The lead4ward Strategies Playlists are designed to provide teachers with engaging, rigorous instructional strategies that can be implemented during classroom instruction to promote access, thinking, and transfer. However, many of these techniques can also be implemented in a virtual learning environment. This Strategies Playlists – Virtual Learning Adaptations resource is intended to support educators in delivering VIRTUAL instruction that promotes maximum student engagement.

This resource is not meant to replace the Instructional Strategies Playlist you can find on the lead4ward website. This resource is simply an enhancement and clarification document of how the original face-to-face classroom strategies can also be implemented in a virtual learning environment. To see each strategies' full purpose, instructional steps, helpful hints, materials, and think it up questions, visit www.lead4ward.com/playlists.

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**Choose and Chat:**
- Students choose a response to a question.
- Teachers move students into a virtual breakout room to chat with a partner about their response.
- Teacher elicits student responses and clarifies/verifies in whole group virtual learning.

**Four Corners:**
- Present students 4 choices - i.e., 4 different soft drinks.
- Students hold up 1, 2, 3, or 4 fingers in front of their camera to communicate their choice.
- Option 1. Teacher places all students into 4 virtual breakout rooms, according to their selections and students discuss a designated question or task.
- Option 2. Use Google Jamboard (or another virtual whiteboard platform) where students communicate their thoughts only in their selected corner of the platform.
- Teacher elicits student responses and clarifies/verifies in whole group virtual learning.

**Dance It Chance It:**
- Play music and ask students to stand up and dance in front of their computer/device.
- Randomly assign student pairs to virtual breakout rooms to take 2 chances (answer 2 specific questions about the assigned content.)
- Teacher elicits student responses and clarifies/verifies in whole group virtual learning.

**Rise and Shine:**
- Present students 4 choices - i.e., 4 different candy choices.
- Students rise (stand up).
- Students hold up 1, 2, 3, or 4 fingers in front of their camera to communicate their choice.
- Teacher assigns 2-3 students with the same choice to a virtual breakout room to shine together as they discuss the assigned question or task.
- Teacher elicits student responses and clarifies/verifies in whole group virtual learning.

**Fact or Fib Showdown:**
- Students create a FACT card and a FIB cards using post-its, note cards, or paper.
- Teacher presents a statement (fact or fib) relating to the content.
- Allow students 5-7 seconds to infer if the statement is a FACT or FIB.
- Teacher says, “1-2-3 Showdown!” and students hold their response in front of their camera for 5 seconds.
- Teacher elicits student responses and clarifies/verifies in whole group virtual learning.
- Repeat 4-5 rounds.

**Mystery Sequence/Re-sequence:**
- Present students with steps in a process, a sequence of events, or important concepts in RANDOM ORDER.
- Students take a picture or screenshot of the mixed-up steps.
- Move students into virtual breakout rooms in groups of 3-4.
- Students collaborate to sequence the steps, events, or concepts.
- Student groups justify their sequences in whole group virtual learning.
- Teacher elicits student responses and clarifies/verifies in whole group virtual learning.
Strategies Playlists - Virtual Learning Adaptations

Play It – Say It:
- Teacher presents students with 5-7 vocabulary words, concepts, names, events, steps in a process, etc.
- Students use post-its or cut up paper to create response cards – 1 word/idea on each card.
- Teacher presents a statement and students match the statement to one of their cards.
- Teacher says, “1-2-3, Play It!” and students hold their card in front of their camera.
- Teacher says, “1-2-3, Say It!” and students shout out their answer, all at the same time. (Teacher may choose to unmute all mics for this step.)
- Teacher elicits student responses and clarifies/verifies in whole group virtual learning.

Stop, Plop, and Roll:
- Provide students a reading assignment.
- Provide students a link to a virtual dice APP.
- Virtually project the Stop, Plop and Roll game board and ask students to take a screenshot or photo.
- Place student pairs into virtual breakout rooms.
- Student A reads a short section of the text. Student B rolls the virtual dice. Pairs collaborate to answer the question that aligns to the Stop, Plop, and Roll game board.
- Student B reads a short section of the text. Student A rolls the virtual dice. Pairs collaborate to answer the question that aligns to the Stop, Plop, and Roll game board.
- Repeat steps 1-2 until the reading assignment is completed.
- Teacher elicits responses to the reading and clarifies/verifies in whole group virtual learning.

Undercover Agent:
- Teacher uses multiple technology-created boxes to cover up a question, visual, or problem.
- Teacher slowly removes one box at a time to reveal only a PORTION of the item at a time.
- Students respond after each box is removed either physically by showing a thumbs up/thumbs down or by clicking the thumbs up response icon in their virtual platform to indicate when they’ve “GOT IT” and can identify the big idea of the question, visual, or problem.
- After the entire item is revealed, teacher move student pairs into virtual breakout rooms to SPOT-LIGHT which clue was revealed they helped them figure out the big idea.
- Teacher elicits student responses and clarifies/verifies in whole group virtual learning.

