### Instructional Strategies Playlists for Teachers

All new instructional strategies are color-coded with orange.

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**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

**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 large circle or smaller circles of 5-6.
2. Teacher poses a summative question such as...
   - What is one thing you learned today about _____?
   - What words are associated with _____?
   - What is one thing you remember from yesterday about _____?
3. Students catch the ball, offer a response, and throw to another student.
4. Continue tossing and responding until every student in the circle has responded.
5. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.

Helpful Hints:
- Hand sanitize before and after participating.
- Role play appropriate/inappropriate ball tossing to clarify behavior expectations.
- Provide a word/idea bank or visual support to remind students of the learning.

Materials:
- summative question prepared related to content; beach ball (or soft object to toss)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning
- Predict: how this concept might be assessed on a test.
- Connect: What did the responses have in common?
Chair Share

**PURPOSE – Movement and Discourse:** Share, compare, and justify responses with 2 different partners to determine flaws in thinking or add value to original responses.

**Step-by-Step Instructions**

1. Students answer a question or perform a short task independently.
2. Students then switch **CHAIRS** with someone near them to form a partnership with a student who they do not sit directly next to.
3. Partners **SHARE** and compare how they answered the question or performed the task, revisiting responses as appropriate.
4. Students then switch chairs again, getting another new partner to SHARE ideas and deepen understanding.
5. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.

**Helpful Hints:**

- **Safety:** Hand sanitize before and after participating.
- **Classroom Management:** Role play how to switch chairs so that everyone gets a new partner each round.
- **Differentiation:** Allow students to preview the question, think through answers with a supportive adult, and provide them with response/thinking stems.

**Materials:**
- questions/task prepared

**Think It Up**

*choose a Think It Up question as an exit ticket or a journal entry as evidence of learning*

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

Choose and Chat

PURPOSE – Movement and Discourse: Analyze and evaluate your own understanding of a concept, process, or skill by choosing a response and chatting with a partner.

Step-by-Step Instructions

1. Students CHOOSE their response to a question:
   - choose from multiple choice answers
   - choose a response symbol like plus (know it), check (know parts), minus (confused)
   - choose a nonverbal response like thumbs up, sideways, or down
2. Students mingle while music plays, then get a partner when the music stops.
3. Students CHAT with their partner justifying their response, symbol, or hand signal and help each other better understand the content.
4. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.

Helpful Hints:

- Role play appropriate mingling and ensure every student has a partner.
- Allow students to preview the question/task, think through a response with a supportive adult, and use thinking stems to frame response.

Materials:
- appropriate music and question(s) prepared for which students will choose a response

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning
- Summarize what you learned from the choose and chat conversation.
- Predict what type of activities would 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 then take two chances as they solve problems.

**Step-by-Step Instructions**

1. Play music as students “dance” around the room. *(slides with embedded music available with templates)*
2. Students get a partner closest to them when the music stops.
3. Present students with a question or vocabulary word.
4. Students assign themselves a role (A or B) and take TWO chances:
   - **partner A:** take a chance and justify the correct response; or take a chance and describe the term
   - **partner B:** take a chance and predict a mistake; or take a chance and provide examples of the term
5. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.

**Helpful Hints:**

- **Safety**
- **Classroom Mgmt**
- **Differentiation**

- Role play how students should appropriately dance or walk around and ensure every student has a partner.
- Provide students with the correct response to justify and a common mistake to correct.

**Materials:**

- appropriate music; question or vocabulary word to analyze

**Think It Up**

*choose a Think It Up question as an exit ticket or a journal entry as evidence of learning*

- **Predict** another mistake and correct the error.
- **Evaluate** the word/question 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 (4 soft drinks, 4 candy bars, etc.).
2. Students move to their favorite corner.
3. Students then huddle in duos or trios, making sure no student is left out.
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.

Helpful Hints: 🛡️ safety 🧑‍🏫 classroom mgmt 📚 differentiation

- Instruct students to move into their corners, one group at a time, and ensure every student has a partner.
- Allow students to preview the question/task, think through response with a supportive adult, and use thinking stems to frame responses.

Materials:
- four corner choices determined; question, assessment item, or brief task prepared

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Compare your group’s response to another group’s answer. How many different ways could you approach or answer the question?
- Analyze visuals: sketch two different visuals associated with the concept.
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. One-half of the class forms a loop facing out; the other half forms a loop facing in.
2. Inside-loop students each have a different question card, important word, or interesting visual for their partner to answer, describe, or explain.
3. Inside-loop presents their card, outside-loop partner responds, then 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.

Helpful Hints: 🌱 safety ☀️ classroom mgmt 🏫 differentiation

- Hand sanitize before and after participating.
- Move desks to the perimeter of the room or consider doing the strategy outside.
- Before the activity, students write the correct response on the back of their assigned card, and answers are verified by peer or teacher.

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

Think It Up

choose a Think it Up question as an exit ticket or a journal entry as evidence of learning

- What connection can you make between several terms, questions, and visuals?
- Evaluate which question was most difficult and summarize what you learned.
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 with a partner 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 or triad close to them.
4. Teacher presents a Think It Up question or vocabulary word.
5. Students work with their partner to answer the question or summarize the word.
6. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.
7. Repeat 3-4 rounds with 3-4 different questions or words.

Helpful Hints:

- Role play appropriate mixing and ensure every student has a partner.
- Allow students to preview the questions, provide an idea bank for open-ended questions, and provide response/thinking stems.

Materials:

- appropriate music and questions/words prepared for each round

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Evaluate which question was the most difficult and explain what you learned.
- Make an inference of how this information might be assessed on a test.
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 summarize a vocabulary word.
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.

Helpful Hints: 🛡️ safety  ⚒️ classroom mgmt  ☑️ differentiation

- Model getting into pairs, then getting into squares.
- Pairs work at their desks, but squares form around the perimeter of the room.
- Pair with a supportive peer and allow them to use thinking stems.

Materials:
- question or tasks prepared

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Compare/Contrast the two pair’s responses.
- Summarize in 1 sentence what you know better after the activity.
movement and discourse strategy playlist
Positive Pings

PURPOSE – Movement and Discourse: Students are assigned a specific question or 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 ping pong balls 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 scores, teacher assigns each group a specific question or task such as:

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<th>Score</th>
<th>Questions:</th>
<th>Tasks:</th>
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<td>0 - 8</td>
<td>Question #1: justify correct answer; explain mistake in worst answer</td>
<td>Task #1: Describe, illustrate, and provide an example of _______</td>
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<tr>
<td>9 - 15</td>
<td>Question #2: analyze and interpret the visual in this question and explain why it is so important</td>
<td>Task #2: Sequence the events of ______ into logical order</td>
</tr>
<tr>
<td>16 +</td>
<td>Question #3: find an answer choice that represents a mistake and explain why it is incorrect</td>
<td>Task #3: Compare/contrast _______ and _______</td>
</tr>
</tbody>
</table>
5. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.

Helpful Hints: ⚽️ safety 🏥 classroom mgmt 📚 differentiation

- Hand sanitize before and after participating.
- Extension: Students form new triads by holding up 1, 2, or 3 fingers and then cross-train each other in their various tasks.
- Provide students with response/thinking stems, word/idea bank, graphic organizers, or other visual support.

Materials:
- cups and ping pong balls; 3 questions or tasks to assign various groups

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Summarize what you learned in the activity.
- Draw a conclusion about why this content is important.

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movement and discourse strategy playlist

**Rise and Shine**

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

**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 bars and fingers](image)

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

3. Teacher poses a question, task, or vocabulary word.

4. Student pairs or trios **SHINE** as they collaborate to offer solutions, descriptions, examples.

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

**Helpful Hints:**

- **Safety:** classroom mgmt
- **Differentiation:**

  - **Role play** how to get into pairs/triads and ensure every student has a partner.
  - **Allow students** to preview the question, task, or word; allow them to write the correct response before talking; and provide them with response/thinking stems.

**Materials:**

- 4 numbered choices prepared; questions, tasks, or words prepared

**Think It Up**

- **Predict** how this concept might be assessed on a test.
- **Draw a conclusion** about why this concept is important.
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. Students take a STAND by moving to an area of the room reflecting their opinion.
3. Student groups huddle to develop 3 reasons to justify/defend their point of view.
4. Teacher randomly selects one person from each group to share their three reasons.
5. After all groups have shared, allow a few minutes of classroom discussion.
6. Students may then STICK to their original point of view or STRAY to a new point of view.
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.

Helpful Hints: ⚡️ safety ☀️ classroom mgmt 🔍 differentiation

- Ask students to use discussion stems to communicate varying points of view such as “I respect the idea you have about ______, but I would like to offer another opinion…”
- Ask students to take a STAND, one group at a time.
- Allow students to preview the question and provide them with response/thinking stems to justify their perspectives.

