

*Portage la Prairie
School Division*



Dedicated to The Pursuit of Excellence

**Differentiated
Instruction Strategies
for
Teaching & Learning**

THE ORDER AND LOCATION OF THE STRATEGIES LISTED IN THE BROCHURE.

Active Listening Strategies	K	1	2	3	4
<ul style="list-style-type: none"> • Check 5 • SLANT • SWIM 	<ul style="list-style-type: none"> • Listen-Think-Pair-Share • Sort and Predict 	<ul style="list-style-type: none"> • KWL • Gallery Walk • Word/Picture Splash • Story Mapping (Simple Frame) 	<ul style="list-style-type: none"> • Semantic (Mind) Mapping • Learning Logs (Journal Writing) • Process Notes 	<ul style="list-style-type: none"> • Venn Diagrams • COPS • 5-Step Editing Checklist 	<ul style="list-style-type: none"> • Anticipation Guide • Active Viewing • LAPS • Admit & Exit Slips • Concept Organizers

5	6	7	8	SENIOR 1-4	
<ul style="list-style-type: none"> • 3-Point Approach • Frames & Maps (e.g. More complex than grade 1) • SQ3R • Look It Over 	<ul style="list-style-type: none"> • Paragraph Frame • LINK • PACER • Compare & Contrast Frame • RAP 	<ul style="list-style-type: none"> • Word Cycle • Concept Frame • Co-op Co-op • Jigsaw 	<ul style="list-style-type: none"> • Explanation Planner • IDEAL • Note Frames 	<ul style="list-style-type: none"> • Knowledge Chart • Graphic Organizer • Sequential Steps • Charting the Patterns • Debates • Carousel/Inside-Outside Circles • Strategies for Independent Learning <ol style="list-style-type: none"> 1. Editing 2. Note Making 3. DRTA 4. Picture Cue Frame 5. Lesson Frame 6. Reciprocal Reading 	<ol style="list-style-type: none"> 7. Focus Free Write 8. Fact-Issue Based Article Analysis 9. Note Making Methods 10. Organizing Handouts 11. Research Skills <ul style="list-style-type: none"> • Test Strategies <ol style="list-style-type: none"> 1. Pacer (see Grade 6) 2. Mnemonics <ol style="list-style-type: none"> a. Acronyms b. Acrostics c. Rhymes d. Visualization 3. Memory Tips

The *Success For All Committee*, established during the 1996-97 school year, outlined a three-year plan for the implementation of the strategies from the *Success For All Learners* document. The committee's primary goal was to promote the use of differentiated instructional strategies in the division's classrooms. The consistent use of these strategies in all schools and from grade to grade was seen as the best way to enhance the learning of all students within the division. In order to achieve the primary goal, a secondary goal of the committee was to develop a division-wide continuum of best instructional strategies. This continuum would be used as a guideline so that teachers from school to school and from grade to grade would know what to expect from the students entering their classrooms.

This brochure is the final result of the process to develop the continuum.

Success For All Committee:

La Verendrye School – Terry Arnal
 Yellowquill School – Phyllis Meseyton
 Victoria School – Mike Mauws
 Arthur Meighen High School – Cathy Hoover
 Crescentview School – Bev Zaroski
 Hutterian Schools – Terry Rudge
 Oakville School – Rob Thornton
 Fort la Reine School – Charlie Clifford
 North Memorial School – Dennis Hallick
 Portage Collegiate Institute – Bob Kriski
 Ecole Prince Charles School – John Rennie
 Professional Development Committee – Debbi Miles,
 Kathi McConnell-Hore
 Coordinator-Student Services – Paul Gillespie
 Superintendent – Larry Taylor
 Assistant-Superintendent – Dennis Shindle

Sub-Committee Brochure Development: Bev Zaroski,
 Kathi McConnell-Hore, Bob Kriski, John Rennie

NOTE: The strategies described in this brochure should serve as a guideline for the teachers at each grade level but are not meant to limit each teacher. The strategies may be adapted to each teacher's need and grade level. Also, there are many other excellent strategies described in various curricula guides that may be used or adapted by teachers.

