### Instructional Strategies Playlists for Teachers

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### All new instructional strategies are color-coded with orange.

### movement and discourse playlist
- Ball Toss Boogie
- Choose and Chat
- Dance It- Chance It
- Four Corners
- Learning Loops
- Musical Mix-Freeze-Group
- Pair-SQUARE-Share
- Positive Pings
- Rise and Shine
- Shake and Share
- Stand, Stick or Stray
- Texas Two-Step
- Think and Throw
- Thinking Partners
- Vote with Your Feet

**Add YOUR ideas below:**

### rehearsal and practice playlist
- Fact or Fib Showdown
- Jig Saw “Sell”
- Just the Facts
- Musical Chairs
- Mystery Bag
- Mystery Sequence/Re-sequence
- Pass the Story
- Play It – Say It
- Stop Plop and Roll
- Summary Salad
- Tour of Knowledge
- Triple Play
- Undercover Agent
- Vocabulary Pyramid Game
- Who Am I?

**Add YOUR ideas below:**

### extending thinking playlist
- Card Sort
- Compare/Contrast Model
- Connect the Dots
- Double Decker Discount
- Idea Shuffle
- Justified List
- Link It Up
- Matching Double Trouble
- Nine Squares
- Odd One Out
- Rock and Roll Vocabulary
- Talk a Mile A Minute
- Tic-Tally
- Vocabulary Dominoes
- Would You Rather...

**Add YOUR ideas below:**

### learning from mistakes playlist
- 3-2-1 Test Review
- ABCD Reasoning Cards
- Connect the Dots
- Balloon Bop
- Brain in the Game
- Chatterbox
- Each One Teach One
- Fixer Upper
- Focused Listing
- Go with the Flow
- IQ Slap Down
- Make the Case
- Pick Up the Slip Up
- Rock and Roll Item Review
- Toss a Question
- Triple Crown Critique

**Add YOUR ideas below:**

### evidence of learning playlist
- 3-2-1 Summary
- Connect 4 Thinking
- Exit Ticket
- Graphic Organizers
- High-Five Summary
- Independence Day
- KWL Chart
- One Minute Paper
- Snap-tastic
- Tabletop Tweets
- Team-Two-One
- Thought Bubbles
- Total Recall
- Wishful Thinking
- What’s On Your Plate

**Add YOUR ideas below:**
The lead4ward Instructional Strategies Playlists are designed to provide teachers with detailed descriptions of specific, instructional strategies, many of which are modeled and experienced in lead4ward professional development sessions. This resource is intended to support educators in using an intentional planning process that includes delivering instruction that is aligned to the TEKS, promotes student engagement, and to teach for access (get started), rigor (think more about it), and transfer (apply what you know).

Teachers use instructional strategies to:
- engage learners
- provide practice without penalty
- encourage interaction among students
- see and hear students’ thinking

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**movement and discourse playlist**

Learning is activated when kids are moving and talking. Movement provides the opportunity for learners to become actively engaged and talk to each other in a variety of group sizes. Get them moving every 18-20 minutes.

**rehearsal and practice playlist**

Learning requires rehearsal and practice. The more the teacher varies the practice, the more likely kids are to engage in learning. Rehearsal and practice that allows for collaborative work also help learners self-correct misconceptions.

**extending thinking playlist**

Learning requires thinking. Well-designed learning tasks allow kids to think about a topic multiple ways or think through a topic to arrive at more complete and justifiable answers. Often learners stop too early in their thinking or in the learning process.

**learning from mistakes playlist**

Learning is assessed in a variety of ways on high stakes tests. Items will never be repeated on these tests, but the visuals and errors associated with the content will be. Teachers use items strategically and purposefully to help students discover and correct their mistakes.

**evidence of learning playlist**

Learning is best assessed in multiple measures – tests, products, discourse, and other formative and summative assessment methods. When kids describe their own learning strengths and areas for growth, they are more willing to commit to additional learning.
Ball Toss Boogie

PURPOSE – Movement and Discourse: Allow students to respond to a question, collaborate with a friend, and justify answers by catching and throwing a ball.

**Step-by-Step Instructions**

1. Organize students into a circle.
2. Teacher poses a Think It Up question.
3. Student who catches the ball may answer the question independently or “phone a friend.”
4. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.
5. A new question is posed, and the ball is tossed to another student.
6. Teacher asks students to respond to a Think It Up question as an exit ticket.

**Note:**
Teacher may prefer for students to form 4-5 smaller circles around the room. Rather than answering a specific question, students may toss the ball to each other in their small circle and communicate one thing they learned, one idea they had, or one connection to other content made.

**Materials:**
- Think It Up questions related to content
- Beach ball, stuffed animal, or soft object to toss

**Think It Up**

- **Predict** which questions might be most difficult for students and explain why.
- **Connect** three of the questions; what did they have in common?
movement and discourse strategy playlist

Choose and Chat

PURPOSE – Movement and Discourse: Analyze and evaluate your own understanding of a concept, process, or skill and articulate your thinking with a partner.

**Step-by-Step Instructions**

1. Teacher asks students to choose a response to a question OR choose a hand signal (like thumbs up, sideways, or down) to reflect their understanding.
2. Students CHOOSE their response or signal.
3. Students mingle around the room while music plays and get a partner when the music stops.
4. Students CHAT with their partner justifying their original response and help each other better understand the content.
5. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.
6. Teacher asks students to respond to a **Think It Up** question as an exit ticket.

**Materials:**
- Question(s) prepared for which students will choose an answer or signal

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**Think It Up**

- **Summarize** what you learned from the choose and chat conversation.
- **Predict** the strategies or activities that might help students better understand this content.
movement and discourse strategy playlist

Dance It - Chance It

PURPOSE – Movement and Discourse: Allow students to respond to a question, collaborate with a friend, and take chances as they solve a problem with a friend.

Step-by-Step Instructions

1. Play music as students “dance” around the room.
2. Students get a partner closest to them when the music stops.
3. Present students with a question, task, or problem to solve.
4. Student take TWO chances:
   » Select the correct response and justify WHY it is correct.
   » Select the most common mistake and how to correct it.
5. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.

Note:
When used with a multiple-choice item, this is a great strategy to use after students have responded with technology devices such as response clickers or after using a tech app like Kahoot.

Materials:
• Appropriate music
• Questions, task, problem for students to solve

Think It Up

• **Predict** another answer that students might mistakenly choose as correct and help them correct the error.
• **Evaluate** this question’s difficulty (easy, medium, complex) and explain your reasoning.

templates available at lead4ward.com/playlists
movement and discourse strategy playlist

Four Corners

PURPOSE – Movement and Discourse: Allow students to move to a corner and then huddle with 2-3 people to answer a question or practice a skill.

Step-by-Step Instructions

1. Assign each corner of the room a preference (soft drinks, candy bars, vacations, etc.)
2. Students move to their favorite corner.
3. Students then huddle in duos or trios.
4. Teacher poses a Think It Up question, assessment item, or brief task.
5. Students collaborate with their duo/trio members to answer the question or rehearse the skill, justifying their responses.
6. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.
7. Teacher asks students to respond to a Think It Up question as an exit ticket.

Materials:
- Think It Up question, assessment item, or brief task prepared
- Compare your group’s response to another group’s answer. How many different ways could you approach or answer the question?
- Analyze the question in terms of a visual stimuli. Create or sketch two ways this question could be asked with different visuals.
movement and discourse strategy playlist

Learning Loops

PURPOSE – Movement and Discourse: Describe a term, respond to a question, or analyze a visual with a partner.

Step-by-Step Instructions

1. Arrange the class into two loops: one-half of the class forms a loop facing out; the other half forms a loop facing in. (Option: You may multiple inside/outside loops.)
2. Inside-loop students each have a different question card.
3. Inside-loop asks their question, outside-loop partner responds, inside praises or prompts.
4. At the teacher’s signal, the outside circle rotates one person to the left.
5. Repeat steps 2-3 for as many rounds as the teacher determines appropriate.
6. Inside-loop gives outside-loop their question cards, and the process repeats with the inside-loop rotating this time.
7. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.
8. Teacher asks students to respond to a **Think It Up** question as an exit ticket.

Materials:
- Terms, questions, or visual cards for the inside-circle students

**Think It Up**

- **Make a connection** between several terms, questions, and visuals.
- **Evaluate** which question cards were the most difficult. What will you do to learn these ideas better?
movement and discourse strategy playlist

Musical Mix-Freeze-Group

PURPOSE – Movement and Discourse: Allow students to form brief partnerships to answer a question or complete a short task in a safe, partnership or triad.

Step-by-Step Instructions

1. Mix: Play music while students MIX around the room.
2. Freeze: Stop music and say, “FREEZE!”
3. Group: Say, “GROUP!” so students get a partner close to them.
4. Teacher presents a Think It Up question or task.
5. Students work with their partner to answer the question or complete the task.
6. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.
7. Repeat 3-4 rounds with 3-4 different questions or tasks.
8. Teacher asks students to respond to a Think It Up question as an exit ticket.

Materials:
- Think It Up questions/tasks prepared
- Music

Think It Up

- Evaluate which question was the most complex and justify how you could prove you understand it.
- Make an inference of how this information might be assessed on a test. How many different visuals might be used?
movement and discourse strategy playlist

**Pair - SQUARE - Share**

**PURPOSE – Movement and Discourse:** Generate ideas with a partner, then share and compare responses with another pair.

### Step-by-Step Instructions

1. Organize students into pairs.
2. Student PAIRS work collaboratively to answer a **Think It Up** question, analyze an assessment item, or complete a task.
3. Two pairs then form a SQUARE.
4. Student pairs SHARE their response to the question or task.
5. Students may revise their original responses based on their discussions.
6. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.
7. Teacher asks students to respond to a **Think It Up** question as an exit ticket.

### Materials:
- Question or tasks prepared

### Think It Up

- **Compare/Contrast** the two responses. Combine elements of each pair’s response to create a more complete answer.
- **Develop** a potential test question over this content and see if another SQUARE can answer it correctly.
PURPOSE – Movement and Discourse: Students brainstorm ideas, answer a specific question, or complete an assigned task based upon the number of positive “pings” they score.