Materials:
- question or issue; signs designated around the room for each point of view

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- 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.
### Texas Two-Step

**PURPOSE – Movement and Discourse:** Students help each other 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.
2. Teacher presents an important word, concept, topic, skill, or question.
3. Texas Two Step:
   - Step 1 - Student A shares everything he knows about the concept in 30 seconds.
   - Step 2 - Student B adds at least 1 more idea.
4. Teacher presents another important word, concept, or topic, and A/B switch roles.
5. Get a new partner:
   - *Line A takes 1 step to the right, then line B takes 1 step to the right.*
   - The LAST person in line A and the LAST person in line B walk through the middle to the other end.
   - *Play country music here to make it fun!*  
   - *Now each person should have a new partner!*
6. Teacher presents another word, concept, topic, or skill and the Texas Two-Step continues.
7. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.

### Helpful Hints:

- Safety
- Classroom mgmt
- Differentiation

- Rehearse the movement in step #6 before adding the academic content.
- The hallway is a great place to do the Texas Two-Step strategy.
- Allow students to use notes, books, graphic organizers, visual support, or word banks.

### Materials:
- List of words, concepts, topics, or skills to review in each round

### Think It Up

*choose a Think It Up question as an exit ticket or a journal entry as evidence of learning*

- What **connections** can you make between some of the words, concepts, topics, or skills.
- **Summarize** one idea you know better after this activity than 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 and select the one that is the best.
6. Teacher allows 3-4 “winning” responses to be read aloud.
7. Teacher clarifies/verifies as appropriate.

Helpful Hints:

- Hand sanitize before and after participating.
- Role play appropriate and inappropriate crushing and throwing so students clearly understand behavior expectations.
- Any student without a snowball at the end may partner with a friend and share.
- Provide students with a response/thinking stem as appropriate, an idea/word bank, or allow students to dictate their response to a scribe.

Materials:
- notebook paper, question, or one-minute paper prompt prepared

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Compare your response to one that was read aloud and either justify why your response is stronger or revise your response to be more complete and profound.
Thinking Partners

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. Using the Thinking Partners handout, students mingle to get 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.

Helpful Hints:

- Model how to get different thinking partners to sign your handout.
- Allow students to use thinking stems and pair with a supportive peer.

Materials:
- Thinking Partners handout – one for each student; think it up questions prepared

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- 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 allows for various responses.
2. Label sections of the room with responses based on the question posed. Examples below

<table>
<thead>
<tr>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>ELAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question: Which math concept are you MOST confident in?</td>
<td>Question: Which science concept do you think it most important?</td>
<td>Question: Which cause of the revolution do you think was the most important?</td>
<td>Question: Which fictional character would you want to be a part of your family?</td>
</tr>
<tr>
<td>Label 1: CONVERSIONS</td>
<td>Label 1: FORCE</td>
<td>Label 1: PROCLAMATION 1763</td>
<td>Label 1: HESTER PRYNE</td>
</tr>
<tr>
<td>Label 2: AREA</td>
<td>Label 2: NEWTON’S 3 LAWS</td>
<td>Label 2: INOLERABLE ACTS</td>
<td>Label 2: HUCK FINN</td>
</tr>
<tr>
<td>Label 4: ANGLES</td>
<td>Label 4: MERCANTILISM</td>
<td>Label 4: LACK OF REPRESENTATION</td>
<td>Label 4: SCOUT FINCH</td>
</tr>
<tr>
<td>Label 5: CIRCUMFERENCE</td>
<td>Label 5: ECONOMICS</td>
<td></td>
<td>Label 5: JOHN PROCTOR</td>
</tr>
</tbody>
</table>

3. Students “vote with their feet” and move to the area of the room that reflects their answer.
4. Students discuss/summarize the concept and then justify their vote by developing a list of reasons for their vote on chart paper.
5. Teacher randomly selects one person from each group to share responses.
6. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.

**Helpful Hints:**

- Hand sanitize before and after participating.
- Require each student to write a justification on the chart so everyone participates.
- Allow students to preview question, think through answer with a supportive adult, or provide a quick summary of each concept.

**Materials:**

- appropriate question; answer choice signs; chart paper and markers

**Think It Up**

*Choose a Think It Up question as an exit ticket or a journal entry as evidence of learning*

- **Sequence** all the labeled concepts from the ones you know least to the ones you know the best, then find a friend to coach you on the one you know the least.
rehearsal and practice strategy playlist

Fact or Fib Showdown

PURPOSE – Rehearsal and Practice: Clarify misconceptions as students determine which statements are facts and which are fibs in a slap down game.

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 (fact or fib) relating to the content of the lesson.
4. Allow students 5-8 seconds to infer if the statement is a FACT or a FIB.
6. Students then take turns justifying their response to their thinking partner. Students pick up their FACT or FIB card and put it back in their hand.
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.

Helpful Hints:

- hand sanitize before and after participating.
- Role play how to slap answer cards down in an appropriate way.
- Provide response stem, “I slapped down fact because”; pair with a supportive peer.

Materials:

- 4-6 FACT or FIB statements (may include visuals); post-its or paper for FACT/FIB cards; Fact or Fib Showdown Student Recording Sheet (optional)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

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

templates available at lead4ward.com/playlists

Adapted from Kagan Cooperative Learning
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 kids into home groups of 4, then number off 1-2-3-4 to form expert groups.
2. Assign each expert group a topic, step in a process, or section of content.
3. Assign each numbered group a topic, step in a process, or section of content.
4. Expert groups use the Jig Saw “Sell” template to ...
   • collaborate and dig deeply into their assigned topic
   • summarize how to “sell” the important information in 5 key “selling” points
5. Experts return home and have 1 minute each to “sell” the importance of their topic.
6. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.

Helpful Hints: security classroom mgmt differentiation

- Role play the movement between home groups/expert groups, move one group at a time, and facilitate each expert’s 1-minute “sell.”
- Allow a supportive peer to read aloud any expert group text; allow scribe to record the 5 selling points on the student’s Jig Saw “Sell” template.

Materials:

- assignments prepared for each expert group; Jig Saw “Sell” template copied or projected

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- How do all the expert group ideas connect?
- Explain a cause/effect relationship between two of the expert groups ideas.

templates available at lead4ward.com/playlists
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 record a cool fact, an interesting fact, a wow fact, a useful fact, a new fact, a most important fact/detail from the text.
3. Students then Mix-Freeze-Group to get a thinking partner.
4. Students justify why they chose their selected facts/details.
5. Students select one or more facts from their partner’s ideas and write an inference.
6. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.

Helpful Hints:

- Hand sanitize before and after participating.
- Role play mix-freeze-group, and make sure every student has a partner.
- Provide Just the Facts template; provide accessible text (e.g., audio recording, assistive technology); allow student to dictate ideas to a scribe; and provide inference thinking stem to frame response.

Materials:

- text; Just the Facts template, 6 note cards (or students replicate the projected template on paper)

Think It Up

choose a Think it Up question as an exit ticket or a journal entry as evidence of learning

- 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.
rehearsal and practice strategy playlist

Musical Chairs

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

**Step-by-Step Instructions**

1. Each student places a blank practice page or worksheet face up on his desk.
2. As music plays, students follow the leader around the room in an orderly fashion.
3. When the music stops, students pick up the worksheet on the desk closest to them and answer one question.
4. Repeat steps 2-3 until three - five 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.

**Helpful Hints:**

- Hand sanitize before and after participating.
- Role play “follow the leader” activity, making sure the path stays near desks; make sure each student brings his pen/pencil with him; ensure each has a thinking partner.
- Pair student with a supportive peer; allow use of journal or notes; allow student to dictate responses to a scribe.

**Materials:**

- worksheet, practice page, homework assignment, or quiz; appropriate music

**Think It Up**

*choose a Think It Up question as an exit ticket or a journal entry as evidence of learning*

- **Make an inference** about a common mistake you saw in other students’ responses and **summarize** how to avoid it.
Mystery Bag

PURPOSE – Rehearsal and Practice: Students teach others about words, visuals, and assessment items and make connections between these concepts.

**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, visuals, or words.
3. Each student draws an item out of the bag and explains its importance to the group.
4. Groups members discuss, add ideas, or clarify confusing parts for each item.
5. Repeat steps 3-4 until all items in the bag have been discussed.
6. Groups then draw a conclusion about how all the items are connected.
7. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.

**Helpful Hints:**

- Hand sanitize before and after participating.
- Time Saver: assign each group a different concept and ask them to create a mystery bag with words, visuals, examples. Groups then trade bags and complete the strategy.
- Support students with a short summary of each concept; allow them to use journals or notes; allow supportive peer to read text aloud.

**Materials:**
- 1 bag of items for each group or empty bag if groups are creating the mystery bags

**Think It Up**

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Can you **draw a conclusion** about how all the items in the bag **connect**?
- **Classify/category** the items in the bag in some way.
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 one handout representing steps in a process, a sequence of events, or important concepts in random, mixed-up order.
3. Students cut the handout into separate cards.
4. Students collaborate to sequence the cards in the appropriate order.
5. Groups re-sequence after instruction.
6. The teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.