Card Sort:
- Option 1: Using post-its or cut up paper, students create a set of cards from a teacher-assigned list of words and sort them into categories such as + (know it) ✓ (kind of know it) – (don't know it)
- Option 2: Assign students into groups of 4 and provide them each a different Using Google Jamboard link (or another virtual whiteboard platform). Students collaborate to create their virtual notecards and place them into the appropriate + ✓ – categories.
- Teacher views groups' classifications and in whole group virtual learning, verifies words in the + category, clarifies words in the ✓ category, directly teaches the words in the – category.

Contrast Model:
- Assign students 2 visuals, assessment items, topics, concepts, or words to compare/contrast.
- Place students into virtual groups of 3 and provide each group a different Google Jamboard link (or another virtual whiteboard platform).
- Students collaborate to create the compare/contrast model using 3 different colored virtual notes:
  - similarities one color virtual note in the center
  - differences in a 2nd color virtual note for topic 1
  - differences in a 3rd color virtual note for topic 2
- Teacher views groups' models and clarifies/verifies in whole group virtual learning.

Connect the Dots:
- Ask students to draw the game board on notebook paper by drawing the 4 dots and the 4 arrows, numbering the dots 1, 2, 3, 4.
- Virtually project the Connect the Dots game board.
- Place student pairs into virtual breakout rooms where they collaborate to record the relationships at the end of each arrow: connections, similarities, differences.
- Teacher elicits student responses and clarifies/verifies in whole group virtual learning.
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**Justified List:**
- Virtually project the Justified List handout reflecting a question stem with written/visual examples and nonexamples.
- Students write numbers on a sheet of notebook paper to align to the number of justified list items projected.
- Students place a checkmark beside each number that is a positive response to the question stem and an x beside each number that represents a non-example.
- Place student pairs into virtual breakout rooms where they share and compare their responses.
- Teacher elicits student responses and clarifies/verifies in whole group virtual learning.

**Odd One Out:**
- Virtually project the Odd One Out handout reflecting 4 words, visuals, or assessment items.
- Students individually analyze the 4 items and complete the following sentence stem on notebook paper: Visual # ____ is odd one out because ____.
- Place student pairs into virtual breakout rooms where they share and compare their responses.
- Teacher elicits student responses and clarifies/verifies in whole group virtual learning.

**Rock and Roll Vocabulary:**
- Provide students a list of 4 – 6 vocabulary terms they have been studying.
- Provide students a link to a virtual dice APP.
- Virtually project the Rock and Roll Vocabulary game board and ask students to take a screenshot or photo.
- Place student pairs into virtual breakout rooms.
- Student A rolls the virtual dice, secretly selects a word from the list, complete the game board activity, and Student B GUESSES which word Student A is ...
  - 1. describing; 2. providing the synonym for; 3. providing the antonym for; 4. sketching; 5. connecting to real life; 6. acting out
- Student continue playing, trading roles each time.
- Teacher elicits responses and clarifies/verifies in whole group virtual learning.

**3-2-1 Test Review:**
- Provide students with a graded assessment.
- Virtually project the 3-2-1 Test Review handout.
- Ask students to record their responses on notebook paper:
  - the question # for 3 questions they got correct
  - the question # for 2 questions they missed, but thought they got correct
  - the question # of 1 question they missed and want the teacher to go over in class
- Place student pairs into virtual breakout rooms to share, compare, and coach each other on their selected missed questions.
- Teacher reviews the questions most students listed at their “1” and clarifies/verifies in whole group learning.

**Brain in the Game:**
- Virtually project a complex assessment item for students to analyze.
- Place student pairs into virtual breakout rooms to get their “Brain in the Game;”
  - Analyze the items' visual stimuli (chart, table, picture, etc.)
  - Identify and describe 3-5 important vocabulary terms in the item
  - Predict what the question's big idea might be
- Teacher elicits responses to the reading and clarifies/verifies in whole group virtual learning.