Step-by-Step Instructions

1. Organize students into groups of 3 or 4.
2. Provide each group with a large plastic cup and 6 ping pong balls.
3. Taking turns, students bounce a ping pong ball off the table and into the cup as many times as they can in 1 minute. (Elect a score keeper to count the group’s pings.)
4. Based on the number of pings their group scored, the teacher assigns the group a specific question or task. For example:
   » Score 0 – 8 = answer question #2
   » Score 9 – 15 = answer question #7
   » Score 16 + = answer question #12
5. After responding to their assigned question, students form new triads representing each question and cross-check each other’s responses.
6. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.
7. Teacher asks students to respond to a Think It Up question as an exit ticket.

Materials:
• Cups and ping pong balls
• Chart paper and markers

Think It Up
• Summarize what you learned in the activity.
• Draw a conclusion about why this content is important.
movement and discourse strategy playlist

Rise and Shine

PURPOSE – Movement and Discourse: Allow students to get a partner based on common interests and then answer a question or complete a short task together.

Step-by-Step Instructions

1. Student choose their favorite item from a list of four numbered choices (4 candy bars, 4 soft drinks, 4 colors, 4 ice cream flavors, etc.). See example below:

   ![Image of candy choices]

2. Students hold up the number of fingers representing their favorite and then RISE to find one or two students who have the same fingers up to form a partnership or trio.

3. Teacher poses a Think It Up question or task.

4. Student pairs or trios SHINE as they collaborate to offer ideas and solutions.

5. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.

6. Teacher asks students to respond to a Think It Up question as an exit ticket.

Materials:
- 4 numbered choices prepared
- Think It Up questions or task prepared

Think It Up

- **Predict** what parts of this question/task might cause some students difficulty and explain how you might help them overcome these learning obstacles.
Shake and Share

PURPOSE – Movement and Discourse: Share, compare, and justify responses with a partner to determine flaws in thinking or add value to the original response.

Step-by-Step Instructions

1. Students answer a Think It Up question or perform a short task independently.
2. Students stand up, walk at least 5 steps, get a partner, and SHAKE hands.
3. Partners SHARE and compare how they answered the question or performed the task.
4. Students then switch – SHAKE AND SHARE with a new partner to deepen understanding.
5. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.
6. Teacher asks students to respond to a Think It Up question as an exit ticket.

Materials:
- Think It Up questions/task prepared

Think It Up

- Draw a conclusion about how the answer to this question might be represented three different ways.
movement and discourse strategy playlist

Stand, Stick or Stray

PURPOSE – Movement and Discourse: Take a stand to share and defend your opinion, but be willing to consider other points of view on the issue.

Step-by-Step Instructions

1. Teacher presents students with a question or issue that can be answered from various points of view…
   » Pro - con - neutral
   » Always true - never true - sometimes true
   » Extremely important – somewhat important – not important
2. Teacher designates areas of the room to represent each point of view.
3. Students take a STAND and move to the area.
4. Student groups huddle to develop 3 reasons to justify/defend their point of view.
5. Teacher randomly selects one person from each group to share their three reasons.
6. Students may then STICK to their original point of view or STRAY to a new point of view based on the groups’ justification and class dialog.
7. Students partner with someone near them to justify why they stayed or strayed.
8. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.
9. Teacher asks students to respond to a Think It Up question as an exit ticket.

Materials:
• Question or issue that has several points of view
• Signs designated around the room for each answer choice

Think It Up

• Summarize the arguments from each group.
• Predict how a controversial issue can be discussed in a way that promotes respect over hostility and logic over sarcasm.
PURPOSE – Movement and Discourse: Students interview each other to remember critical information associated with key words, concepts, topics, or skills.

**Step-by-Step Instructions**

1. Organize students into line A and line B, facing each other. (You may form multiple, shorter A/B lines.)
2. Teacher presents an important word, concept, topic, skill, or question.
3. Texas Two Step:
   - Step 1 - Student A interviews student B for 1 minute and records responses.
   - Step 2 - Student A then adds at least one more idea to student B’s responses.
4. Teacher presents another important word, concept, or topic.
5. Texas Two Step:
   - Step 1 – Student B interviews student A for 1 minute and records responses.
   - Step 2 – Student B adds at least one more idea to student A’s responses.
6. Get a new partner:
   - Line A takes 2 steps to the right, then line B takes 2 steps to the right.
   - The LAST person in line A and the LAST person in line B walk through the middle to the other end as students cheer.
   - Now each person should have a new partner!
7. Teacher presents another word, concept, topic, or skill and the Texas Two-Step continues.
8. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.
9. Teacher asks students to respond to a **Think It Up** question as an exit ticket.

**Materials:**
- Arrange room so that the 2 lines can be formed (or multiple, shorter lines can be formed)
- List of words, concepts, topics, or skills to review

**Think It Up**

- What connections can you make between some of the words, concepts, topics, or skills.
- Evaluate all the content reviewed and select the three words, concepts, topics, or skills that are most important and explain why.
- Summarize one idea you know better after this activity then you did before.
movement and discourse strategy playlist

Think and Throw

**PURPOSE – Movement and Discourse:** Analyze, summarize, defend, share, and evaluate a response to a question.

**Step-by-Step Instructions**

1. Students anonymously answer a practice question, respond to a **Think It Up** question, or complete a one-minute paper.
2. Students crumple response into a snowball and throw it at the teacher’s signal.
3. Students pick up and toss three more snowballs.
4. Students pick up a 4th snowball, form groups of 3-4, and share responses.
5. Student groups evaluate responses as select the one that is most complete and profound.
6. Teacher allows 3-4 “winning” responses to be read aloud and clarifies/verifies as needed.
7. Teacher asks students to respond to a **Think It Up** question as an exit ticket.

**Materials:**
- Paper
- Practice question, **Think it Up** question, or one-minute paper prompt prepared.

**Think It Up**

- **Compare** your response to one that was read aloud and either justify why you believe your response is stronger or revise your response to be more complete and profound.
PURPOSE – Movement and Discourse: Add rigor throughout a unit by thinking different ways around one topic or concept with a partner.

**Step-by-Step Instructions**

1. Students get the Thinking Partners handout and mingle to get 12 different thinking partners for the unit.
2. Throughout the unit, the teacher poses Think It Up questions using the verbs on the Thinking Partners handout.
3. Students pair up with the appropriate thinking partner to help form a response.
4. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.
5. Teacher asks students to respond to a Think It Up question as an exit ticket.

**Materials:**
- Thinking Partners handout – one for each student
- Think It Up questions/tasks using the thinking verbs from the highly tested process standards prepared throughout the unit

**Think It Up**

- **Summarize** what you just learned and explain why it is important.
- **Evaluate** this question as easy, medium, or difficult and justify your rating.

templates available at lead4ward.com/playlists
movement and discourse strategy playlist

Vote with Your Feet

PURPOSE – Movement and Discourse: Students move to a part of the room that reflects their response and explain their “vote” to others in the group.

Step-by-Step Instructions

1. Pose a question to whole class that creates discourse.
2. Label parts of the room with appropriate answer choices such as the following:
   • Agree - Disagree – Neutral
   • Specific concepts, historical figures, processes, or vocabulary terms
   • A, B, C, D: Instead of voting on the correct answer, ask students to vote for the answer that was...
     » the distractor
     » the wrong answer chosen most often
     » the answer that represents a careless mistake
     » the answer that reflects stopping too early
     » the answer that reflects that students mixed stuff up
3. Students “vote with their feet” and move to the area of the room that reflects their answer.
4. Encourage students to justify their vote with others in their group.
5. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.
6. Teacher asks students to respond to a Think It Up question as an exit ticket.

Materials:
• Appropriate answer choice signs labeling parts of the room
• Appropriate questions prepared

Think It Up

• Encourage groups to create/develop 3 reasons their response is best to persuade other students to change to your location.
rehearsal and practice strategy playlist

Fact or Fib Showdown

PURPOSE – Rehearsal and Practice: Clarify misconceptions as students make inferences about content and justify responses.

Step-by-Step Instructions

1. Assign each student a thinking partner.
2. Students create a FACT card and a FIB card and hold one in each hand.
3. Present students with a statement relating to the content of the lesson.
4. Allow students 5-8 seconds to infer or predict if the statement is a FACT or a FIB.
5. Teacher says, “One! Two! Three! Showdown!” and students slap down their response card.
6. Students take turns justifying their response to their thinking partner.
7. Students pick up their FACT or FIB card and put it back in their hand.
8. Teacher clarifies/verifies the appropriate answer.
9. Repeat steps 3 – 8 with each statement.
10. Teacher asks students to respond to a Think It Up question as an exit ticket.

Materials:
• 4-6 FACT or FIB statements (include visuals to help students with “transfer”)
• Sticky notes or paper for students to create their “FACT” and “FIB” cards
• Optional: Fact or Fib Showdown Student Recording Sheet

Think It Up

• Draw a conclusion about mistakes you corrected and what you learned.
• Create a one-minute paper summarizing what you learned from the fact or fib showdown game.

Adapted from Kagan Cooperative Learning

templates available at lead4ward.com/playlists
rehearsal and practice strategy playlist

**Jig Saw “Sell”**

**PURPOSE – Rehearsal and Practice**: Group members become experts in different parts of the content and “sell it” (teach with enthusiasm) to their home group members.

**Step-by-Step Instructions**

1. Organize students into home groups of 4.
2. Students number off 1-2-3-4 to form expert groups.
3. Assign each numbered group a topic, step in a process, or section of content.
4. Expert groups have a designated time to ...
   - dig deeper into their assigned content
   - summarize important information
   - coach each other on how to “sell” their information to their home groups
5. Experts return home and have 1-2 minutes each to “sell” their content to their group.
6. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.
7. Teacher asks students to respond to a **Think It Up** question as an exit ticket.

**Materials:**
- Assignments/instructions prepared for each expert group
- A way for students to capture information: graphic organizer, note-taking page, etc.

**Think It Up**

- **Draw a conclusion** about how all the separate information from each expert connects to a bigger idea.
- **Determine if a cause/effect** relationship exists between some of the expert information.
rehearsal and practice strategy playlist

Just the Facts

PURPOSE – Rehearsal and Practice: Students read a text passage (any subject area) and select specific facts to promote comprehension, and then use those facts to make an inference.

Step-by-Step Instructions

1. Students read a selected passage or text associated with the content.
2. Individually, students deepen their understanding by recording a cool fact, an interesting fact, a wow fact, a useful fact, a new fact, a most important fact.
3. Students then Mix-Freeze-Group to get a thinking partner.
4. With their partner, they justify how their selected facts satisfy the criteria of being cool, interesting, wow, useful, new, or important.
5. Students then select one or more facts from their partner’s paper and write an inference at the bottom of their friend’s page.
6. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.
7. Teacher asks students to respond to a Think It Up question as an exit ticket.