Helpful Hints:
- Hand sanitize before and after participating.
- Time Saver: Ask each group to create separate note cards for steps in an assigned process or sequence of events. Groups trade cards and complete the strategy.
- Provide the first and last step in the process; allow supportive peer to read text aloud.

Materials:
- handout with mixed-up steps, events, or concepts; or note cards if students create steps

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning
- 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

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 examples:
   - 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 students match the statement to one of their cards.
4. Teacher says, “1-2-3, PLAY IT!” and students slap down their response card.
5. Teacher then says, “SAY IT!” and students shout out their answer, all at the same time.
6. Students justify why they slapped down that card to their thinking partner.
7. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.

Helpful Hints:

- Hand sanitize before and after participating.
- Provide a handout with the response cards that students simply cut apart.
- Ask students to “say it” in different voices: say it like a cowboy, say it like a football coach, whisper say it, etc.
- Provide response cards already prepared, allow student to preview the concepts on the cards with a supportive peer/adult before strategy.

Materials:
- index cards; statements or descriptions that correlate to the various response cards

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Sequence the response cards in order from the ideas you know best to those you know least. Get a friend to coach you on the one you know least.
Secret Coding... a WORKSHEET!

PURPOSE – Rehearsal and Practice: Preview questions on a worksheet, secretly code three questions, then work with 2 peers to clarify/verify responses.

Step-by-Step Instructions

1. Allow students to preview questions on a worksheet and secretly code 3 questions:
   - + code 1 easy question with a plus sign - you are super confident you can answer it correctly
   - ✓ code 1 confusing question with a checkmark - you think you can figure it out
   - – code 1 difficult question with a minus sign – you may need help on this one
2. Provide students time to individually answer their two + and ✓ coded questions.
3. Musical Mix-Freeze-Group, get a partner to share responses to their + and ✓ coded questions, confirming or coaching each other as appropriate.
4. Musical Mix-Freeze-Group, get a new partner, and work collaboratively to determine 3 things about the – (minus-coded) questions:
   - What is it about?
   - How should we start?
   - What is a step-by-step process we could use to answer the question?
5. Teacher sees and hears student pair’s thinking and clarifies/verifies as appropriate.
6. Students answer the remaining worksheet questions independently.

Helpful Hints:
- Model coding only 3 questions: + (easy), ✓ (medium), and – (difficult); explain all coding will vary.
- Model how to appropriately mix-freeze-group and ensure each student has a partner.
- Provide hints of which questions may be categorized as + ✓ –; allow student to preview questions with a supportive adult/peer; provide accessible worksheet (e.g., audio recording, assistive technology)

Materials:
- worksheet with practice questions (can be adapted to use with chapter questions or online questions)

Think It Up

- choose a Think it Up question as an exit ticket or a journal entry as evidence of learning
- Summarize a mistake or misconception that was corrected during the activity.
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 to better comprehend what they are reading.

**Step-by-Step Instructions**

1. Organize students into thinking partners.
2. One student reads a short section of text aloud to their partner (*paragraph or page*).
3. The other student rolls the die and together they respond to the correlating question on the Stop, Plop, and Roll game board.
4. Switch reader/roller roles and repeat step 2-3 until the reading is completed.
5. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.

**Helpful Hints:**

- Hand sanitize before and after participating.
- Allow kids to roll the dice 5 times to “get it out of their system” before strategy.
- Be specific on how much text each student reads aloud before they stop, plop, and roll.
- Provide accessible text (e.g., audio recording, assistive technology) and partner with a supportive peer.

**Materials:**

- dice (1 for each pair);
- Stop, Plop, and Roll game board projected;
- reading assignment

**Think It Up**

*choose a Think It Up question as an exit ticket or a journal entry as evidence of learning*

- **Summarize** the main ideas of the text by writing the 5 important words.
- Write a one-sentence **summary** of the text and compare with a friend.

templates available at lead4ward.com/playlists
Summary Salad

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

**Step-by-Step Instructions**

1. Students buddy read (*take turns reading*) an assigned text (*any subject area*).
2. Student pairs collaborate to create 6 separate cards that summarize the text.
3. Pairs join another pair (4 kids) and the 12 cards are mixed together like a salad.
4. The 4 students collaborate to pick out the 6 best cards to summarize the text and then sequence the cards in the appropriate, logical order.
5. Students then individually write a summary using the 6 best note cards.

**Helpful Hints:**

- Hand sanitize before and after participating.
- Role play how to mix the 12 cards and then “pick out” the BEST parts.
- Provide accessible text (e.g., audio recording, assistive technology); partner with a supportive peer; provide 2 important facts of the 6 to get started; allow student to dictate ideas to a scribe.

**Materials:**

- 6 notecards per pair (*or notebook paper cut into cards*); reading assignment

**Think It Up**

*choose a Think It Up question as an exit ticket or a journal entry as evidence of learning*

- Select two cards that represent a **cause/effect** relationship.
- **Make a connection** between this summary and something you have previously learned.
Tour of Knowledge

PURPOSE – Rehearsal and Practice: Analyze various stimuli/visuals or text passages aligned to important concepts through a group rotation activity.

**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 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.

**Helpful Hints:**

- Hand sanitize before and after participating.
- Create a clear signal for when groups should rotate and model the correct rotation path.
- Provide a word/idea bank; allow student to use notes; provide a summary of concepts; allow a supportive peer to read text aloud.

**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 test question might reflect different stimuli for the same concept.
- **Evaluate** which stimuli was the most difficult and work with a peer to learn it better.
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 board.
2. Organize students into teams of three and assign each role: A, B, or C.
3. Assign each group a different term and 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
4. Students wad their papers into “baseballs,” and at the teacher’s signal.
5. Students randomly pick up 2 other baseballs and toss them.
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!**” and move to sides of room after finding 3 matches.
8. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.

**Helpful Hints:**

- Hand sanitize before and after participating.
- Role play how to toss “baseballs” appropriately, how to find their triple plays, and how to move to the sides of the room when they get their triple play.
- Pair with supportive peers; allow student to preview his assigned word with a supportive peer/adult; allow use of notes.

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

**Think It Up**

- Create a new sketch for the word you ended up with and add to the description.
- Connect one of the words to an assessment item and justify how they are related.
rehearsal and practice strategy playlist

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.
4. Once the entire question, visual, or problem is revealed, students get a partner to participant 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 sees and hears the students’ thinking and clarifies/verifies as appropriate.

Helpful Hints: 🚨 safety 📚 classroom mgmt ⏰ differentiation

- Hand sanitize before and after participating.
- Practice the first time with a common logo like *McDonalds* to teach the strategy.
- Allow partners to do the strategy covering questions with post-it notes.
- Pair with supportive peer; allow student to preview strategy with several familiar visuals with a supportive adult/peer.

Materials:
- paper copy of the problem, visual, or question; cover post-its; highlighters

Think It Up

*choose a Think It Up question as an exit ticket or a journal entry as evidence of learning*

- **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
Vocabulary Pyramid Game

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

Step-by-Step Instructions

1. Create the Vocabulary Pyramid Game, using the game template provided.
2. Organize students into thinking partners and assign each a role: A or B.
3. Student A gives clues about the word revealed.
4. Student B guesses the word from the clues.
5. When B guesses correctly, A pops up and says, “Woo hoo!”
6. Student pairs continue giving clues and guessing until all words are guessed.
7. Teacher sees and hears when the “woo hoos” stall, which represents words that were difficult and should be reviewed.

Helpful Hints:

Practice with candy bar words or soft drinks before playing with academic content.

Allow use of vocabulary journals or notes; provide vocabulary graphic organizers or other visual supports; provide clues; allow student to review vocabulary with a supportive adult/peer before playing the game.

Materials:

- Vocabulary Pyramid Game created using words and visuals (game template provided)

Think It Up

Choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Can the words be classified or categorized in any way?
- Select the 2 most difficult terms and create analogies connecting each to something you are familiar with life.
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 assigns each student 1 word from a list of 6-8 terms on the board.
2. Students write their assigned word on a post-it note and sketch a quick visual.
3. Students fold their post-it, walk around the room, and trade post-it notes 5 times.
4. Without looking, students unfold their new post-it and stick it to their forehead.
5. Students get a thinking partner to give clues and make guesses about their forehead words.
6. After guessing the word, students repeat steps 3-5 for three-four more rounds.
7. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.

Helpful Hints: 

- Hand sanitize before and after participating.
- Role play folding post-it, trading 5 times, giving clues, and guessing; make sure every student gets a thinking partner.
- Allow student to review vocabulary with a supportive peer/adult; provide a list of clues; allow student to use vocabulary journals.