**Each One Teach One:**
- Virtually project 4 different items, words, concepts, or visuals.
- Organize students into virtual learning breakout rooms with 4 students in each room.
- Each student takes ONE of the concepts and teaches the others so that all 4 concepts are discussed.
- Teacher elicits responses to the reading and clarifies/verifies in whole group virtual learning.
IQ Slap Down:
- Virtually project a complex assessment item.
- Ask students to create 4 cards: A – B – C – D to represent the answer choices.
- Students analyze the assessment item in 3 ways:
  - **Round 1:** At the teacher’s signal, students hold up the **WORST ANSWER** card; teacher clarifies/verifies.
  - **Round 2:** At the teacher’s signal, students hold up the **DISTRACTOR** card; teacher clarifies/verifies.
  - **Round 3:** At the teacher’s signal, students hold up the **CORRECT ANSWER** card; teacher clarifies/verifies.
- Teacher elicits responses of how to avoid the learning mistakes demonstrated through the strategy and clarifies/verifies as appropriate in whole group virtual learning.

Pick Up the Slip Up:
- Students create 3 cards (A – B – C) and place them on the table in front of them.
- Teacher presents students with 3 statements: 2 are true and 1 is a “slip up” or common mistake.
- After reading the 3 statements, the teacher instructs students to:
  - **THINK!** (students silently re-read the 3 statements)
  - **HOVER!** (students hover their hand over their ABD cards)
  - 1-2-3 Pick Up the Slip Up! (students grab the card that represent the SLIP UP and hold it in front of their camera.
- Teacher elicits responses and clarifies/verifies as appropriate in whole group virtual learning.

Rock and Roll Item Review:
- Provide students a complex assessment item.
- Provide students a link to a virtual dice APP.
- Virtually project the Rock and Roll Item Review game board and ask students to take a screenshot or photo.
- Place student pairs into virtual breakout rooms.
- Student A rolls the virtual dice and completes the game board activity. Student B confirms or coaches.
- Student continue playing, trading roles each time until all 6 numbers have been rolled and answered.
- Teacher elicits responses and clarifies/verifies in whole group virtual learning.

3-2-1 Summary:
- Virtually project the 3-2-1 Summary handout.
- Ask students to record their responses on notebook paper:
  - 3 things they learned
  - 2 examples, applications, or inferences
  - 1 question they still have
- Place student pairs into virtual breakout rooms to share, compare, and revise responses.
- Teacher elicits responses and clarifies/verifies in whole group virtual learning.

Connect 4 Thinking:
- Present students with a concept and virtually project the Connect 4 Thinking template.
- Recording their responses on notebook paper, students connect the concept in 4 different ways:
  - synonym/antonym
  - analogy or real-life connection
  - another related term/word
  - quick sketch or visual
  - assessment item
- Place student pairs into virtual breakout rooms to share, compare, and revise responses.
- Teacher elicits responses and clarifies/verifies in whole group virtual learning.

Mind Bender:
- Virtually project the Mind Bender template.
- Ask students to complete 2 Mind Bender responses: “I used to think .... but now I know...”
- Teacher elicits responses and clarifies/verifies in whole group virtual learning.
Snap-tastic:
• Virtually project the Snap-tastic template.
• Ask students to draw a quick sketch representing what was just taught/learned.
• Students add a caption summarizing their sketch.
• Students write a one-sentence summary explaining the sketch.
• Students add an emoji that represents how well they understand the information.
• Place student pairs into virtual breakout rooms to share, compare, and revise responses.
• Teacher elicits responses and clarifies/verifies in whole group virtual learning.

Tabletop Tweet:
• Virtually project the Tabletop Tweet template.
• Place students into virtual breakout rooms – 3 students in each room.
• Students collaborate to create a Tabletop Tweet – each student writing ideas on notebook paper:
  • Box 1: Describe what you learned in the lesson/unit in 140 character or less
  • Box 2: Sketch what you learned
  • Box 3: Create a hashtag summarizing the big idea of the lesson/unit.
  • Box 4: Students INDEPENDENTLY add one more idea.
• Teacher elicits responses and clarifies/verifies in whole group virtual learning.

Total Recall:
• Students fold a sheet of notebook paper into 4 quadrants to complete 4 Total Recall tasks:
  • Box 1: list and describe 3 important details you learned
  • Box 2: sketch 1-2 important ideas
  • Box 3: connect this new content you learned to something you've learned in the past
  • Box 4: draw an emoji representing how you felt while learning this content (happy face, sad face, frustrated face, confused face, etc.)
• Place student pairs into virtual breakout rooms to share, compare, and revise responses.
• Teacher elicits responses and clarifies/verifies in whole group virtual learning.

Virtual Breakout Room Notes:
• When teachers move students to virtual breakout rooms for small group discussion/collaboration, students may need to be prompted to take a cell phone picture or screenshot of the assigned question or task before they are assigned to those virtual breakout rooms. This will prompt students to stay on task during their brief breakout room activity.
• Teachers may pop into each breakout room to prompt and praise students' efforts.
• Limit the time in virtual breakout rooms to approximately 5-7 minutes or less.