Materials:
- Passage or text assignment (textbook chapter, articles, internet information, etc.)
- Optional: Just the Facts recording sheet (or students can draw the boxes on paper)

Think It Up

- Connect all six facts and draw a conclusion about the text’s main message.
- Cut your partner’s facts apart and sequence the fact cards in the appropriate order.

templates available at lead4ward.com/playlists
Musical Chairs

PURPOSE – Rehearsal and Practice: Students answer questions using a musical chairs format and then analyze and correct responses as appropriate.

Step-by-Step Instructions

1. Each student places a practice page or worksheet face up on his desk.
2. As the teacher plays music, students walk around touching each page as they walk by.
3. When the music stops, student pick up the worksheet closest to them and answer one question.
4. Repeat steps 3-4 until five or six questions are answered.
5. Students return to their original paper and get a thinking partner.
6. Thinking partners work collaboratively to analyze the responses other students gave, correcting mistakes, and adding more thorough responses.
7. Students then complete the remaining questions independently.
8. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.
9. Teacher asks students to respond to a Think It Up question as an exit ticket.

Materials:
- Worksheet, practice page, homework assignment, or quiz
- Music

Think It Up

- Make an inference about a common mistake you saw in other students’ responses and summarize how to avoid making the same error in the future.
rehearsal and practice strategy playlist

Mystery Bag

PURPOSE – Rehearsal and Practice: Students apply what they know and draw conclusions about a specific prompt, question, or task.

Step-by-Step Instructions

1. Organize students into groups of 3-4.
2. Present each group with a bag with different prompts, questions, assessment items, manipulatives, or words.
3. Each student draws one card or item out of the bag, analyzes it, and explains its significance or answers the question.
4. Groups members have a quick round table discussion about the item or question, adding ideas or clarifying confusing parts.
5. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.
6. Teacher asks students to respond to a Think It Up question as an exit ticket.

Materials:
• 1 bag for each group filled with significant prompts, questions, assessment items, manipulatives, or words.

Think It Up

• Can you draw a conclusion about how all the items in the bag connect?
• Classify/categorize the items in the bag in some way. Can you develop an additional example for each category?
**Mystery Sequence/Re-sequence**

**PURPOSE – Rehearsal and Practice:** Sequence, rank, or order a series of terms, concepts, or steps in a process and justify the sequence.

**Step-by-Step Instructions**

1. Organize students into groups of 2-4.
2. Provide each group a handout representing steps in a process, a sequence of events, or important concepts in random, mixed-up order. (Or teacher may ask students to create cards representing steps in a process.)
3. Students cut the handout into separate cards.
4. Students collaborate to sequence the cards in the appropriate order.
5. Groups compare sequences and justify, rethink, or stand their ground.
6. Students then examine each step in greater depth through buddy reading, online research, video clips, jigsaw structures, teacher instruction, etc.
7. Students re-sequence their cards based on the new information learned.
8. The teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.
9. Teacher asks students to respond to a **Think It Up** question as an exit ticket.

**Materials:**
- **Mystery Sequence-Re-sequence** handout with mixed-up steps, events, or concepts

**Think It Up**

- Summarize visually the sequence you learned by sketching each step.
- What is the *cause/effect* relationship when one card is removed from the sequence?
rehearsal and practice strategy playlist

Pass the Story

PURPOSE – Rehearsal and Practice: Students connect visuals and words by creating a funny content “story.”

Step-by-Step Instructions

1. Organize students into groups of 4.
2. Assign each student 1-2 visuals or words associated with content recently taught.
3. Select one student to be the story starter, who says, “Once upon a time there was a...” and completes the thought with the visual or word card he has, explaining it in dramatic detail.
4. The story starter passes to the next student who continues by connecting his card to the story in some way.
5. The game continues with each student adding to the funny content story, connecting their visuals and words.
6. The teacher sees and hears students’ thinking and clarifies/verifies as appropriate.
7. Teacher asks students to respond to a Think It Up question as an exit ticket.

Materials:
- Words and visual cards associated with content

Think It Up

- Students trade cards and place them in a different sequence. Then they “pass the story” again making different connections.
- Evaluate all the cards from Pass the Story, select 3 that you believe are most important, and justify your selections.
Play it - Say it!

**PURPOSE – Rehearsal and Practice:** Students infer which response best matches a prompt and justify their thinking.

**Step-by-Step Instructions**

1. Organize students into thinking partners.
2. Students create their own response cards and hold them in their hand like a set of playing cards. Response cards may consist of the following:
   - 5-7 important terms, concepts, names, events, formulas, systems, etc.
   - Steps in a process (one step on each card)
3. Teacher presents a statement and allows a few seconds for students to associate it with one of the cards.
4. Teacher says, “1-2-3, PLAY IT!”
5. All at the same time, students slap down the response card on their desks.
6. Teacher then says, “SAY IT!” and students shout out their answer, all at the same time.
7. Students then justify to their thinking partner why they slapped down that card.
8. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.
9. Teacher asks students to respond to a **Think It Up** question as an exit ticket.

**Materials:**

- Index cards (or cut apart notebook paper) to create response cards
- 5-10 statements that correlate to the various response cards

**Think It Up**

- **Sequence** the response cards in rank order of those you know best to those you know the least and develop a plan for learning the two lowest ranked concepts better.
rehearsal and practice strategy playlist

Stop, Plop, and Roll

PURPOSE – Rehearsal and Practice: During a reading assignment (in any subject area), students participate in activities and answer questions to comprehend what they are reading.

Step-by-Step Instructions

1. Organize students into thinking partners.
2. Each student reads one paragraph aloud.
3. Taking turns, students roll the die and respond to the correlating question on the Stop, Plop, and Roll game board (template).
4. Repeat step 2-3 until the reading assignment is completed.
5. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.
6. Teacher asks students to respond to a Think It Up question as an exit ticket.

Materials:
- Dice (1 for each pair of students)
- Stop, Plop, and Roll game board (template)
- Reading assignment

Think It Up

- On 5 post-it notes, write the 5 most important words that summarize the main ideas of the text and compare your 5 words with a friend.
- Write a one-sentence summary of the text and compare your idea with a friend’s sentence.

templates available at lead4ward.com/playlists
Summary Salad

PURPOSE – Rehearsal and Practice: Students read a passage, create 6 summary cards, combine cards with another pair, and then sequence the best 6 cards.

Step-by-Step Instructions

1. Students “buddy read” a reading assignment (any subject area).
2. Students individually capture 6 significant facts/details that summarize the passage on 6 note cards.
3. PAIR
   » Pairs “mix” their 12 cards like a salad
   » Select and sequence the 6 cards that best summarizes the text
4. SQUARE
   » pairs join another pair to form a SQUARE
5. SHARE
   » Each pair mixes their 6 best cards to form a 12-card “salad.”
   » Sequence the 12 cards
   » Select 6 cards that best summarizes the reading assignment.
6. Evidence of learning: student individually write a summary using the 6 best note cards from the summary salad activity.

Materials:
• 6 notecards per student (or notebook paper cut into cards)
• Reading assignment

Think It Up

• Select one card and make an inference about why this is an important part of the summary.
• Make a connection between this summary and something you have previously learned.
PURPOSE – Rehearsal and Practice: Analyze various stimuli/visuals or text passages aligned to important concepts.

Step-by-Step Instructions

1. Organize students into groups of 3 or 4.
2. Each group is given a different colored marker.
3. Teacher posts 7-8 posters around the room representing various stimuli. (visuals for math, science, and social studies; various passages for reading).
4. Groups have 3-4 minutes at each station to record what they know about the stimuli.
   - Checkmark information they agree with from another group
   - Question mark beside any ideas they think may be incorrect
   - Add new ideas
5. At the teacher’s signal, groups rotate to the next “tour of knowledge” poster and repeat step 4.
6. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.
7. Teacher asks students to respond to a Think It Up question as an exit ticket.

Materials:
- 7-8 different stimuli/visual/passage posters for each “tour of knowledge” station.
- Markers (one unique color for each group)

Think It Up

- **Predict** how an assessment question might reflect different stimuli for the same concept.
- **Evaluate** the various stimuli and determine which is most difficult. Write an assessment question using that visual; then trade and answer your partner’s question.
rehearsal and practice strategy playlist

**Triple Play**

**PURPOSE – Rehearsal and Practice:** Connect important words, descriptions, and sketches.

### Step-by-Step Instructions

1. Write 4-5 important words on the white board.
2. Organize students into teams of three and assign each team member an A, B, or C role.
3. Assign each group a different vocabulary term from the list.
4. Team members help each other to complete the following three tasks:
   - A = Write the term on one paper
   - B = Describe the term or give an example on another paper
   - C = Sketch the term (chart, graph, diagram, etc.) on a third paper
5. Students wad their papers into “baseballs,” and at the teacher’s signal toss their baseballs across the room. Students randomly pick up 2 other baseballs and toss them, too.
6. Students pick up a 4th baseball and find two others to make a triple play: word, description, sketch.
7. Students call out “TRIPLE PLAY!” when they find the other students who complete their three word parts and move to the sides of the room.
8. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.
9. Teacher asks students to respond to a Think It Up question as an exit ticket.

**Materials:**
- List of 4-5 important terms
- 1 sheet of notebook paper per student

### Think It Up

- **Create** a new sketch for the word and add to the description.
- **Connect** the word to an assessment item and justify how they are related.
Undercover Agent

PURPOSE – Rehearsal and Practice: Parts of a problem, visual, or question are revealed one small piece at a time, and students synthesize all the clues to determine the big idea.

**Step-by-Step Instructions**

1. The teacher covers up a question, visual, or problem with multiple cover boxes. (*This may be done electronic or physically with post-its.*)
2. The teacher removes one cover box at a time.
3. Students synthesize the uncovered clues and give a thumbs up signal when they can identify the big idea of the problem, visual, or question.
4. Once the entire question, visual, or problem is revealed, students get a partner to participate in a SPOTLIGHT extension.
   - Use a highlighter to draw SPOTLIGHT circle around what small part of the question visual or problem helped you figure out the big idea.
   - Explain your spotlight to your partner.
5. Teacher notes students’ discourse and clarifies/verifies as appropriate.

