _____."
       "I want to learn more about _____ because_____."
       "_____is new to me."

Visual:

Materials Needed:
None

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Fishbowl

Purpose:
- This strategy is used to model and critique discussions.
- Beneficial to increase students' listening skills.
- Allows students to participate in targeted discussions.

Steps:
- Four to five chairs are arranged in an inner circle- the fishbowl.
- The remaining chairs are arranged in concentric circles outside the fishbowl. These people are observers.
- A few participants either volunteer or are selected to fill the fishbowl.
- The rest of the group sits on the chairs outside the fishbowl to observe and listen to the discussion.
- The teacher introduces the topic that the students in the fishbowl will discuss.
- The students outside the fishbowl listen in on the discussion.
- All participants finish with a reflective conversation about the content.

Strategy Card #7

Reader's Theater

Purpose:
- A dramatic presentation of a written work in a script form
- Provide practice for students to read in a non-threatening format
- Encourages students to read with expression

Steps:
- Readers read from a "script" where reading parts are labeled by character and parts assigned to the readers.
- No memorization, costumes, staging, or special lighting is needed.
- Scripts are held by the readers.
- Students stand in front of the audience and read the text with expression and gestures.
- The focus is on reading the text with expressive voices and gestures, which makes comprehending the text meaningful and fun for the student.
- After a read aloud, fluent readers and writers can create their own scripts.

Strategy Card #8

Fishbowl

Researcher: Book Club Plus: A Conceptual Framework to Organize Literacy Instruction
by Taffy Raphael, Susan Florio-Ruane, and MariAnne George

What it sounds like:
Teacher: Presents a topic so that students can discuss.
    "What was the most important...?"

Student:
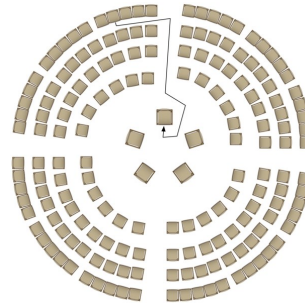   "In my opinion the most important part is _____ because _____."
    "I agree with what you said because_____."
    "I liked when _____ because that reminded me of when _____."

Visual:

Materials:
Arrange chairs prior to activity.

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Reader's Theater

What it sounds like:
Teacher: Teacher reads through the text with students first preview and model reading.

Student: Students read their assigned part with expression.

Visual:

Resources:
www.teachingheart.net/readerstheater.htm

Materials:
Each student needs
- A script
- Highlighter (optional) to highlight their part
- Various scripts – example, Chicken Little, Romeo and Juliet, etc.

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Reading Strategies

Purpose:
- Develops students' reading fluency and comprehension strategies
- Provides practice for students to read in a non-threatening format
- Encourages students to read with expression

Steps:
Read Aloud- (Reading to students)
- Teacher reads text aloud to the students.

Shared Reading- (Reading with students)
- All students read along with the teacher out loud.
- Vary it by asking students with long sleeves to read with you or students wearing shoe laces, etc…

Cloze Reading- (Reading with students)
- Ask students to read the word that you omit from the sentence.
- Teacher reads, pauses for students to read word, teacher continues reading.
- Vary the difficulty of the omitted word to engage all learners.

Echo Reading- (Reading with students)
- Teacher reads a sentence and students then read the same sentence aloud.

Independent Reading- (Reading by students)
- Many voices reading at a whisper. Emphasize reading at a whisper.

Strategy Card #9

Stand Up, Hand Up, Pair Up

Purpose:
- Provides structured oral language development for students.
- A quick opportunity to get up out of their chairs and talk with another partner.
- Students are actively engaged in the activity and talking with a new partner.
- A brain break that provides for a motivating way for students to incorporate physical activity and social skills for students.

Steps:
- Students stand up and put one hand up.
- Students keep one hand in the air until they quickly find the closest partner, preferably not the same person they were just sitting next to, and students high five each other's hands.
- Teacher asks a question or gives an assignment and provides think time.
- Partners can then share the answer to a question or activity.

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Strategy Card #10

Reading Strategies

Researcher: Holdaway (1979)

What it sounds like:
Teacher: Teacher models reading how the text should sound with expression and appropriate pacing.

Student: Students practice reading aloud using the various strategies listed above.