Preparing for Tests

Students can use various strategies to prepare for tests:

- Students need to ensure that they
 - clearly understand the concepts learned in class
 - recognize patterns within the material (e.g., cause and effect, comparison and contrast)
 - connect new material to their prior knowledge
- Students may find it useful to
 - predict test questions
 - exchange their predicted questions with other students
 - practise answering them

Writing Tests

PACER is an acronym for a test writing strategy that involves the following steps:

- **Preview** the whole test, taking note of important instructions.
- **Arrange** your time: Note how many marks are given for each question. Estimate the length of time you can allow yourself for each section of the test.
- **Clue** words: Look for and highlight key words (e.g., List, Discuss, Show all your work, Give examples, Answer any THREE of the following, Draw a diagram).
- **Easy** questions first: Find the easy questions and answer them first. If there are multiple-choice questions, reduce the choices.
- **Review** the test before handing it in. Answer all the questions.

Memorization Strategies

Students often associate studying for tests with **memorization**. Memorization, however, has a limited role in helping students prepare for performance tests that involve higher-order thinking skills.

Mnemonics are a useful tool in the instances where memorization is required. Below are some examples:

- **Acronyms** are formed by taking the first letter of the words to be remembered in sequence (E.G., ROY G. BIV for the colours of the spectrum).
- **Acrostics** are variations of acronyms. They are silly sentences formed with words beginning with the same letters as the sequence to be memorized (e.g., *My Very Eager Mother Jumped Straight Up Near Pluto* for the name of the planets). A silly sentence may contain the actual words to be memorized (e.g., *Eight leisured foreigners scaled the weird heights* contains many of the exceptions to the "i before e" rule).
- **Rhymes** (e.g., "i before e except after c.")
- **Visualization** involves creating a mental image of the terms to be remembered in connection with one another. Some students find it helpful to visualize the notes on a page, especially if those notes are graphically arranged, as in a mind map.

Memory Tips

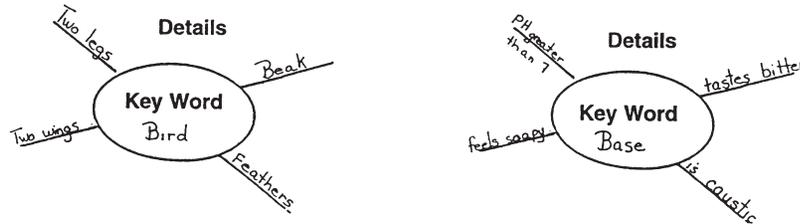
Students can use the findings of brain research to make their study time more efficient:

- New information will be transferred to long-term memory only if it is reviewed within 10 minutes of learning.
- Spaced repetition is the most effective method of studying. Studying half an hour every day is far more effective than three hours at the end of the week.

One Idea Category

Text Structure	Cue Words	Frame Questions
1. Description	further, also, moreover, too	<ul style="list-style-type: none"> • What is it? • Where is it found?
2. Proposition/support	above all, indicate, suggest, of course	<ul style="list-style-type: none"> • What is the thesis? • How is it supported?
3. Argumentation for conclusion	in conclusion, if, therefore, for these reasons	<ul style="list-style-type: none"> • What premises support the conclusion?
4. Concept/definition	specifically, as, for example, for instance, like	<ul style="list-style-type: none"> • How does it work? • What does it do?

Graphic Organizer

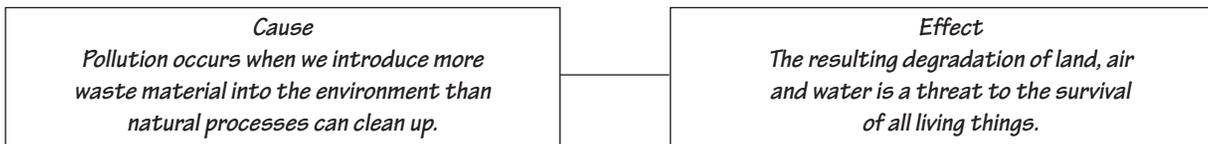


Two or More Elements Category

Text Structures	Cue Words	Frame Questions
1. Compare/contrast	likewise, while, yet, regardless, whereas	<ul style="list-style-type: none"> • How are they alike? • How do they differ?
2. Problem/solution	because, instead of, rather than, therefore	<ul style="list-style-type: none"> • What is the problem? • What is causing it?
3. Cause/effect	since, then, if . . . then, so that, consequently	<ul style="list-style-type: none"> • What is the result? • What factors caused this to occur?