**Materials:**
- Electronic or physical version of a question, visual, or problem with multiple cover boxes that can be revealed one piece at a time
- Paper copy of the question, visual, or problem for the SPOTLIGHT extension.
- Yellow highlighters

**Think It Up**

- **Justify** which clue was your spotlight and how it helped you the most.
- Explain how you made connections with all the revealed clues.

templates available at lead4ward.com/playlists
rehearsal and practice strategy playlist

Vocabulary Pyramid Game

PURPOSE – Rehearsal and Practice: Give clues, make inferences, and draw conclusions about important words.

Step-by-Step Instructions

1. Organize students into thinking partners.
2. Student A gives clues about the word.
3. Student B guesses the word.
4. When B guesses correctly, A pops up and says, “Woo hoo!”
5. Student pairs continue giving clues and guessing until all words are guessed. (Allow students to self-differentiate by using their vocabulary journals if needed.)
6. Teacher sees and hears the students’ clues and guesses, and when the “woo hoos” stall, the teacher will know which words were most difficult and should be reviewed.
7. Teacher asks students to respond to a Think It Up question as an exit ticket.

Materials:
- Vocabulary Pyramid Game created using words and visuals (game template provided)
- Can the words be classified or categorized in any way?
- Select the 2 most difficult terms from the game and create analogies connecting each to something you are familiar with life.

Think It Up: templates available at lead4ward.com/playlists
rehearsal and practice strategy playlist

Who Am I?

PURPOSE – Rehearsal and Practice: Give clues, make inferences, and draw conclusions about important words.

Step-by-Step Instructions

1. Teacher writes 6-8 difficult concepts or terms on the white board.
2. Students secretly select one term from the list and write it on a post-it note.
3. Students fold their note and walking around the room, trading notes 5 times.
4. Without looking at the word on their new card, they unfold it and stick it to their forehead.
5. Students get a thinking partner.
6. Student partners provide clues about the word on their partner’s forehead and the other guesses the word.
7. After guessing the word, students take the note off their forehead and trade cards again. Complete this process until students have been exposed to 3-4 different words with 3-4 different partners.
8. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.
9. Teacher asks students to respond to a Think It Up question as an exit ticket.

Materials:
- List of 6-8 important terms
- Post-it notes or note cards

Think It Up

- **Apply** your understanding of these words to assessment questions. Which words/concepts are either stated or implied in the questions?
- **Describe** 3 words you know better now than you did before Who Am I.
extending thinking strategy playlist

Card Sort

PURPOSE – Extending Thinking: Make connections by classifying/categorizing important terms or concepts.

Step-by-Step Instructions

1. Students are given (or create) a set of cards reflecting various vocabulary terms, visuals, statements, or assessment items.
2. Students work cooperatively to sort the cards into various categories such as the following:
   - + (know it) ✓ (kind of know it) – (don’t know it)
   - Always true Sometimes true Never true
   - Closed Sort: teacher provides content/concept categories
   - Open Sort: students create their own categories

Materials:
- Cards with terms, visuals, statements, or assessment items (students can often create their OWN card sets to save teacher prep time)

Think It Up

- Draw a conclusion about which 3 terms are most difficult and how you plan to learn them better.
- Can you make a generalization about all the categories?

templates available at lead4ward.com/playlists
extending thinking strategy playlist

Compare/Contrast Model

PURPOSE – Extending Thinking: Compare/contrast two different concepts, texts, visuals, or problems by collaboratively building a tactile-visual model.

Step-by-Step Instructions

1. Organize students into groups of three, and provide each group a set of model materials:
   - 2 white plastic dessert plates
   - 6 purple plastic dessert plates
   - 6 red plastic dessert plates
   - 6 blue plastic dessert plates
   - 1 black erasable marker
   - 1 paper towel

2. Each group member gets 2 plates of each color (2 purple, 2 red, 2 blue).

3. WHITE: Students write the two topics being compared on the two white plates.

4. PURPLE: Students take turns writing ideas on their plates how the two topics are similar and place them in the center of the model.

5. BLUE: Students take turns writing ideas on the blue plates how topic #1 is unique and place them into the model in a “C” formation.

6. RED: Students take turns writing ideas on the red plates how topic #2 is unique and place them into the model in a backward “C” formation.

7. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.

8. Students wipe the plates clean and place them back into the baggy to prepare them for the next group.

Materials:
- One baggy of materials per group (see materials above)

Think It Up

- Compare/contrast your model to another group’s. How are they the same/different and which ideas are the best?
- What conclusions can you draw about the relationship between these two ideas/concepts?
extending thinking strategy playlist

Connect the Dots

PURPOSE – Extending Thinking: Make connections among four different visuals, terms, assessment questions, events, texts, or people.

<table>
<thead>
<tr>
<th>Step-by-Step Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organize students into groups of two or three.</td>
</tr>
<tr>
<td>2. Provide students with the Connect the Dots handout representing four different visuals, terms, assessment questions, events, texts, people, etc.</td>
</tr>
<tr>
<td>3. Students work collaboratively to make connections between the two ideas at the end of each arrow, developing at least one similarity and one difference.</td>
</tr>
<tr>
<td>4. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.</td>
</tr>
</tbody>
</table>

Materials:
• Optional: Connect the Dots handout with the four ideas for comparison (or students could draw the diagram on notebook paper)

Think It Up
• What conclusions or generalizations can you draw about the ideas on all four dots?

templates available at lead4ward.com/playlists
extending thinking strategy playlist

**Double Decker Discount**

**PURPOSE – Extending Thinking:** Students analyze and compare words to determine which are connected and which are “discounted” or not connected.

**Step-by-Step Instructions**

1. Organize students into groups of 4, and students take on the following roles: Writer - Crusher - Thrower - Catcher.
2. Provide students one key word they write into the first box.
3. Students brainstorm 2 connected words and 1 discount (disconnected) word and WRITER writes them in the first box (in any order). NOTE: All words must be associated with the content area!
4. CRUSHER crushes the paper, and THOWER tosses to the next group.
5. CATCHER catches the incoming paper from another group, and students justify which word is the “discount” word.
6. Students move the “discounted” word into another “double decker” box and brainstorm 2 connected words, and 1 “discounted” word.
7. Repeat steps 4 – 6 until all four “Double Decker Discount” boxes are completed.
8. Teacher sees/hears the connections students make and clarifies/verifies as appropriate.

**Materials:**
- **Double Decker Discount** activity page (or project it and let students created the Double Decker boxes on notebook paper)
- One word to start the process

**Think It Up**

- **Evaluate** which word was most difficult to connect to 2 other words and explain why.
- **Predict** how these words might be used in assessment question.

templates available at lead4ward.com/playlists
extending thinking strategy playlist

Idea Shuffle

PURPOSE – Extending Thinking: Generate, share, and rate ideas, responses, or answers to a specific question or task.

Step-by-Step Instructions

1. Teacher presents the class with 4-5 different “think it up” questions. (Use the Think It Up button on the APP).
2. Using the sentence stems on the APP, students write a response to 1 question on a note card. (Students do NOT write their name on the card.)
3. IDEA SHUFFLE: (3 rounds so that each student reads and rates 3 different cards)
   - Trade: Students stand up and mix around the room trading cards at least 5 times.
   - Read: Students carefully read the card they have.
   - Rate: Students evaluate the response by rating the card on the back:
     - 3 = excellent! (well-written, great thinking!)
     - 2 = good! (makes sense, good thinking.)
     - 1 = getting there! (good start but needs a little more work.)
4. After the third round of IDEA SHUFFLE, ask students to add all three ratings.
5. Students read out the cards that scored 8-9 points so students see/hear good examples.
6. Teacher sees and hears students’ responses and clarifies/verifies as appropriate.

Materials:
- Note cards
- 4-5 think it up questions

Think It Up

- Compare the responses that scored 8-9 points with your original response. How are they the same and how are they different?
- Apply what you learned about well-written, great thinking by rewriting your original response
extending thinking strategy playlist

Justified List

PURPOSE – Extending Thinking: Make inferences to sort examples from non-examples and justify your thinking.

Step-by-Step Instructions

1. Provide students with a question stem such as the following:
   - Science: Which of the following can you justify is a mixture?
   - Math: Which of the following can you justify as associated with the coordinate plane?
   - Social Studies: Which of the following can you justify as associated with the Civil War?
   - Reading: Which of the following statements can you justify as inferences?
2. Students are provided a list of examples and non-examples associated with the question, including both text and visuals as appropriate.
3. Students check positive examples and justify response.
4. Students then create an overarching rule for all the positive examples.
5. Use a movement and discourse strategy for students to share and compare responses.
6. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.

Materials:
- JUSTIFIED LIST handout with examples and nonexamples

Think It Up

- Compare/Contrast your response to another’s. Do you need to revise your list in any way?
- Create/develop two more positive examples.

templates available at lead4ward.com/playlists
(adapted from Keeley’s Science Formative Assessment)
extending thinking strategy playlist

**Link It Up**

**PURPOSE – Extending Thinking:** Make connections between ideas that reflect various cognitive relationships.

### Step-by-Step Instructions

1. Organize students into thinking partners.
2. Students cut 3 different colors of paper into strips (1.5 inches X 8 inches): white and 2 other colors of your choice.
3. Students write ideas from content recently learned on the colored strips and then “link it up” by writing a connection between the 2 ideas on the white strip.
4. Possible connections between the two strips could include:
   - topic on strip 1 – topic on strip 2 – cause or effect on the link
   - fact/detail on strip 1 – fact/detail on strip 2 – inference on the link
   - text title #1 on one strip – text title #2 on the other – connections on the link
   - character on strip 1 – character on strip 2 – similarity/difference on the link
   - event on strip 1 – event on strip 2 – sequence, order, or connection on the link
5. Pairs tape their links together, with the white connection link in the middle.
6. Student work collaboratively to make as many connection links as they can.
7. Student **Pair-SQUARE-Share** to explain their connections link.
8. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.

**Materials:**
- 2 different colors of paper strips and white paper strips
- tape

### Think It Up

- **Analyze** other connections between the ideas you have on your “links” and ideas from a previous unit of instruction.
- **Justify** or explain your connections.
extending thinking strategy playlist

Matching Double Trouble

PURPOSE – Extending Thinking: Make connections between words, descriptions, and graphics/visuals.