Visual:

Resources:
http://www.jmeacham.com/shared.reading2.htm

Materials Needed:
(Depending on what type of reading)
- Big Book
- Large text (poem, song, chant)
- 1 book per person

Stand Up, Hand Up, Pair Up

Researcher: Spencer Kagan **http://www.kaganonline.com/**

What it sounds like:
Teacher: "Stand Up. Hand Up, Pair Up."

Teacher poses a question to the class:
"Turn and tell your partner…"

Student: Students quietly and quickly find a different partner. Partners share the answer to a prompted question aloud.

Visual:

Materials Needed:
None

Talking Chips

Purpose:
- Allows all students to participate in the discussion while listening to others.
- Students can share information with one another.
- Provides structured oral language development for students to practice speaking.

Steps:
- Students sit in a team of four and each student is given a certain number of chips.
- Any student with a chip may talk one at a time using complete sentences.
- Each student takes turns talking.
- Each time they finished talking they must place one chip in the center of the table.
- Once their chips are gone they may no longer talk for that round.
- Students must use all their chips.

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Strategy Card #11

Whiteboards

Purpose:
- Students use individual whiteboards to write down their answers to a discussion questions, math problems, or predictions.
- Allows every student to participate in answering a question at the same time.
- Holds each student accountable for learning the material and assures that all students can participate and achieve success.
- Beneficial for reviewing subject matter and provides opportunities for practice, rehearsal, and discussion of content material.
- Encourages students to take greater responsibility for their own learning and to learn from one another.

Steps:
- Students are given an individual whiteboard, dry erase marker and eraser, sock or tissue.
- Teacher prompts or asks a question.
- Students think individually about the question and write their answers on a whiteboard or paper.
- Students then show their answers to the teacher and discuss how he or she answered the question or you can also use Numbered Heads Together Strategy (refer to #1).
- Make sure the students are giving their answers in complete sentences.

Strategy Card #12

Talking Chips

Researcher: Spencer Kagan **http://www.kaganonline.com/**

What it sounds like:
Teacher: "As a team, discuss..."
         "Why...?"

Student: "I think…"

Visual:

Materials:
Each student needs 2-4 chips (poker chips, tokens, counters, etc.).

Whiteboards

What it sounds like:
Teacher:
"On your whiteboards, solve the following problem…"

Student:
"I solved the problem by…"
"My answer is _____."

Visual:

Materials:
Each Student needs
- Whiteboard
- Dry Erase Markers
- Eraser, sock or tissue

RallyCoach

Purpose:
- Partners take turns, one solving a problem while the other student coaches.
- Active engagement strategy to promote students to speak and listen to one another.
- Learners make a connection to the content and are validated for what they know.
- By writing down their answers, students organize their thoughts and access any necessary language prior to sharing orally with a partner.

Steps:
- Students are placed with a partner to solve, discuss, and review questions.
- In the partnerships, student decide who is Partner A and Partner B.
- Partner A solves the first problem.
- Partner B watches, listens, checks, and praises Partner A.
- Partner B may provide feedback, support, or hints to Partner A.
- Partner B solves the next problem.
- Partner A watches, listens, checks, and praises Partner B.
- Partner A may provide feedback, support, or hints to Partner B.
- Continue letting the partners take turns solving a problem or being the coach.

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Strategy Card #13

TPR –Total Physical Response

Purpose:
- Interactive full body movement that gives the student nonverbal clues about the learning.
- Beneficial for students with diverse learning styles.
- Students learn that what their body and hands do, their brain will remember.
- Allows for physical breaks that are focused on the learning.

Steps:
- The teacher selects parts of the lesson that lend themselves to movement and models and guides students to copy the movements.
- **Language Arts Example:** When explaining narrative structure, the teacher may touch his/her head to show the beginning of the narrative, put hands around his/her waist to show the middle of the narrative and bend over and touch the floor to show the end of the narrative. The teacher would then invite students to do the same movements.
- **Science Example:** When teaching plant growth from seed to mature plant, the teacher would model and guide students to roll up in a ball to become the seed, other students would act out the rain and sun, and then the "seeds" would wiggle and stretch up to grow.
- **Math Example:** When teaching greater than and less than, the teacher would model how to show the answer "greater than" by reaching your hands high above your head, and "less than" by scrunching down to the floor.

Strategy Card #14

RallyCoach

Researcher: Spencer Kagan **http://www.kaganonline.com/**

What It Sounds Like
Teacher: "Partner A you will solve the first problem and Partner B will be the coach."
   "Partner B, as the coach, you may watch, listen, check, and praise Partner A as he/she solves
    the problem."