Materials:
- list of 6-8 important terms; post-it notes

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Apply your understanding of these words by connecting them to assessment questions.
- Describe 3 words you know better after Who Am I.
extending thinking strategy playlist

Card Sort

PURPOSE – Extending Thinking: Make connections by classifying/categorizing important terms, concepts, visuals, manipulatives, or assessment items.

Step-by-Step Instructions

1. Students are given (or create) a set of cards reflecting various terms, concepts, visuals, or assessment items. (Manipulatives can also be sorted.)
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
3. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.

Helpful Hints: 🚨 safety ⌁ classroom mgmt ☀️ differentiation

- Hand sanitize before and after participating.
- Time Saver: students use post-its or note cards to create their own card set.
- Quickcheck: use at the beginning, during, and end of a unit to monitor progress.
- Intervention: use individual student card sorts to determine which concepts are best for small group intervention and which are best for whole class review.
- Provide visuals, descriptions, and/or anchor charts for each word/concept; partner with a supportive peer; allow peer to read text aloud.

Materials:
- set of cards or manipulatives to sort

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Sequence the cards from those you know best to those you know least.
- What generalization can you make about all the cards?

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 triads and provide each group a set of materials:
   • 2 white plastic dessert plates (optional)
   • 6 purple plastic dessert plates
   • 6 red plastic dessert plates
   • 6 blue plastic dessert plates
   • 1 black erasable marker (1 for each)
   • Sanitizing wipes
2. Each group member gets 2 plates of each color.
3. **WHITE**: Students write the two topics being compared.
4. **PURPLE**: Students take turns writing similarities.
5. **BLUE**: Students take turns writing differences for #1.
6. **RED**: Students take turns writing differences for #2.
7. Teacher clarifies/verifies as appropriate.

Helpful Hints:

- Hand sanitize before and after participating. Sanitize plates and markers after activity.
- Practice first by comparing 2 fast food restaurants; facilitate students taking turns.
- If using paper plates, write ideas on post-its so plates can be re-used.
- Collect groups’ best purple/blue/red ideas to create a final model for student journals.
- Provide an idea bank and partner with two supportive peers; allow student to preview topics and strategy with a supportive adult.

Materials:

- one baggy of materials per group; 2 items to compare

Think It Up

- Write a summary of the best similarity, the best difference for topic #1, and the best difference for topic #2.

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

**Connect the Dots**

**PURPOSE – Extending Thinking:** Make connections among four different visuals, terms, assessment questions, events, texts, historic figures, or characters.

### Step-by-Step Instructions

1. Organize students into groups of two or three.
2. Provide students with the **Connect the Dots** handout representing four different visuals, terms, assessment questions, events, texts, historic figures, characters, etc.
3. Students make connections between the two ideas at the end of each arrow: relationships, similarities, differences.
4. Student pairs share their ideas with another pair and add to their original ideas.
5. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.

### Helpful Hints:

- Hand sanitize before and after participating.
- Practice with candy example before using with academic content.
- Project the **Connect the Dots** handout and students re-create on notebook/chart paper.
- Provide an idea bank, pair with a supportive peer, and use manipulatives as the 4 dots for a 3-D “connect the dots” activity.

### Materials:
- **Connect the Dots** handout; notebook or chart paper/markers if handout is projected

### Think It Up

*choose a Think it Up question as an exit ticket or a journal entry as evidence of learning*

- What **conclusions** or **generalizations** can you draw about the ideas on all four dots?
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 through a throw/catch game.

Step-by-Step Instructions

1. Organize students into groups of 4 and students take on the following roles:
   - **Writer** - **Crusher** - **Thrower** - **Catcher**.

2. From a word bank, students brainstorm 3 connected words and 1 discount (disconnected) word:
   - **WRITER** writes 4 words in the first box
   - **CRUSHER** crushes the paper like a snowball - at signal
   - **THOWER** tosses paper snowball to the next group - at signal
   - **CATCHER** catches the incoming paper

3. Students analyze the other group’s 4 words and …
   - determine the discount word and why it is disconnected
   - move the discount word into the next double decker box
   - brainstorm and write 2 connected words and 1 discount word

4. Repeat steps 2-3 until all four **Double Decker Discount** boxes are completed.

5. Teacher sees/hears the connections students make and clarifies/verifies as appropriate.

Helpful Hints: 🚫 safety ☀️ classroom mgmt 📝 differentiation

- Hand sanitize before and after participating.
- Model with list of candy first to learn the strategy and clearly designate throwing paths.
- Provide word bank or graphic organizer that includes definitions and visuals; partner with 3 supportive peers.

Materials:
- **Double Decker Discount** handout *printed or projected*; notebook/chart paper if handout projected

Think It Up

choose a Think it Up question as an exit ticket or a journal entry as evidence of learning

- **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

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extending thinking strategy playlist

Idea Shuffle

**PURPOSE – Extending Thinking**: Generate an idea from a specific question, trade, and rate.

**Step-by-Step Instructions**

1. Teacher presents the class with an open-ended or Think it Up question.
2. Students anonymously respond to the question on a note card.
3. **IDEA SHUFFLE**:
   - **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. Repeat 3 rounds of Idea Shuffle so students read/rate 3 cards.
5. After the third round, ask students to add all three ratings for a total.
6. Students read 3-4 examples that scored 8-9 points so students see/hear good examples.
7. Teacher sees and hears students’ responses and clarifies/verifies as appropriate.

**Helpful Hints**: ☒ safety  ⚪ classroom mgmt  ⊙ differentiation

- Hand sanitize before and after participating.
- Model trading 5 times, reading, and rating. Provide examples of scores 3, 2, 1.
- Allow students to preview question; write response with a supportive peer/adult; allow use of response/thinking stem; allow student to dictate response to a scribe.

**Materials**:
- question; note cards

**Think It Up**

*choose a Think it Up question as an exit ticket or a journal entry as evidence of learning*

- **Apply** what you learned by rewriting your original response.
extending thinking strategy playlist

**Justified List**

**PURPOSE – Extending Thinking:** Select examples of a concept from both positive and negative exemplars, then justify your thinking.

**Step-by-Step Instructions**

1. Provide students with a question stem and written or visual examples/nonexamples i.e.,:
   - Science: Which of the following can you justify is a mixture?
   - Math: Which of the following can you justify as example of positive slope?
   - Social Studies: Which of the following can you justify as causes of 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 write the *rule* that reflects the common attributes of positive examples.


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

**Helpful Hints:**

- Practice with snack example before using with content.
- Allow a variety of responses, as long as they are justified.
- Provide 1 positive and 1 negative example to launch thinking and allow student to work with a supportive adult/peer.

**Materials:**

- *Justified List* handout (copied or projected); notebook paper (if handout is projected for students’ responses)

**Think It Up**

*choose a Think It Up question as an exit ticket or a journal entry as evidence of learning*

- Compare/Contrast your response to peer’s and revise your list as you see fit.
- Create/develop two more positive examples.

templates available at lead4ward.com/playlists
(adapted from Keeley’s Science Formative Assessment)
**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 paper into strips: white paper 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 white link
   - **fact/detail on strip 1 – fact/detail on strip 2:** inference on the white link
   - **text title #1 on strip 1 – text title #2 on the other:** connections on the link
   - **character on strip 1 – character on strip 2:** similarities on the white link
   - **event on strip 1 – event on strip 2:** sequence, order, or connection on the white 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.

**Helpful Hints:**

- Hand sanitize before and after participating.
- Model cutting paper and provide examples of connection links.
- Provide pre-cut strips, provide the 2 topics/ideas for colored strips with student focusing on the connection; allow student to work with a supportive adult/peer.

**Materials:**

- white paper, color 1 paper, color 2 paper, scissors, tape

**Think It Up**

*Evaluate* all the connection links you and your partner created and write a paragraph explaining your strongest connection link.
extending thinking strategy playlist

Matching Double Trouble

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

Step-by-Step Instructions

1. Organize students into thinking partners.
2. Provide each group a set of cards over 5 – 10 vocabulary words that include the following: word cards, description cards, and visual cards.
3. Students distribute the cards and then collaborate to match the word cards - to the description cards - to the visual cards, justifying their matches.
4. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.

Helpful Hints: 🚫 safety ☝️ classroom mgmt ☒ differentiation

- Hand sanitize before and after participating.
- Model how each word has a double match – a description and a visual.
- Times Saver: Assign groups different set of 3 – 5 words and using note cards, they create the word cards, description cards, and visual cards. Groups trade and play.
- Test Question Adaptation: Students cut test question stems apart from their multiple-choice answers and then write the concept each question addresses on a note card. Groups trade and play.
- Allow student to match word - visual first and then add the description; partner with a supportive peer; allow supportive peer to read text aloud; allow use of descriptions and visuals.