<table>
<thead>
<tr>
<th>Step-by-Step Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organize students into thinking partners.</td>
</tr>
<tr>
<td>2. Provide students with a set of word cards, text cards and graphic cards representing 5-10 important vocabulary terms.</td>
</tr>
<tr>
<td>3. Students collaborate to match the word cards to the text cards, to the graphic cards, justifying their matches.</td>
</tr>
<tr>
<td>4. Students evaluate their matrix of terms, descriptions, and graphic representations and make adjustments/revisions as appropriate.</td>
</tr>
<tr>
<td>5. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.</td>
</tr>
</tbody>
</table>

Note:
- Students cut 5-10 multiple choice items apart, separating the question stem/visuals from the answer choices.
  » Match 1: Question stem/visual
  » Match 2: Appropriate answer choices
  » Match 3: Post-it note word card students create identifying the main concept the item tested

Materials:
- Double Trouble Matching handout (one set per group)

Think It Up
- Draw a conclusion about which word is most important and explain why.
- Can the words be classified or categorized in any way?
extending thinking strategy playlist

Nine Squares

PURPOSE – Extending Thinking: Analyze a text or image to determine facts/details, make inferences, and draw conclusions.

Step-by-Step Instructions

1. Students read a text or view a visual.
2. Students analyze the text or visual and write the following:
   - 5 facts/details (What does it say or what do you see?)
   - 2 inferences (What does it mean?)
   - 2 valid conclusions (Why does it matter?)
3. Students may use the lead4ward thinking stems to write their inferences and conclusions.
4. Students cut their 9 squares apart, trade with another student, and sort their partner’s cards into the 5 facts, 2 inferences, and 2 conclusions.
5. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.
   Adaptation: Teacher provides answers in random order in the 9 squares, students cut the answer cards apart and categorize them into the 9 Squares: 5 facts, 2 inferences, and 2 conclusions.

Materials:
- Reading passage or visual
- Optional: Nine Squares handout (students could draw the 9 squares on notebook paper)

Think It Up

- Summarize and synthesize what you learned from this activity by writing a nine-word recap.

templates available at lead4ward.com/playlists
extending thinking strategy playlist

Odd One Out

PURPOSE – Extending Thinking: Compare/contrast four visuals, assessment questions, words, or texts to determine which is Odd One Out and justify your thinking.

Step-by-Step Instructions

1. Organize students into groups of 4 and number off 1-2-3-4.
2. Provide each student with the Odd One Out handout.
3. Students move into expert groups and analyze to analyze their ONE assigned visual:
   - #1 = huddle with other #1s and become an expert on box #1
   - #2 = huddle with other #2s and become an expert on box #2
   - #3 = huddle with other #3s and become an expert on box #3
   - #4 = huddle with other #4s and become an expert on box #4
4. Student experts return to home group and teach other about the information in their box.
5. Students compare/contrast the four boxes and select one that is Odd One Out and justify their thinking.
6. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate

Materials:
- Odd One Out handout – teacher develops with appropriate visuals, stimuli, text, etc.

Think It Up

- Analyze the four boxes again and select a different item as Odd One Out. Justify.
- Tear the four squares apart and sequence/rank them in some way; justify your ranking.
- Select one square and make a prediction about how this information might be assessed.
extending thinking strategy playlist

Rock and Roll Vocabulary

PURPOSE – Extending Thinking: Think deeply about complex vocabulary terms.

Step-by-Step Instructions

1. Organize students into thinking partners.
2. Provide student pairs with a die.
3. Present students with a list of 5-6 complex terms.
4. Student pairs take turns rolling the die. The number rolled dictates the activity they complete with the term.
5. Each student selects a word secretly, performs the task associated with the number rolled, and their partner guesses which word is being described, sketched, acted out, etc.
6. Potential tasks:

<table>
<thead>
<tr>
<th>Reading, Science, Social Studies Tasks</th>
<th>Math Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = state the meaning in your own words</td>
<td>1 = state the meaning in your own words</td>
</tr>
<tr>
<td>2 = provide a synonym</td>
<td>2 = provide an example</td>
</tr>
<tr>
<td>3 = provide an antonym</td>
<td>3 = provide a non-example</td>
</tr>
<tr>
<td>4 = create a quick sketch</td>
<td>4 = create a quick sketch</td>
</tr>
<tr>
<td>5 = connect to real life</td>
<td>5 = connect to a real-world situation</td>
</tr>
<tr>
<td>6 = act it out</td>
<td>6 = act it out</td>
</tr>
</tbody>
</table>

7. Students continue until they have analyzed all 5-6 words.
8. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.

Materials:
- Dice
- Optional: Rock and Roll Vocabulary template (or project handout to communicate tasks, and students can record their responses on notebook paper)

Think It Up

- Can the terms be classified or categorized in any way?
- Connect 2-3 terms and explain their relationship.
extending thinking strategy playlist

Talk a Mile A Minute

**PURPOSE – Extending Thinking:** Students make inferences about words and draw a conclusion about the categories words belong to in this fast-paced game.

**Step-by-Step Instructions**

1. Organize students into partner pairs; assign roles of CLUE GIVER and CLUE GUESSER.
2. CLUE GIVER provides clues, hints, and descriptions for each word in column #1.
3. CLUE GUESSER draws conclusions to guess each word and then the CATEGORY for the column #1 words.
4. Repeat with each word column.
5. CLUE GIVER raises his hands and shouts “Woo-hoo!” each time his partner guesses a word correctly.
6. CLUE GIVER shouts “Category!” when each CATEGORY is guessed correctly.

**Materials:**
- Game board prepared with words and category titles

**Think It Up**

- Select one word from the game you had trouble with and **make a connection** to a word you know better.
- Select the category you know least, and **develop** a plan for better understanding these words.

templates available at lead4ward.com/playlists
extending thinking strategy playlist

**Tic-Tac-Tally**

**PURPOSE – Extending Thinking:** Make connections between words, visuals, and assessment items.

### Step-by-Step Instructions

1. Organize students into groups of three.
2. Provide each group with a set of cards: words, visuals, assessments items.
3. Students cut out the nine cards and distribute them among the group members.
4. Students draw a large Tic-Tac-Tally game board on a sheet of paper.
5. Students individually take turns playing a card on the board, making tic-tac-tally connections, justifying their thinking.
6. When they make 3 connections horizontally, vertically, or diagonally, students draw a line from the connected cards and write the connection on the TIC-TAC-TALLY game board.
7. Teacher clarifies/verifies students’ connections.

**Note:**
- Instead of using cards, simply write 5-10 key terms on the board and students use those words in the game, find assessment questions in their materials, and sketch visuals to make connections.

**Materials:**
- Tic-Tac-Tally cards – (one set per group)
- 1 sheet of notebook paper per group to draw the game board
- Scissors (one pair per group)

### Think It Up

- Challenge your team to get a “blackout” TIC-TAC-TALLY game board by **making connections** across the board.
- Remove three cards from the board and **create** NEW cards to complete the connections.

[Image of Tic-Tac-Tally game board]
extending thinking strategy playlist

Vocabulary Dominoes

PURPOSE – Extending Thinking: Make connections between important words and concepts.

Step-by-Step Instructions

1. Organize students into groups of two – three.
2. Give each group a set of prepared paper vocabulary dominoes with important terms.
3. Students place the paper dominos face down and mix them up.
4. Each student draws 3-4 dominoes.
5. The first domino is placed in the center as the “spinner” to begin the game.
6. Each player takes a turn matching one of their vocabulary dominoes with a domino on the board explaining how the two terms are related to each other.
7. Students continue taking turns and making connections until all dominoes are played.
8. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.

OPTION: Teachers or students may create the dominoes with only one term, with two terms (one at each end), or with a mixture of words and visuals.

Materials:
• Set of Vocabulary Dominoes – teacher or student created (one set per group)

Think It Up
• Evaluate which dominoes were the most difficult to connect on the board? Why?
• Take the domino cards and sort them into categories. Can you justify which terms go into which categories?
extending thinking strategy playlist

Would You Rather...

PURPOSE – Extending Thinking: Students are presented with two viable choices and must justify which they prefer.

Step-by-Step Instructions

1. Organize students into partners.
2. The teacher presents students with 2 choices by saying, “Would you rather 1. _______ or would you rather 2. _______?”
   
   Examples:
   
   Would you rather 1.) have your weight in pennies or 2.) have your height in quarters?
   Would you rather learn about the Civil War by 1.) watching a video clip or 2.) discussing a political cartoon?

3. Students can respond in several fun ways:
   
   • Students create 2 small cards (#1 and #2) and slap down their response.
   • Students can “shoot” 1 finger or 2 fingers (like rock, paper scissors).

4. After responding, students justify their choice with their partner.

5. Teacher asks for responses and clarifies/verifies as appropriate.

Materials:

• Would you rather... statements

Think It Up

• Justify why someone might select the OTHER choice.
• Analyze the cause/effect relationship of your choice.
3-2-1 Test Review

PURPOSE – Learning from Mistakes: Create student ownership in learning from graded assessments and help teachers prioritize which items to review.

Step-by-Step Instructions

1. Students code each test question with a plus, check, or minus as they take an assessment.

   - +: I think I got this question correct
   - ✔: This was difficult, but I think I figured it out
   - -: This was difficult, and I may have missed this question

2. Students analyze a graded test to evaluate where they were strong and where they still need to work.

   3. Select 3 difficult questions you got correct; justify why you got them correct to a friend.
   2. Select 2 questions you thought you got correct, but you missed. Correct your mistake with a friend.
   1. Select 1 difficult question you missed that you want the teacher to go over in class.

3. Using the learning from mistake strategy **Make the Case**, the teacher should help students discover and correct their mistakes on the 4-6 questions most students voted as the “1” that was most difficult.

4. The teacher sees and hears students thinking and clarifies/verifies as appropriate.

5. Students summarize what they learned and note how to avoid mistakes in the future.

Materials:
- Graded assessment
- Optional: **3-2-1 Test Review** handout (students may complete on notebook paper)

Think It Up

- What learning strategies will you apply more often now?
- **Make connections** to the most common kinds of mistakes you saw and how you plan to avoid these errors next time.

templates available at lead4ward.com/playlists
learning from mistakes strategy playlist

ABCD Reasoning Cards

PURPOSE – Learning from Mistakes: Analyze answer choices and predict possible mistakes.