Student: "I like how you _____."
   "This answer is _____.
   You solved the problem by _____."

Visual

Materials:
Each partnership needs
- A paper
- A pencil

TPR –Total Physical Response

What it sounds like:
Teacher: "Every narrative has a beginning. Let's touch the tops of our heads to show the beginning of the story. Who can tell us what happens at the beginning of the story?"

"Every narrative has a middle. It's where important things happen. Put your hands around your waist to show the middle. Tell your partner something important that happens in the middle of our narrative."

"Every narrative has an end. The end is where we find out what happened, and where problems are solved. Lean over and touch your toes like I am to show the end. Now, whisper to your partner something that happened at the end and how the problems got solved."

Visual:

Materials Needed:
None

Quiz-Quiz-Trade

Purpose:
- Students are able to quiz one another on content that has been taught and then review the information.
- Provides structured oral language development for students.
- A quick opportunity to get up out of their chairs and talk with another partner.
- Students are actively engaged in the activity and talking with a new partner.
- A brain break that provides for a motivating way for students to incorporate physical activity and social skills for students out of their chairs.

Steps:
- Teacher passes out cards that have a question and answer on it to help students review information.
- Students will use the Stand Up, Hand Up, Pair Up Strategy (Strategy #10) to find a partner.
- In the partnerships the students decide who is Partner A and Partner B.
- Partner A reads the question on his/her card out loud and quizzes Partner B.
- Partner B then answers the question aloud to Partner A.
- Partner A praises and coaches Partner B on the content on the card.
- Partner A and B trade roles, in which Partner B now asks the question his/her card and Partner A answers.
- After both partners have answered each other's question, they trade cards.
- The students then put their hands up and find another partner.
- Students will then be able to talk with at least 5 other partners.

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Strategy Card #15

Sentence Frames

Purpose:
- Provides structured oral language development for students.
- Frame provides a scaffold for student to practice writing and speaking in complete sentences.
- A strategy to provide structured academic talk and also support language acquisition.

Steps:
- Teacher asks a question to the class on story that was just read.
- Teacher will have students brainstorm some thoughts on what was just read.
- Teacher writes down the ideas on a poster or whiteboard to support and list the ideas that the students generate.
- Teacher provide a sentence frame on how student will answer the question.
- Students use the sentence frame to write down the answer the question in a complete sentence.
- Students orally share their sentence out loud to the class.

Strategy Card #16

Quiz-Quiz-Trade

Researcher: Spencer Kagan **http://www.kaganonline.com/**

What it sounds like:
Teacher: "Stand Up. Hand Up. Pair Up."
"Partner A will be the coach first and Partner B will answer Partner A's question."
Student: "What is...?"
"I think the answer is..."
"Let's trade cards."

Visual:

Materials:
Each student needs an index card that has a question and answer on it. (Questions can come from HW or review questions.)

Sentence Frames

Researcher: Susana Dutro

What it sounds like:
Teacher: "What is the difference between a lake and an ocean?"
"Use the following frame to create a sentence."
"A _(lake)_ is _(small)_."
"An _(ocean)_ is _(larger)_er than a _(lake)_."
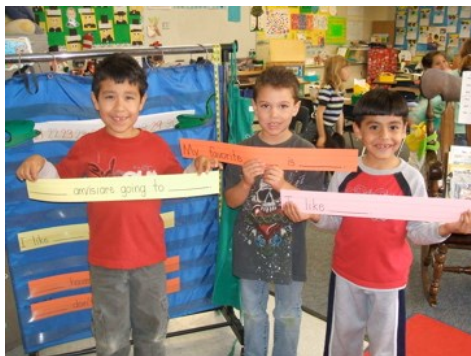"An _(ocean)_ is _(enormous)_ compared to a _(lake)_."
"An _(ocean)_ is _(vast)_. Even the _(large)_est _(lake)_ is _(small)_ by comparison."
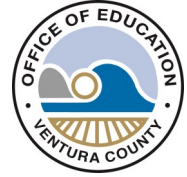
Visual:

Materials:
Each student needs
- Paper
- Pencil
- Sentence Strips

Stanley C. Mantooth
Ventura County Superintendent of Schools

This Engagement Ring was created and compiled by

Ventura County Office of Education
Curriculum and Instruction

For more information contact (805) 437-1330

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