Materials:
- **Double Trouble Matching** card set (or provide handout of the cards that student cut apart)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Draw a conclusion about which word is most important and explain why.
- How can you classify or categorized the words?
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 cut their 9 squares apart, trade with another student, and sort their partner’s cards into the 5 facts, 2 inferences, and 2 conclusions.
4. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.

Helpful Hints:

- Hand sanitize before and after participating.
- Model clearly the difference between facts, inferences, and conclusions.
- Provide nine ideas and student determines which are facts, inferences, and conclusions; provide thinking stems; partner with a supportive adult/peer; provide accessible text (e.g., audio recording assistive technology).

Materials:

- reading passage or visual, Nine Squares handout; notebook paper if handout projected

Think It Up

choose a Think it Up question as an exit ticket or a journal entry as evidence of learning

- Summarize 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. Provide each student with the Odd One Out handout reflecting 4 words or visuals.
2. Student pairs collaborate to summarize the importance of each word/visual and teacher clarifies/verifies.
3. Students individually compare the words/visuals, select one that is Odd One Out:
   - has an attribute the other 3 do not have
   - is missing an attribute the other 3 do have
   - is a completely different category that the other 3
4. Musical Mix-Freeze-Group to get a new thinking partner and share/compare.
5. Ask students to select a different word/visual as Odd One Out.
6. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.

Helpful Hints:

- Allow for more than 1 response as “Odd One Out” if justification is logical.
- Provide description of each word/visual, allow student to work with a supportive peer; allow student to preview strategy or review word/visuals prior to lesson with a supportive adult.

Materials:

- Odd One Out handout copied or projected; notebook paper if handout is projected

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Cut 4 words/visuals apart and sequence them in order of importance or chronology.
- Select one square and predict how this information might be assessed.
extending thinking strategy playlist

**Rock and Roll Vocabulary**

**PURPOSE – Extending Thinking:** Students 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 task.
5. Each student secretly selects a word, performs the task, 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.

### Helpful Hints:

- **Safety:** Hand sanitize before and after participating.
- **Classroom Mgmt:** Allow students to roll dice 10 times to “get it out of their systems” before activity.
- **Differentiation:** Roll dice on paper plates or textbook to reduce noise.
- Provide descriptions and visuals for each word, pair with a supportive peer; preview words with a supportive adult, if appropriate.

### Materials:

- dice, Rock and Roll Vocabulary handout printed or projected

### Think It Up

- **Classify/categorize** the words and add other related terms to the list.
- **Connect** 2-3 terms and explain their relationship.

templates available at lead4ward.com/playlists

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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. Prepare the Talk a Mile a Minute game board. *(template provided)*
2. Organize students into partner pairs; assign roles of clue giver and guesser.
3. Clue giver provides clues, hints, and descriptions for each word in column #1
4. Guesser guesses the words from the clues and then guesses the entire CATEGORY.
5. Students raise hands and shout, “Woohoo!” after successfully guessing each category.
6. Repeat steps 2-3 with each word column until all 3 columns are completed.
7. Teacher sees/hears which words are troublesome and clarifies/verifies as appropriate.

Helpful Hints:

- Model first with simple ideas (candy, soft drinks, games) before playing with content.
- Provide a word bank including descriptions and visuals, partner with a supportive peer; preview vocabulary with a supportive adult, if appropriate.

Materials:

- game board prepared with words and category titles

Think It Up

*choose a Think It Up question as an exit ticket or a journal entry as evidence of learning*

- Select a difficult word and make a connection to another word you know better.
- Categorize the words into different categories.
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 handout reflecting 3 words, 3 visuals, and 3 test items.
3. Students cut out the nine cards and distribute them among the group members.
4. Project the Tic-Tac-Tally game board and students draw on a sheet of paper or with erasable marker on their desks.
5. Students individually take turns playing a card on the board, writing their connections on the game board.
6. When 3 connections are made (horizontally, vertically, or diagonally), students shout “TIC-TAC-TALLY” and then try to make 3 additional connections.
7. Teacher clarifies/verifies students’ connections.

Helpful Hints:

- Hand sanitize before and after participating.
- No-Card Version: write 5-10 key terms on the board and students use those words in the game, find assessment questions in their to cut out from past materials, and sketch visuals to make connections.
- Provide pre-cut cards; partner with 2 supportive peers; and allow use of notes/vocabulary journals; allow student to preview strategy with a supportive adult.

Materials:

- handout - 1 per group; scissors; Tic-Tac-Tally (game board projected); notebook/chart paper

Think It Up

choose a Think it Up question as an exit ticket or a journal entry as evidence of learning

- 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.

templates available at lead4ward.com/playlists
(adapted from Law Related Education)
extending thinking strategy playlist

Vocabulary Dominoes

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

**Step-by-Step Instructions**

1. Organize students into pairs or triads.
2. Provide each group a set of vocabulary dominoes with important terms and visuals.  
   *Example of vocabulary dominoes below:*
3. Each student draws a domino from the pile until all are distributed.
4. Teacher determines the first domino played as the “spinner” to begin the game.
5. 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.
6. Students continue taking turns and making connections until all dominoes are played.
7. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.

**Helpful Hints:**

- Hand sanitize before and after participating.
- Low-Prep: provide students a list of 8-10 words/visuals and ask students to create their own vocabulary dominoes using post-its or note cards.
- Model visually how to make domino connections and justify the word relationships.
- Provide vocabulary dominoes, provide descriptions of words/visuals, pair with supportive peer/adult, allow student to preview vocabulary with supportive adult.

**Materials:**

- set of **Vocabulary Dominoes** – teacher or student created

**Think It Up**

*choose a Think It Up question as an exit ticket or a journal entry as evidence of learning*

- **Evaluate** which dominoes were the most difficult to connect and describe them in detail.
- Sort the words/visual dominoes into **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 below: would you rather ...
   - be a cell in 1.) prophase or 2.) metaphase?
   - learn about the Civil War by 1.) watching a video clip or 2.) discussing a political cartoon?
   - begin reading by 1.) analyzing the text features or 2.) previewing the questions?
   - 1.) mow ¾ of the yard or 2.) 5/8 of the yard?
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.

Helpful Hints:

- Role play with non-academic choices first to learn the strategy.
- Allow time to discuss each option with a supportive peer/adult before making a final decision.

Materials:

- Would you rather... statements

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Justify why someone might select the OTHER choice.
- Analyze the cause/effect relationship of your choice.
learning from mistakes strategy playlist

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 question with a plus, check, or minus as they take a test/quiz.
   - + I got this correct! ✓ I THINK I figured this one out — I may have missed this one

2. After graded test is returned, students analyze strengths and mistakes 3-2-1:
   - Select 3 difficult questions you got correct; justify why you got them correct to a friend.
   - Select 2 questions you thought you got correct, but you missed. Correct your mistake with a friend.
   - Select 1 difficult question you missed that you want the teacher to go over in class.

3. Teacher reviews the common “1” questions using a learning from mistakes strategy such as Make the Case or IQ Slap Down to help students discover/correct mistakes.

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.

Helpful Hints:

- Model the plus, check, minus coding; quickly determine the common “1” questions the teacher should review through post-it note voting or applause-O-meter.

- Ensure all students have thinking partners for their “3” and “2” questions.

- Allow students to code and discuss 3-2-1 with a supportive adult/peer.

Materials:

- Graded assessment
- Optional: 3-2-1 Test Review handout (printed or projected); notebook paper (if projected)

Think It Up

choose a Think it Up question as an exit ticket or a journal entry as evidence of learning

- What learning strategies will you apply to correct a mistake you (or others) made?

templates available at lead4ward.com/playlists
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 students A-B-C-D and give each a different multiple-choice question.
3. For each question, students write on the back of the question why someone may have selected their assigned answer choice, even if it is the incorrect answer.
   - Possible justifications may include: 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 thinking.
4. Students rotate their question cards clockwise and analyze the new question.
5. After all 4 questions have been rotated around the group, students draw conclusions about the correct answer for each item and probable errors for each as well.
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.

Helpful Hints: 🛌 safety ⚙️ classroom mgmt 🤔 differentiation

- Hand sanitize before and after participating.
- Model how each student analyzes only his assigned answer choice; role play how to pass questions clockwise.
- Allow student to preview assigned answer choices for the 4 questions and to process responses with a supportive adult/peer.
- Allow supportive peer to read text aloud; allow student to dictate response to a scribe.

Materials:
- 1 set of 4 different assessment question cards per group; Go with the Flow (projected)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Generally, what careless mistakes were most common and how can you avoid this?