Step-by-Step Instructions

1. Organize students into groups of four.
2. Assign each student a letter, A-B-C-D, and give each a different assessment question.
3. For the assessment question each has, students write on the back of the question why a student may have selected their assigned answer choice, even if it is the incorrect answer.
   • Possible justifications may include the following: guessed, careless error, stopped too early, or mixed stuff up.
   • Students may use the Go with the Flow: Learning from Mistakes flow map to assist them in their thinking.
4. Students rotate their cards/questions and continue to analyze each new item.
5. After all 4 questions have been rotated around the group, students draw conclusions about the correct answer for each item and probable errors students might have made on each item.
6. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.
7. Students summarize what they learned and note how to avoid mistakes in the future.

Materials:
• 4 different assessment questions per group and 4 different cards/pages
• Optional: Go with the Flow: Learning from Mistakes handout

Think It Up

• Draw a conclusion about how students can avoid the mistakes you discussed.
• Generalize which type of questions caused the most careless mistakes and the advice you could offer to help them avoid these errors?

templates available at lead4ward.com/playlists
learning from mistakes strategy playlist

Balloon Bop

PURPOSE – Learning from Mistakes: Students correct learning mistakes by participating in a collaborative balloon activity.

Step-by-Step Instructions

1. Organize students into groups of 5-6.
2. Provide each group with one blue balloon and one green balloon.
3. Present students with a multiple-choice assessment question.
4. Round 1:
   - As music plays, students pass the blue balloon around the circle using both hands – like "hot potato."
   - When the music stops, the person holding the blue balloon shares one way he/she would start to answer the question, and the group members think of at least 1 other way to start.
5. Round 2:
   - As music plays, student bop the green balloon around the circle, not letting it hit the ground.
   - When the music stops, the person closest to the green balloon grabs it and eliminates one answer choice, and the group members eliminate another answer choice.
6. Round 3:
   - As music plays, students pass the blue balloon around the circle and at the same time, bop the green balloon up in the air.
   - When the music stops, the person holding the blue balloon and the person holding the green balloon debate the final 2 answer choices.
   - The group decides which answer is correct and discuss the potential mistakes.

Materials:
- Blue and green balloons (Balloons may be replaced with different colored beach balls, nerf balls, or wadded up paper balls.)
- Music (You may use the PPT template provided with music already embedded.)

Think It Up

- Make a connection to a mistake that was discussed and how you might avoid this mistake in the future.
- Sequence the exact steps of your problem-solving plan.
learning from mistakes strategy playlist

**Brain in the Game**

**PURPOSE – Learning from Mistakes:** Access content by knowing how to start answering complex assessment questions.

**Step-by-Step Instructions**

1. When students are confused about how to start answering a difficult assessment question, they can get their *Brain in the Game* by completing the following steps:
   - **Analyze** the item’s stimulus (chart, table, picture, poem, word problem, text type, etc.)
   - **Identify** 3-5 important vocabulary terms in the item (underline or highlight)
   - **Predict** what the question might be about

2. Partner students using the movement and discourse strategy, *Musical Mix-Freeze-Group* so students can compare, discuss, justify, or rethink their responses.

3. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.

**Materials:**
- Assessment items that students have difficulty answering
- Optional: *Brain in the Game* handout (or students may respond on notebook paper)

**Think It Up**
- **Compare** the stimuli in these questions to other questions you have practiced in the past. How are they the same? Different?
- **Justify** that there are different ways to start answering these questions.

templates available at lead4ward.com/playlists
learning from mistakes strategy playlist

Chatterbox

PURPOSE – Learning from Mistakes: Students play a questioning game to deeply analyze an assessment question and correct their mistakes.

Step-by-Step Instructions

1. Organize students into partners and present them with an assessment question.
2. Ask students to cut/fold the Chatterbox template into the Chatterbox toy.
3. Round 1:
   • Student 1 chooses a word on the Chatterbox, and student 2 spells it using the Chatterbox.
   • Student 1 chooses a number, and student 2 counts it out using the Chatterbox.
   • Student 1 chooses another inside number, and student 2 lifts the tab to reveal the question.
   • Student 1 answers the question, and the student 2 clarifies or verifies.
4. Repeat step 3 with the other student working the Chatterbox.
5. Teacher evaluates students’ discourse and clarifies/verifies as appropriate.

Materials:
• Chatterbox template and scissors
• Assessment question to focus on while using the Chatterbox

Think It Up

• Draw a conclusion about how the Chatterbox questions helped you better understand the concept.
• Evaluate the Chatterbox questions and explain which was most difficult.

templates available at lead4ward.com/playlists
learning from mistakes strategy playlist

Each One Teach One

PURPOSE – Learning from Mistakes: Students collaborate to coach each other about complex assessment items.

Step-by-Step Instructions

1. Equally distribute 4 different assessment items on 4 different colors of paper so that each student has one question.
2. Like colors huddle together and “coach each other” on the following:
   - Topic (what’s it about?)
   - Stimuli (what visuals does it have?)
   - How to start and how to finish
   - Correct answer and WHY it is correct
   - Why the other answers are incorrect
3. Students then mix around the room to find a partner with a different colored question.
4. Each one teaches one about his question: topic, stimuli, how to start/finish, correct answers, incorrect answers.
5. Partners trade cards.
6. Students then find another partner with a different color and each one teaches one about the new question they just learned.
7. Students continue mixing and forming partnerships until they have learned and coached all 4 questions.
8. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.
9. Students summarize what they learned and mistakes they now know to avoid.

Materials:
- OPTIONAL: Each One Teach One handout (or 4 different assessment questions on 4 different colors of paper and the coaching steps projected)

Think It Up

- How would you rank the 4 questions in order of difficulty?
- Identify what caused you to miss a question and how you plan to avoid that mistake next time.
- What generalization could you make about all 4 questions?

templates available at lead4ward.com/playlists
learning from mistakes strategy playlist

Fixer Upper

PURPOSE – Learning from Mistakes: Students analyze the reason they missed an assessment question.

Step-by-Step Instructions

1. Return a graded assessment to students.
2. Students choose 2 items they missed and analyze them through the “fixer upper” graphic.
   - Foundation: What is the foundational topic of the question?
   - Stimuli/Visuals: What is the stimuli/visuals (or text type) in the question?
   - Words: What are the important 3-5 words in the question?
   - Learning/Thinking Mistake: What mistake did you make?
   - Fixer Upper Plan: How will you correct your mistake next time?
3. Using the movement and discourse strategy, Rise and Shine, students get a partner to help them identify and correct their mistake.
4. Repeat 2 times so students share both assessment questions with 2 different partners.
5. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.
6. Students summarize what they learned and note how to avoid mistakes in the future.

Materials:
- Graded assessment
- Optional: Fixer Upper handout (students may complete on notebook paper)

Think It Up

- Apply the mistakes others made to your own work. Explain how you made similar mistakes or how you avoided those errors.
- Interpret the common careless mistakes you and your friends made. How can you avoid these errors?

templates available at lead4ward.com/playlists
learning from mistakes strategy playlist

**Focused Listing**

**PURPOSE – Learning from Mistakes:** Students collaborate to develop a comprehensive list of words, visuals, etc. associated with the major topics in a unit as they verify thinking and correct mistakes.

**Step-by-Step Instructions**

1. Title poster paper with the major topics from a unit and post them around the room.
2. Organize students evenly among the posters.
3. Given a set amount of time, student groups collaborate to list as many related words, visuals, events, characters/people, etc. they can think of associated with that topic.
4. At the teacher’s signal, groups rotate to a new poster.
5. Students review the ideas written on the poster by...
   - placing a check mark beside ideas they agree with
   - striking-through any ideas that are mistakes or faulty connections
   - adding a thought bubble explaining why the idea was a mistaken connection
   - adding new ideas as appropriate
6. Students rotate through posters until each group has added ideas and corrected mistakes on each poster.
7. Teacher sees and hears students’ thinking and clarifies/verifies additions and strike-throughs as appropriate.
8. Students summarize what they learned and mistakes they now know to avoid.

**Materials:**

- Poster or Chart Paper and markers

**Think It Up**

- **Make a connection** between some of the posters. How are they related?
- **Analyze** the strike-throughs. What common mistakes were made on the posters and how can you avoid this mistaken association?
- **Evaluate** all the words and **justify** ONE WORD as the most important for each topic.
learning from mistakes strategy playlist

Go with the Flow

PURPOSE – Learning from Mistakes: Create student ownership in learning from mistakes by analyzing incorrectly answered test questions.

Step-by-Step Instructions

1. Students determine what went wrong on 3-4 incorrect assessment questions by choosing the error they made from the Go with the Flow: Learning from Mistakes flow map.
   - Guessing
   - Careless
   - Stopped too soon
   - Mixed things up

2. Using the movement and discourse strategy, Choose and Chat, students share their mistakes.

3. Thinking partners then help each other develop a plan to correct that mistake.

4. Repeat steps 2 and 3 so students correct their 3-4 mistakes with different Choose and Chat partners.

5. Teacher sees and hears the student’s thinking and clarifies/verifies as appropriate.

6. Students summarize what they learned and note how to avoid mistakes in the future.

7. NOTE: Students who made a 100 should select 3 of the most difficult questions and discuss the errors other students may have made.

Materials:
- Graded assessment
- Go with the Flow: Learning from Mistakes handout (one per student or projected)

Think It Up

- Generalize what type of mistake you make most often and how you can avoid these errors in the future.
- Develop a plan for learning the concepts better on which you were “mixed up” or “guessed.”
learning from mistakes strategy playlist

**Investigating the Question (IQ) Slap Down Game**

**PURPOSE – Learning from Mistakes:** Analyze or practice assessment items by determining the worst answer, the distractor, and the correct answer.

### Step-by-Step Instructions

1. Organize students into thinking partners.
2. Each student creates a set of “A-B-C-D” cards using index cards or notebook paper.
3. Provide students with a specific assessment question.
   - **Round 1:** At the teacher’s signal, students slap down the answer choice that represents the **worst answer** and then justify their response with their partner. Teacher clarifies.
   - **Round 2:** At the teacher’s signal, students slap down the answer choice that represents the **distractor** (answer that is close to being correct, but not the best answer) and then justify with their partner. Teacher clarifies.
   - **Round 3:** At the teacher’s signal, students slap down the answer that represents the **correct answer** and then justify with their partner. Teacher clarifies.
4. After each IQ Slap Down question, students summarize what they learned and how they plan to avoid the mistakes discussed.
5. Teacher sees and hears student’s thinking and clarifies/verifies as appropriate.
6. Students summarize what they learned and note how to avoid those mistakes in the future.

**Materials:**
- Graded test
- Notebook paper or index cards for students to create “A-B-C-D” cards

### Think It Up

- **What strategies will you apply** when you encounter a question like this in the future?
- **Make connections** to the most common kinds of mistakes discussed and the way you worked through the question. Did you make similar mistakes... why? Did you avoid these mistakes... why?
learning from mistakes strategy playlist

Make the Case

PURPOSE – Learning from Mistakes: Defend or prosecute answer choices as incorrect or correct.

Step-by-Step Instructions

1. Organize students into groups of 4 and assign each a letter A-B-C-D.
2. Present students with an assessment question.
3. As, Bs, Cs, and Ds huddle together with their letter groups in different corners of the room to determine if their answer choice is ...
   • Correct or “innocent of a crime” by explaining why it is the correct response OR
   • Incorrect or “guilty of a crime” by explaining why their answer is the incorrect response
4. Students return to their home group and have 1 minute each to “make their case” by prosecuting their answer choice as “guilty” or defending their answer choice as “innocent.”
5. Students deliberate and come to consensus about which answer is innocent.
6. The teacher sees and hears the students’ defense or prosecution arguments and clarifies/verifies as appropriate.
7. Students summarize what they learned and mistakes they now know to avoid.

Materials:
• 4-5 complex assessment item(s)

Think It Up

• **Predict** which answer choice most students may have mistakenly chosen and how this error could be avoided.
• **Infer** which errors were careless mistakes and how to correct them.
learning from mistakes strategy playlist

Pick Up the Slip Up

PURPOSE – Learning from Mistakes: Analyze three statements associated with a concept or an assessment question to make inferences about which two are true and which one is inaccurate.

Step-by-Step Instructions

1. Organize students into thinking partners.
2. Students create ABC cards using notebook paper, sticky notes, or note cards and place them on their desks in front of them.
3. Teacher presents three statements or examples: two are true/accurate and one is a “slip up” or common mistake students often make.
4. The teacher instructs students to:
   - “Think!” (think about which statement is the slip up or mistake)
   - “Hover!” (students hover their hand over their ABC cards showing they are ready)
   - “1-2-3, PICK UP THE SLIP UP!” (students grab the letter of the slip up and hold it high)
5. Students must justify with a thinking partner why they think that statement is a slip up.
6. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.
7. Students summarize what they learned and any mistakes they now know to avoid.

Materials:
- Notebook paper, sticky notes, or index cards
- 3-4 sets of Pick Up the Slip Up statements (2 true/1 false or mistake)

Think It Up

- Infer how one of the false statements needs to change to become a true statement.
- Create/develop your own “Pick Up the Slip Up” statements over a concept that is still difficult for you and play the game with a thinking partner.
learning from mistakes strategy playlist

Rock and Roll Item Review

PURPOSE – Learning from Mistakes: Analyze and practice complex test questions to determine mistakes in content and thinking.

Step-by-Step Instructions

1. Organize students into thinking partners and provide each pair with a die.
2. Present students with several assessment items.
3. Student pairs take turns rolling the die and analyzing the item based on the task associated with the number rolled:
   - 1 = state the concept or big idea of the item
   - 2 = identify the stimulus/visual
   - 3 = communicate your plan for answering the item
   - 4 = select the worst answer choice (justify)
   - 5 = determine the distractor or best wrong answer (justify)
   - 6 = determine the correct answer (justify)
4. Students continue rolling the die until they have completed all the activities for each assessment item assigned.
5. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.
6. Students summarize what they learned and note how to avoid mistakes in the future.

Materials:
- Assessment question(s)
- Dice
- Optional: Rock and Roll Item Review handout (or project the prompts and student record responses on notebook paper)

Think It Up

- Make a connection to other questions you’ve seen in the past. What words, stimuli, or content is similar?
learning from mistakes strategy playlist

**Toss a Question**

**PURPOSE – Learning from Mistakes:** Collaboratively practice and analyze various assessment items, focusing on stimuli, terms, errors patterns, and distractors.

### Step-by-Step Instructions

1. Organize students into groups of 3 or 4 and give each group a unique color marker.
2. Provide each group with a different assessment item taped or glued to a large chart paper.
3. Student groups collaborate and help each other apply what they have learned to analyze only one part of the question each round:
   - Round 1: Analyze the stimulus of your new question (then toss)
   - Round 2: Identify and describe 3-5 key terms from the new question (then toss)
   - Round 3: Predict the big idea of the new question (then toss)
   - Round 4: Determine the correct answer of the new question and justify why (then toss)
   - Round 5: Determine the worst answer of the new question and justify why (then toss)
   - Round 6: Determine the incorrect answer most students may have chosen on the new question and why they may have chosen it (then toss)
4. At the teacher’s signal, groups wad-up their entire chart paper question and “toss” it to the next designated group at the end of each round.
5. Groups analyze, collaborate, and complete the next task over their new question.
6. At the end of round 6, groups review their original question to determine any errors they find in the other groups’ responses.
7. Teacher provides the correct responses, encourages discussion about other possible answers, and clarifies misconceptions as appropriate.
8. Students summarize what they learned and mistakes they now know to avoid.

### Materials:
- A different assessment question taped to chart paper for each group
- Unique marker color for each group

### Think It Up

- **Evaluate** which question was the most difficult to analyze and explain why,
- **Predict** how many different stimuli could be associated with your question’s topic,
- **Infer** which round was easiest for you, which round was most difficult, and explain why.

(Adapted from Kagan Cooperative Learning)
learning from mistakes strategy playlist

**Triple Crown Critique**

**PURPOSE** – **Evidence of Learning:** Students prove they understand a concept by analyzing a learning mistake and correcting it.

### Step-by-Step Instructions

1. Organize students into partners.
2. Present a question, task, or problem for partners to solve collaboratively, or students may select a question they recently missed on a quiz or homework assignment.
3. Teacher provides students with the correct response.
4. Crown #1: Students DESCRIBE how to get started.
5. Crown #2: Students JUSTIFY the correct response.
6. Crown #3: Students determine the DISTRACTOR (best wrong answer), the learning PITFALL, and then develop a plan for avoiding this mistake on future questions.
7. Teacher evaluates students analysis and clarifies/verifies as appropriate.

**Materials:**
- **Triple Crown Critique** handout
- Question to analyze

### Think It Up

- **Develop** a visual, diagram, chart, table, or graphic representation for this concept and explain it to a friend.

templates available at lead4ward.com/playlists
evidence of learning strategy playlist

3-2-1 Summary

PURPOSE – Evidence of Learning: Summarize learning and think more deeply about the content.

Step-by-Step Instructions

1. Students write 3 things they learned.
2. Students write 2 examples, applications, or inferences about what they learned.
3. Students write 1 question or draw 1 conclusion about what they learned.
4. Students turn in their 3-2-1 Summaries as an exit ticket.
5. Teacher evaluates students’ 3-2-1 Summary responses and clarifies/verifies as appropriate.

Materials:
• Optional: 3-2-1 Summary handout (students may complete on notebook paper)

Think It Up

• Share your summary with another student and add one new idea to any section.
• Get a partner and apply what you know to help answer each other’s 1 question.

templates available at lead4ward.com/playlists
evidence of learning strategy playlist

Connect 4 Thinking

PURPOSE – Evidence of Learning: Make connections between a concept and other words, ideas, or visuals.

Step-by-Step Instructions

1. Each student individually analyzes an assigned concept by making 4 different connections.
2. The 4 possible connections may include the following:
   • synonym or antonym
   • analogy or real-life connection
   • quick sketch or graphic representation
   • example or non-example
   • another term or concept
3. Using the movement and discourse strategy, Shake and Share, students share and compare their learning connections and add new ideas if possible.
4. Teacher analyzes students’ connections and adjusts instruction as appropriate.

Materials:
• Optional: Connect 4 Thinking handout (or students could draw the graphic on paper)

Think It Up

• How does your thinking compare with another student’s thinking, and which connections are most profound?
• Justify which of the 4 connections helps you understand and remember this concept best.

templates available at lead4ward.com/playlists
evidence of learning strategy playlist

Exit Ticket

PURPOSE – Evidence of Learning: Provide evidence of learning by applying a skill, answering a question, or summarizing content.

Step-by-Step Instructions

1. Students demonstrate or explain their level of understanding to provide evidence of learning through an Exit Ticket.
2. Exit Tickets may include the following ideas:
   - answer a Think It Up question
   - prove you can solve a problem
   - describe and sketch a term learned during the lesson
   - 3-2-1 Summary, Connect 4 Learning, Click or Clunk (and other strategies in the “Evidence of Learning” Playlist)
   - Plus, Check, Minus with a “flip up” explanation (symbol on front, explanation on back)
     - I totally understand this because ____.
     - I understand these parts _____ but still get confused by ____.
     - I do not understand this yet because ______.
3. Teacher notes Exit Ticket responses, patterns, and trends, and adjusts instruction accordingly.

Materials:
- Exit Ticket prompt or question

Think It Up

- Draw a conclusion about your learning today by explaining why it was important.
- Make an inference about what might be difficult to understand as you progress through this unit.
evidence of learning strategy playlist

**Graphic Organizers**

**PURPOSE — Evidence of Learning:** Organize information into a graphic representation to provide evidence of learning, connections between ideas, and reflect specific thinking.

**Step-by-Step Instructions**

1. Students brainstorm ideas or identify specific content information, then organize and represent their thoughts/connections in a graphic organizer.
2. Select the graphic organizer based upon the type of thinking being targeted such as...
   - Cause/Effect Graphic Organizer
   - Classify/Categorize Graphic Organizer
   - Compare/Contrast Graphic Organizer
   - Make Connections Graphic Organizer
   - Predict Graphic Organizer
   - Generalize Graphic Organizer
   - Sequence/Order Graphic Organizer
   - Summarize Graphic Organizer

   *Templates available for graphic organizer above through our templates link*

3. Students complete the organizer individually.
4. Through *Shake and Share*, students get a partner and share/compare organizers, adding new ideas as appropriate.
5. Teacher evaluates students’ graphic organizer responses and adjusts instruction accordingly.