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 and provide each group with 1 blue balloon and 1 green balloon.
2. Project a complex multiple-choice assessment question.
3. **Round 1:**
   - *as music plays, students pass the blue balloon around the circle like “hot potato”*
   - *when music stops, person holding blue balloon shares one way to start - group shares another*
4. **Round 2:**
   - *as music plays, student bop the green balloon around the circle, not letting it hit the ground*
   - *when music stops, person holding green balloon eliminates 1 answer choice - group eliminates another*
5. **Round 3:**
   - *as music plays, students pass blue balloon and bop the green balloon at the same time*
   - *when music stops, person holding blue and green balloons debate the final 2 answer choices*
   - *group decides which answer is correct*

**Helpful Hints:**

- **safety**
  - Hand sanitize before and after participating.
- **classroom mgmt**
  - Model how to pass blue balloon and bop green balloon appropriately.
  - Instruct students they MUST stop playing when the music stops and how the person nearest the balloon must grab it without argument.
- **differentiation**
  - If student gets a balloon, allow him to “phone a friend” in the group for collaboration.

**Materials:**
- Blue and green balloons (*may substitute with colored paper*); music from template provided

**Think It Up**

- Choose a Think It Up question as an exit ticket or a journal entry as evidence of learning
- **Connect** a mistake to the steps of how to avoid the mistake in the future.

Templates available at lead4ward.com/playlists
PURPOSE – Learning from Mistakes: Access content by knowing how to start answering complex assessment questions.

Step-by-Step Instructions

1. Students get their Brain in the Game around a difficult assessment question:
   • Analyze the item’s visual stimuli (chart, table, picture, word problem, genre, etc.)
   • Identify 3-5 important vocabulary terms in the item and describe them to a peer
   • Predict what the question might be about – what the “big idea” is


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

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

Helpful Hints: safety   classroom mgmt   differentiation

- Model/rehearse Brain in the Game tasks with a simple question first and ensure each student has a partner.
- Allow student to process the tasks with a supportive adult/peer and allow student to use thinking stems to frame response for each task.

Materials:
• assessment item; Brain in the Game handout (printed or projected); notebook paper (if projected)

Think It Up

choose a Think it Up question as an exit ticket or a journal entry as evidence of learning

• Compare the stimuli in in 2 questions. How are they the same/different?
• Justify that there are different ways to start answering assessment 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 through a Chatterbox game.

Step-by-Step Instructions

1. Organize students into partners and project a troublesome assessment question.
2. Students 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 - working the Chatterbox.
   - Student 1 chooses a number, and student 2 counts it out - working 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 compliments or coaches.
4. Round 2: repeat step 3 with students switching roles.
5. Teacher sees/hears students’ thinking and clarifies/verifies 3-4 questions from the Chatterbox as appropriate.
6. Students summarize what they learned and note how to avoid mistakes in the future.

Helpful Hints:

- Hand sanitize before and after using the strategy and allow each student to cut/fold his own personal Chatterbox to limit contact.
- Model, then role play using the Chatterbox before using with a test question.
- Allow student to preview question with a supportive adult; partner with a supportive adult/peer.

Materials:
- chatterbox template and scissors, assessment question

Think It Up

- Draw a conclusion about how the Chatterbox questions helped you.

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. Distribute 4 different assessment items, words/concepts, visuals, or processes on 4 different colors of paper (or label them 1-2-3-4) so that each student has one question.

2. Like colors (or numbers) huddle together and coach each other on the following:
   - Topic (what’s it about?)
   - Stimuli (why is the visual/genre important?)
   - How to start and how to finish
   - Correct answer and WHY it is correct
   - Why the other answers are incorrect (if multiple choice)

3. Students mix around the room to find a partner with a different color/number.

4. Each one teaches one about his question: topic, stimuli, how to start/finish, correct answers, incorrect answers.

5. Partners trade cards.

6. Each one teaches one until each student has taught each of the 4 questions.

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

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

Helpful Hints: 🌱 safety 🤝 classroom mgmt 🔍 differentiation

- Hand sanitize before and after participating.
- Role play how to huddle with like groups, how to form groups of 4 with all 4 colors, how to trade cards, and how to form new groups of 4.
- Allow student to preview the 4 questions with a supportive adult/peer; pair each new question with a sample question in which the student is confident; allow student to dictate response to a scribe.

Materials:
- Each One Teach One handout with 4 different questions

Think It Up

choose a Think it Up question as an exit ticket or a journal entry as evidence of learning

- What generalization could you make about all 4 questions?
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 analyze 2 missed items through the Fixer Upper graphic (printed or projected).
   - Foundation: What is the foundational topic of the question?
   - Stimuli/Visuals: Why is the stimuli/visuals (or text type) in the question important?
   - Words: What are the important 3-5 words in the question and what do they mean?
   - Learning/Thinking Mistake: What mistake did you make?
   - Fixer Upper Plan: How will you correct your mistake next time?
3. Using a movement and discourse strategy like 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.

Helpful Hints: safety classroom mgmt differentiation

- Model Fixer Upper process with a whole-class question; ensure every student has a partner; those who made a 100 select the 2 most difficult questions.
- Provide printed Fixer Upper graphic; allow student to select the 2 questions to “fix up” with a supportive adult/peer; partner with a supportive peer/adult to actually “fix up;” allow student to dictate response to a scribe

Materials:
- graded assessment; Fixer Upper handout (printed or projected); notebook paper (if projected)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Apply the mistakes others made to your own work. Explain how you made similar mistakes or how you avoided those 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.

Step-by-Step Instructions

1. Post chart paper around the room with the major topics or visuals from a unit.
2. Organize students evenly among the posters and provide each group a colored marker.
3. Groups collaborate to list as many related words, visuals, events, characters/people.
4. At the teacher’s signal, groups revolve to a new poster and review ideas:
   - ✓ placing a check mark beside ideas they agree with
   - --- striking-through any ideas that are mistakes or faulty connections
   - ? adding a question mark with a bubble asking clarifying questions
   - …. adding new bulleted ideas to the list as appropriate
5. Repeat step 4 until each group has visited each chart.
6. Teacher sees and hears students’ thinking and clarifies/verifies additions, confirms strike-throughs, and answers questions as appropriate.

Helpful Hints: 🛌️ safety 📱 classroom mgmt ☕ differentiation

- Hand sanitize before and after participating.
- Assign students to move to a poster, 1 group at a time; clearly model the revolution pathway; and have a clear signal when students should revolve to the next poster.
- Allow student to preview the questions, words, visuals, etc. with a supportive peer/adult; provide a bank of ideas.

Materials:
- chart paper with different questions, words, visuals, etc., markers (different color for each group)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Make a connection between 3 of the posters. How are they related?
- Evaluate all the posters and justify ONE WORD as the most important for each topic.
learning from mistakes strategy playlist

Go with the Flow


Step-by-Step Instructions

1. Students choose 1 question they missed on a graded assignment.
2. Using the Go with the Flow template, they determine their mistake: guessing, careless, stopped too soon, or mixed things up.
3. Using Rise and Shine strategy, students get a partner, share their mistake, and develop a correction plan.
4. Repeat steps 1 – 3 with another incorrect item and a new partner.
5. Teacher sees and hears the student’s thinking and clarifies/verifies as appropriate.

Helpful Hints:

- Model the use of the Go with the Flow template.
- Students who made a 100 can still participate as a thinking partner for others.
- During Rise and Shine, ensure each student gets a thinking partner.
- Assist student in selecting an appropriate question to analyze; partner with a supportive peer/adult; allow student to dictate response to a scribe.

Materials:

- graded assessment; Go with the Flow handout (printed or projected); notebook paper (if projected)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- 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.”

templates available at lead4ward.com/playlists
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 and each creates a set of A-B-C-D cards.
2. Provide students with a multiple-choice assessment question.
3. **Round 1**: At the teacher’s signal, students slap down the **WORST ANSWER**: justify with partner; pick card up; teacher clarifies.
4. **Round 2**: At the teacher’s signal, students slap down the **DISTRACTOR**: justify with partner; pick card up; teacher clarifies.
5. **Round 3**: At the teacher’s signal, students slap down the **CORRECT ANSWER**: justify with partner; pick card up; teacher clarifies.
6. Teacher sees and hears student’s thinking and clarifies/verifies as appropriate.
7. Students summarize what they learned and note how to avoid those mistakes in the future.

Helpful Hints:

- Safety: Hand sanitize before and after participating.
- Classroom Management: Role play cards being held in student’s hand and appropriate way to slap answer down.
- Differentiation: Explain a distractor may represent a partially correct response or a common error.
- Allow student to preview the question with a supportive adult; partner with a supportive peer/adult; allow use of notes, anchor charts, or vocabulary journals.

Materials:
- assessment question; notebook paper or index cards to create “A-B-C-D” cards

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- What was the main **CAUSE** for student mistakes on this question?
- **Predict** another way this question might be asked.
learning from mistakes strategy playlist

Make the Case

PURPOSE – Learning from Mistakes: Defend or prosecute answer choices as incorrect (guilty) or correct (innocent).