**Materials:**

- Graphic Organizer for students to complete, or students may create the organizer on notebook paper following a projected visual

**Think It Up**

- **Summarize** what you learned from your graphic organizer in 3 sentences.
High-Five Summary

PURPOSE – Evidence of Learning: Students prove they understand a concept by creating a detailed summary.

Step-by-Step Instructions

1. Students get a partner and analyze/record the following information:
   - Big idea of the lesson
   - 3 important words
   - visuals or text-types
   - most interesting parts of the lesson
   - most confusing parts of the lesson

2. Students then use these details to create a one-sentence summary of the lesson.

3. Students high-five their partner and share their summary with a new partner.

4. Teacher sees/hears students summarizations and clarifies/verifies information as appropriate.

Materials:

- High-Five Summary template – elementary template and secondary template available
  - (or project template and students record responses on notebook paper)

Think It Up

- Sequence your summary into steps. What comes first, second, third, etc.

templates available at lead4ward.com/playlists
PURPOSE – Evidence of Learning: Students analyze their performance, noting where they are independent learners, where they need assistance, and how they might improve.

Step-by-Step Instructions

1. Throughout the unit of instruction, students complete the Independence Day matrix by placing checkmarks in the boxes that reflect their level of dependence/independence. (The goal is for students to become more independent and confident as they progress through the unit.)

2. Before the unit assessment, students PREDICT their grade.

3. After the test, students record their ACTUAL test grade.

4. Students then develop a plan for becoming more INDEPENDENT learners.

5. The teacher supports students’ independence plans.

Materials:
- Independence Day matrix
- Assessment to analyze

Think It Up

- **Summarize** your plan to become a more independent learner.
- **Draw a conclusion** about why you did better, worse, or exactly as you predicted.
evidence of learning strategy playlist

KWL Chart

PURPOSE – Evidence of Learning: Engage students by activating prior knowledge, developing student-generated questions, and summarizing what was learned.

Step-by-Step Instructions

1. Assign students a thinking partner.
2. Teacher presents students with a concept associated with an upcoming unit.
3. **KNOW:** Students activate prior knowledge by writing what they know about the concept and then share what they know with their thinking partner.
4. **WANT TO KNOW:** Students then write questions targeting what they want to know about the concept and share their ideas with their thinking partner.
5. **LEARNED:** At the end of the instruction, students write what they learned, including new words, processes, visuals, etc. and share what they learned with their thinking partner.
6. Teacher evaluates students’ K-W-L responses, adjusts instruction accordingly, and clarifies/verifies misconceptions after each step of the KWL process.

Materials:
- Optional: **K-W-L Chart** (students may create the K-W-L on notebook paper)

Think It Up

- **Make connections** between what you learned in this unit and a previous unit.
- **Evaluate** all the new things you learned. Which ideas do you know well enough to teach and which do you need to review?
evidence of learning strategy playlist

One Minute Paper

PURPOSE – Evidence of Learning: Summarize learning through a quick writing activity.

Step-by-Step Instructions

1. Teacher informs students to “brain dump” or summarize all the ideas, concepts, skills, processes, etc., they have learned by writing for approximately one minute.

2. Students share their one-minute papers through Think and Throw or Mix-Freeze-Group.

3. Students turn in their One Minute Paper as an exit ticket.

4. Teacher evaluates students’ responses and adjusts instruction as appropriate.

Materials:
• Notebook paper

Think It Up

• Draw a conclusion about the purpose of the learning. Why does it matter that you know this information?
evidence of learning strategy playlist

SNAP-tastic

PURPOSE – Evidence of Learning: Communicate your understanding through a Snapchat-type response.

Step-by-Step Instructions

1. Draw a quick sketch representing what was just taught.
2. Add a caption summarizing the sketch.
3. Write one sentence explaining your sketch.
4. Make it funky by adding an emoji reflecting how well you understand this information:
   😍 😊 😞 😞
5. Fold your SNAP-tastic response like an airplane and send it through “cyberspace.”
6. Pick up a SNAP-tastic response, huddle with a group of 3-4, and share responses.
7. Come to consensus... did most of the class understand this concept well (thumbs up), understand only parts of the concept (thumbs sideways), or are most of the students confused (thumbs down)?
8. Teacher evaluates students’ consensus responses and adjusts instruction accordingly.

Materials:
• Optional: SNAP-tastic handout (or students could respond on notebook paper)

Think It Up

• Make an inference about what parts of the content caused the most problem for students.
• Make a generalization about how the class responded to this learning.
evidence of learning strategy playlist

**Tabletop Tweet**

**PURPOSE – Evidence of Learning:** Communicate your understanding of content by describing, sketching, and summarizing what you learned.

**Step-by-Step Instructions**

1. Using 140 characters or less, students describe what they learned.
2. Students then create a graphic, diagram, or quick sketch to capture the big idea.
3. Students then summarize what they learned with a hashtag phrase.
4. Using a movement and discourse strategy, such as **Think and Throw** or **Shake and Share**, students share their tweet with a partner, and each re-tweets by adding one more idea in the 4th “retweet” box.
5. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.

**Materials:**
- **Tabletop Tweet** handout (or students could complete on notebook paper)

**Think It Up**

- **Compare/contrast** the tabletop tweet to a real tweet. What changes would you make if this was a REAL tweet?
- **Evaluate** the 4 Tabletop Tweet boxes, select the best idea, and write 3 sentences explaining the idea in detail.

templates available at lead4ward.com/playlists
evidence of learning strategy playlist

Team-Two-One

PURPOSE – Evidence of Learning: Students prove they understand a concept by answering a question as a team, with a partner, and finally on their own.

Step-by-Step Instructions

1. Organize students into teams of 4.
2. Present a question, task, or problem for the team to solve collaboratively.
3. Teacher clarifies/verifies correct response and has students justify WHY it is correct.
4. Present a question for student pairs to answer.
5. Teacher clarifies/verifies.
6. Present individual students with a final question to answer independently.
7. Collect and evaluate Team-Two-One question responses and clarify/verify as appropriate.

Materials:
- 3 questions: 1 team question, 1 “two-people” question, and 1 individual question

Think It Up

- Apply what you learned in Team-Two-One to an unfamiliar question.
- Change one part of the final question and make an inference about how the correct response should now change as well.
evidence of learning strategy playlist

**Thought Bubbles**

**PURPOSE – Evidence of Learning:** Students provide evidence of learning by connecting ideas through thought bubbles.

**Step-by-Step Instructions**

1. Students write a term in the center of the page associated with the big idea of the lesson.
2. Throughout the lesson, students add “thought bubbles” when new learning occurs.
3. Thought bubbles may be any of the following:
   - connections to key words
   - connections to various visuals
   - connections to previous lessons
   - connections to a type of thinking
   - connections to a skill
   - connections to steps in a process
4. Teacher analyzes students thought bubbles and clarifies/verifies as appropriate.

**Materials:**
- Notebook paper

**Think It Up**

- Trade thought bubbles with a friend and evaluate which idea is most unique and profound from your friend’s ideas; justify your response.
- Summarize your thought bubble by writing 2 sentences that captures the ideas on your 2 best bubbles.
evidence of learning strategy playlist

**Total Recall**

**PURPOSE – Evidence of Learning:** Students recall academic content and the affective aspects they felt while learning the content.

**Step-by-Step Instructions**

1. Students fold notebook paper to create 4 quadrants/sections.
2. Section 1: list words associated with the lesson and what they mean.
3. Section 2: sketch visuals associated with the lesson.
4. Section 3: connect this new content with something you’ve learned in the past.
5. Section 4: draw an emoji representing how you felt while learning this content. (Happy face, confused face, sad face, thumbs up, thumbs down, etc.)
6. Teacher collects students’ Total Recall responses and clarifies/verifies as appropriate.

**Materials:**
- 1 sheet of notebook paper per student.

**Think It Up**

- **Summarize** the lesson in one or two sentences.
- **Compare** the difficulty of this lesson with one learned a few days ago.
evidence of learning strategy playlist

Wishful Thinking

PURPOSE – Evidence of Learning: Students analyze their understanding of concepts using the lead4ward Student Learning Reports and make 1 - 3 wishes to help them improve.

Step-by-Step Instructions

1. Students individually self-reflect on each “I CAN” statement on the Student Learning Report:
   - Write a symbol in the designated Check Up column.
   - + (I know it) ✓ (I know parts of it) - (I don’t know it yet)
   - Write “I WISH” in the NOTES on 1, 2, or 3 concepts they wish to improve. (Select from the concepts that got - or ✓).
   - For each “I WISH,” students write a specific question on a post-it note.

2. Organize students into 3 or 4 Wishful Thinking groups (6-8 students in each group).
   - groups move to assigned corners
   - organize similar wishes into categories
   - use group’s strengths to grant (answer) wishes or recruit experts from other groups
   - share unanswered wishes with the teacher for small group intervention

NOTE: This strategy may be implemented before, during, and after instruction. Teachers may also choose to use this strategy with subcluster sections rather than the entire student learning report.

Materials:
- Student Learning Reports for the targeted TEKS Cluster (1 per student)
- Post-it notes (3 per student)

Think It Up

- Summarize how your wish was granted by explaining what you learned to a friend.
- Draw a conclusion about why you will perform better on an “I WISH” concept next time.
evidence of learning strategy playlist

**What’s On Your Plate?**

**PURPOSE – Evidence of Learning:** Brainstorm all the concepts, words, processes, and skills taught in a unit of instruction, and then evaluate strengths and weaknesses.

### Step-by-Step Instructions

1. Provide each student with a paper plate.
2. Students brainstorm everything they learned in this unit including major concepts, skills, vocabulary terms, visuals, processes, etc.
3. **Rock Star Ideas:** Students draw a star beside the 2-3 ideas they understand the best.
4. **Loopback Ideas:** Students circle 2-3 ideas they are still confused about and need a “loopback” or review.
5. Students then participate in three rounds of **Musical Mix-Freeze-Group**:
   - Round 1 – Partner #1:
     - Partners communicate brainstormed ideas.
     - Students add new ideas to their plates.
   - Round 2 – Partner #2:
     - Partners summarize their Rock Star ideas and why they know them best.
   - Round 3 – Partner #3:
     - Partners explain their loopback ideas.
     - Partners help each other understand those concepts better.
6. Teacher collects and evaluates the paper plates and adjusts instruction, review and intervention as appropriate.

### Materials:
- Paper plates

### Think It Up

- **Draw a conclusion** ... what is your #1 Rock Star idea and what is your #1 Loopback idea?