Step-by-Step Instructions

1. Organize students into groups of 4 and assign each a letter A-B-C-D.
2. Present students with a multiple-choice assessment question.
3. Students huddle together with their letter group in different corners of the room to determine if their answer choice is...
   - Correct or “innocent” by explaining why it is the correct response OR
   - Incorrect or “guilty” 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.”
5. Students deliberate and come to consensus about which answer is innocent (correct).
6. The teacher sees and hears the students’ defense or prosecution arguments and clarifies/verifies as appropriate.
7. Students summarize what they learned and note how to avoid mistakes in the future.

Helpful Hints: 🚫 safety 📚 classroom mgmt ✅ differentiation

- Hand sanitize before and after participating.
- Practice with a simple question first; role play getting into groups; model how to “make your case” verbally
- Allow student to partner with a supportive peer/adult to preview the question; provide a written response student can read when “making the case” in home group.

Materials:
- assessment question

Think It Up

choose a Think it Up question as an exit ticket or a journal entry as evidence of learning

- 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 3 statements associated with a concept and make inferences about which two are true and which is inaccurate.

Step-by-Step Instructions

1. Organize students into thinking partners.
2. Students create A-B-C cards and place them on their desks.
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 justify slip up response with a thinking partner.
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.

Helpful Hints: ☳️ safety  ⚡ classroom mgmt  🌐 differentiation

- Hand sanitize before and after participating.
- Practice strategy with a simple example first; role play the hover movement; role play picking up the card that represents the lie or slip up.
- Allow student to preview the 3 statements; partner with a supportive peer; allow peer to re-read 3 statements a second time.

Materials:
- notebook paper, sticky notes, or note cards; 3-4 sets of Pick Up the Slip Up statements

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Infer how to rewrite one of the false statements into a true statement.
- Create/develop your own “Pick Up the Slip Up” statements and play the game with a thinking partner.
learning from mistakes strategy playlist

Presto - Chango!

PURPOSE – Learning from Mistakes: Magically change a multiple-choice question into an open-ended response item to deepen thinking and to correct learning mistakes.

Step-by-Step Instructions

1. Select a troublesome multiple-choice question from a previous assignment or quiz.
2. Students fold paper to hide the multiple-choice answers.
3. Students place a note card beneath the stem and Presto – Chango! the question has transformed into an open-ended response!
4. Student pairs collaborate to write the best response including the step-by-step process used to answer in narrative, short answer form (include text evidence in ELAR).
5. Teacher provides a model response and encourages various ways to solve/answer.
6. Pairs TRADE responses with another pair, then compliment thinking / coach mistakes.
7. Teacher reveals the best multiple-choice response and students compare to their written responses to the MC best answer.
8. Teacher sees/hears students’ thinking and clarifies/verifies as appropriate.

Helpful Hints: 🛌 safety 📚 classroom mgmt 🔍 differentiation

- Hand sanitize before and after participating.
- Before participating, model several positive exemplars of correctly written responses in narrative form so students clearly understand the task.
- Be sure to select a MC question that is appropriate for an open-ended response, i.e. the answer choices are not an integral continuation of the stem.
- Allow student to process question with a supportive adult/peer, allow student to dictate responses to a scribe, and allow student to sketch visuals as well as written responses.

Materials:
- multiple-choice question, note cards or folded notebook paper

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Summarize a mistake or misconception that was corrected during the activity.
learning from mistakes strategy playlist

Rock and Roll Item Review

PURPOSE – Learning from Mistakes: Analyze complex test questions in six different ways 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 = explain importance of visual/genre
   3 = communicate your plan for answering
   4 = select the worst answer choice (justify)
   5 = determine the distractor (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.

Helpful Hints:

- Hand sanitize before and after participating.
- Allow students to roll the dice 5 times each to “get it out of their system.”
- Role play with a simple, fun question first; roll dice on textbooks to minimize noise.
- Allow student to preview the question; pair with a supportive peer/adult to think through responses; give student only 2 answer choices to choose from on #4, #5, #6.

Materials:
- assessment question(s); dice; Rock and Roll Item Review handout projected

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Predict how to avoid a careless mistake over this concept.

templates available at lead4ward.com/playlists
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 6 different groups and give each a different assessment question.
2. Student groups collaborate to analyze and write response to 1 part of each question.
   - **Round 1:** Analyze the stimulus and explain why it is important (toss)
   - **Round 2:** Identify and describe 3-5 key terms (toss)
   - **Round 3:** Predict the big idea (toss)
   - **Round 4:** Justify the best answer (toss)
   - **Round 5:** Justify the worst answer (toss)
   - **Round 6:** Predict a careless mistake and how to avoid it (toss)
3. At the teacher’s signal, groups wad-up their question and “toss” it to the next group.
4. Groups analyze, collaborate, and complete the next task over their new question.
5. At the end of round 6, groups review their original question to determine best response.
6. Teacher provides the correct responses, encourages discussion about other possible answers, and clarifies misconceptions as appropriate.
7. Students summarize what they learned and note how to avoid mistakes in the future.

Helpful Hints:

- Hand sanitize before and after participating.
- Role play appropriate wadding/tossing action; clearly designate tossing paths.
- Allow supportive peer to read question and answer choices aloud; reduce to 2 answer choices for round 4 and 5; allow use of vocabulary journals, notes, and anchor charts.

Materials:

- 6 different assessment questions; Toss a Question template projected

Think It Up

- **Evaluate** which question was the most difficult to analyze and explain why.
- **Infer** which round was easiest for you, which round was most difficult, and explain why.

(Adapted from Kagan Cooperative Learning)
evidence of learning strategy playlist

3-2-1 Summary

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

Helpful Hints: safety, classroom mgmt, differentiation

- Model a 3-2-1 summary over a different topic so students have an exemplar.
- Provide students with an idea bank for each section; allow student to dictate responses to a scribe; provide thinking stems to frame responses.

Materials:
- Optional: 3-2-1 Summary handout projected, notebook paper

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- 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

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back to strategies
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 visuals
   • example or non-example
   • another term or concept
   • assessment item
3. Using the movement and discourse strategy, students share and compare their learning connections and add new ideas if possible.
4. Teacher analyzes students’ connections and adjusts instruction as appropriate.

Helpful Hints:

فائدة

Safety

Classroom management

Differentiation

Model Connect 4 Thinking with a simple concept as an exemplar that students follow.

Allow student to process task with a supportive adult/peer; provide student with an idea/word bank, visual options, and anchor charts.

Materials:

• Connect 4 Thinking handout projected; notebook or chart paper

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

• Justify which connections help 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
   - answer a 1 question “quiz”
   - write a one-minute paper
   - 1-minute paper brain dump
   - describe and sketch a term
   - complete a 3-2-1 Summary
   - write a symbol (plus, check, minus) with an explanation
   - draw an emoji symbolizing your understanding

3. Teacher notes **Exit Ticket** responses, patterns, and trends, and adjusts instruction accordingly.

### Helpful Hints:

- Provide positive exemplars of exit tickets so students have a model to follow.
- Provide students with an idea/word bank; allow the use of response/thinking stems; allow student to dictate response to a scribe.

### Materials:

- **Exit Ticket** prompt or question

### Think It Up

*Choose a *Think It Up* question as an exit ticket or a journal entry as evidence of learning*

- **Draw a conclusion** by explaining why this learning was important.
- **Make an inference** about what might be difficult to understand about this concept.
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 a movement and discourse strategy, students get a partner and share/compare organizers, adding new ideas as appropriate.

5. Teacher evaluates students’ graphic organizer responses and adjusts instruction accordingly.

Helpful Hints:

Safety
Classroom Mgmt
Differentiation

- Provide exemplar graphic organizers as models for students to follow.
- Provide students with an idea/word bank; allow student to think through the demands of the organizer with a supportive adult/peer/scribe
- Allow the use of notes, vocabulary journals, and anchor charts; provide a partially completed organizer; allow student to use sketching to complete organizer.

Materials:
- graphic organizer (printed or projected); notebook paper (if organizer projected)

Think It Up

- Choose a Think It Up question as an exit ticket or a journal entry as evidence of learning
- Summarize what you learned from your graphic organizer in 3 sentences.
evidence of learning strategy playlist

High-Five Summary

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

Step-by-Step Instructions

1. Students draw their hand on a sheet of paper.
2. Students record the following ideas in their “high-five” hand:
   - Thumb: big idea of the lesson/unit
   - Pointer: 3 important words
   - Middle: visuals or text titles
   - Ring: something important
   - Pinkie: something confusing
   - Palm: one-sentence summary
3. Using a movement and discourse strategy such as Musical Mix-Freeze-Group, students get a partner and share their summary, revising original responses as appropriate.
4. Teacher sees/hears students summarizations and adjusts instruction as appropriate.

Helpful Hints:

Safety: Provide an exemplar of a completed high five summary over a different topic.

Classroom Management: Allow use of an idea/word bank; allow student to think through the task with a supportive adult/peer; allow student to dictate response to a scribe.

Differentiation: Materials:
- High-Five Summary template projected; notebook paper

Think It Up

Choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

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

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

Independence Day

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. Before the unit assessment, students PREDICT their grade.
2. After the test, students record their ACTUAL test grade.
3. Students use the Independence Day matrix to place checkmarks in the boxes reflecting their level of dependence/independence.
   - Tools to Know: can you get started on your own?
   - Content: how well do you understand the unit concepts?
   - Ways to Show: can you demonstrate you know this in multiple ways?
   - Students then develop a plan for becoming more INDEPENDENT learners.
4. Students then develop a plan for becoming more INDEPENDENT learners.
5. The teacher supports students’ independence plans.

Helpful Hints:

Teachers may choose to use the Independence Day matrix with students throughout the unit of instruction to monitor progress.

- Allow student to process where he is on the matrix and his plan for improvement with a supportive adult/peer.
- Encourage student to focus improvement efforts on tools to know before working on content or ways to show.

Materials:
- Independence Day matrix printed for each student; 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.

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

Mind Bender

PURPOSE – Evidence of Learning: Collect evidence that misconceptions and false assumptions have been corrected.

Step-by-Step Instructions

1. Provide students with the Mind Bender handout (or project and students record ideas on notebook paper.)
2. Students note how their previous misconceptions have done a “mind bender,” adapting and changing into new, confirmed information.
3. Use Mind Bender Stems: I used to think ... but now I know ... I used to be clueless about ... but now I know ...
4. Students get a partner to share/compare ideas, adding new ideas as appropriate.
5. Teacher evaluates students’ Mind Bender responses, adjusts instruction accordingly, and clarifies/verifies the dispelled misconceptions.

Helpful Hints:

🌟 Model Mind Bender response to provide students with an exemplar and ensure each student has a partner to share/compare.
💡 Provide Mind Bender handout; allow student to process through task with a supportive adult/peer
✍️ Allow student to use an idea bank, anchor charts, and vocabulary journals; allow student to dictate response to scribe/use sketching to respond.

Materials:
- Mind Bender handout (printed or projected)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Create a visual to teach the new idea you know best then teach a peer the concept.

templates available at lead4ward.com/playlists

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instructional strategies playlist
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 asks students to summarize the ideas, concepts, skills, and processes they learned by writing for approximately 1-3 minutes.
2. Students may write a paragraph, a bulleted list, or create a graphic organizer.
3. Students share their one-minute papers through Think and Throw (refer to movement/discourse playlist).
4. Students turn in their One Minute Paper as an exit ticket.
5. Students huddle into small groups, share papers, and read out 2-3 of the best.
6. Teacher evaluates students’ responses and adjusts instruction as appropriate.

Helpful Hints: ♦️ safety  🔍️ classroom mgmt  ⬇️ differentiation

♦️ Hand sanitize before and after participating.

🔍 Provide students a sample of a well-written one-minute paper as an exemplar.

🧠 Model how to crush their papers, throw 3 “snowballs,” and huddle with 2-3.

📝 Provide students a word bank to include in their paper; allow student to process ideas with a supportive adult/peer; allow student to dictate response to a scribe.

Materials:
• Notebook paper

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

• Draw a conclusion about why this information is important.
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 of how well the class understood the concept: thumbs up; thumbs sideways, or thumbs down.
8. Teacher evaluates students’ consensus responses and adjusts instruction accordingly.

Helpful Hints:

✈ Hand sanitize before and after participating.
_deriv Classroom mgmt
�� Differentiation

Provide a model of a SNAP-tastic response as an exemplar; ensure each student has a response to analyze/share.
�� Allow student to use an idea/word/visual bank; allow student to dictate sentence response to a scribe.

Materials:
- SNAP-tastic handout (printed or projected); notebook paper

Think It Up

Choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

• Justify why understanding the content through visuals is so important.
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. Students crush their tweet and toss it across the room.
5. Students pick up a random tweet and add one more idea in the re-tweet box.
6. Teacher sees and hears students’ thinking and adjusts instruction as appropriate.

**Helpful Hints:**

- Hand sanitize before and after participating.
- Role play the appropriate way to crush and throw the tabletop tweet.
- Allow student to process the task with a supportive peer/adult; provide student an idea/word bank; allow student to dictate ideas to a scribe.

**Materials:**
- **Tabletop Tweet** handout (printed or projected); notebook paper

**Think It Up**

- Choose a Think It Up question as an exit ticket or a journal entry as evidence of learning
- **Compare/contrast** the tabletop tweet to a real tweet. What changes would you make if this was a REAL tweet?

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 templates available at lead4ward.com/playlists
**Team-Two-One**

**PURPOSE – Evidence of Learning:** Students prove they understand a concept by answering a question as a team, a question with a partner, and a question independently.

**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 justification for best response.
4. Present a question for Two students (pairs) to solve collaboratively.
5. Teacher clarifies/verifies justification for best response.
6. Present individual students (One) with a final question to answer independently.
7. Teacher collects and evaluate Team-Two-One question responses and adjusts instruction as appropriate.

**Helpful Hints:**

- Hand sanitize before and after participating.
- Clearly organize students into teams of 4 and into pairs.
- Partner with a supportive set of peers; allow peer to read questions aloud; allow student to work with a supportive adult on the individual question.

**Materials:**
- 1 team question, 1 pair question, and 1 individual question

**Think It Up**

*choose a Think It Up question as an exit ticket or a journal entry as evidence of learning*

- Change one part of the final question’ stem 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 the lesson’s topic or big idea in the center of their paper.
2. Throughout the lesson, students add “thought bubbles” when new learning occurs.
3. Thought bubbles may be connections to:
   • key words
   • various visuals
   • previous lessons
   • a fact or detail
   • a skill
   • steps in a process
4. Students trade thought bubbles and add 1-2 NEW bubbles to their friend’s paper.
5. Teacher analyzes students’ thought bubbles and clarifies/verifies as appropriate.

Helpful Hints: 🚫 safety 🛠️ classroom mgmt 🌱 differentiation

- Hand sanitize before and after participating.
- Model a few thought bubbles with whole class and allow students to complete the remaining thought bubbles on their own.
- Provide students starter stems for each thought bubble; allow student to dictate response to a scribe; partner with a supportive peer/adult; allow student to sketch ideas in thought bubbles.

Materials:
• Notebook paper

Think It Up

choose a Think it Up question as an exit ticket or a journal entry as evidence of learning

• Trade thought bubbles with a friend and evaluate which idea is most unique and profound.
• 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 and then complete 4 **Total Recall** tasks associated with the lesson/unit content:
2. **Section 1:** list and describe 3 important words
3. **Section 2:** sketch 1-2 important visuals
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 adjusts instruction as appropriate.

**Helpful Hints:**

- Provide students with a model of an exemplar **Total Recall**.
- Provide an idea/word/visual bank for each quadrant task; allow student to process task with a supportive peer/adult; allow student to dictate ideas to a scribe.

**Materials:**
- notebook

**Think It Up**

*choose a Think It Up question as an exit ticket or a journal entry as evidence of learning*

- **Summarize** your Total Recall ideas in 2-3 sentences.
- **Compare** the difficulty of these concepts with one previously learned.
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.
5. Students then participate in three rounds of **Musical Mix-Freeze-Group**:
   - Round 1 – Partner #1: share brainstormed ideas and add new ideas
   - Round 2 – Partner #2: summarize their Rock Star ideas
   - Round 3 – Partner #3: explain/coach each other around loopback ideas
6. Teacher collects and evaluates the paper plates and adjusts instruction, review and intervention as appropriate.

- Model how to select rock star and loopback ideas; ensure each student has a partner.
- Provide partially completed plate; allow student to process additional ideas with a supportive adult/peer; allow student to dictate responses to a scribe.

Materials:
- paper plates

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Draw a conclusion** how your #1 Rock Star idea and what is your #1 Loopback idea will be tested?
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 self-reflect on each “I CAN” statement on a Student Learning Report:
   • write a symbol in Check Up columns: + (I know it) ✓ (I know parts of it) - (I don’t know it yet)
   • write “I WISH” in the NOTE’S column on 1, 2, or 3 concepts they wish to improve.
   • for each “I WISH,” students write a specific question about the concept 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
   • students organize post-it note wishes into categories
   • use group’s strengths to grant (answer) wishes or recruit experts from other groups
   • give unanswered wishes to teacher

3. Teacher uses ungranted wishes to form intervention groups.
   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.

Helpful Hints: 🛡 safety ⛔ classroom mgmt 🧮 differentiation

◆ Strategy may be implemented before/during/after instruction as a progress measure.
◆ You may choose to use the strategy with subcluster sections rather than entire report.
◆ Model how to categorize post-it wishes and how peers can “grant” wishes.
◆ Partner with supportive peer to read I CAN statements aloud; process understanding and wishful thinking post-it question with a supportive peer/adult.

Materials:
• Student Learning Report (printed); post-it notes (3 per student)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

• 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.