Graphic Organizer

Topic: Pollution



Active Listening

Check Five

This activity teaches whole-body listening.

Purpose:

To teach students the physical skills associated with active listening.

Steps:

1. The class identifies what five parts of the body do during active listening: hands, feet, eyes, ears, and brain.
2. Students work in pairs, with one child in each pair designated the listener and one the speaker. The listener wears a hat.
3. The speaker says, "I need you to check five." The listener checks hands, feet, eyes, ears, and brain to see that they are prepared to listen.
4. The speaker talks freely or on a given topic until a timer rings.
5. The listener repeats what the speaker said "I heard you say"
6. The speaker confirms the summary.
7. The partners reverse roles.

SLANT is an acronym used to help students learn the physical behaviours associated with active listening:

SLANT

- Sit up
- Learn
- Activate your mind
- Note what the speaker is saying
- Track the speaker with your eyes

The **SWIM** strategy provides two-stage instructions for active listening. Teachers need to demonstrate these skills first, and then have students practise them with a partner.

SWIM

- Sit up
- Watch the speaker
- Inquire
 - ask yourself what the speaker is saying
 - ask a relevant question
- Make connections with what you already know
 - Make a picture in your mind

LISTEN – to instructions, a lecture, video, presentation, or discussion

THINK – individually and make a list, a map, or a diagram

PAIR – with a partner, add to the ideas generated individually

SHARE – responses with the whole group

Sort and Predict Frame

Unit _____

Topic _____

Directions:

Read the list of words on the left and sort them into four different categories by placing them in the boxes. For the words that you are unsure of, predict which category each would belong to. When selecting categories, try to make the fourth category different from any category that the rest of the class would think of. Use your creativity; be original! You may use **one** word in more than one category.

	1. _____
	2. _____
	3. _____
	4. _____

Organizing Handouts

Some students need help in organizing handouts. Each piece of paper given out should specify whether it is to be

- used in this class and then recycled
- filled in and returned to the teacher
- filed in the student's binder
- **Graphic organizers:** Teachers can provide students with blank graphic organizers when the material they are studying has a particular organizational pattern (e.g., comparison and contrast, cause and effect).
- **Mind maps (including clustering and webbing):** Mapping is another hierarchical system, showing the relationship among ideas. The shape of a mind map is determined by the creator and the content.

Steps: Mapping involves the following steps:

1. Identify the main idea of the presentation or reading selection and write it in the centre of the page. Draw a circle around it.
2. Write the subtopics and secondary ideas around the main idea. Circle each one and connect it with lines to the main idea.
3. Record details around each subtopic. Use single words or brief phrases. Use colours, symbols, abbreviations and pictures.
4. Each subtopic may be connected to other subtopics, as well as to the main topic. Use wavy or double lines to indicate different kinds of connections.

Researching

Students are sometimes required to collect information for a research project at home. It is important that they be taught appropriate methods of using material from other sources, and that these methods be communicated to adults in the home when research is assigned as homework. The following three-step research system gives students practice in summarizing and synthesizing material. It can be sent home as a handout, so that parents are informed and can help with the research process.

- Steps:*
1. **Read and Mark:** As you read, mark (with a highlighter, sticky notes, or pieces of paper) the parts where you discover something important.
 2. **Talk:** When you have finished reading, go back to each of those marked parts and tell yourself or someone else why you marked them.
 3. **Write:** Record **only** what you **told** yourself or someone else.

Fact-Based and Issue-Based Article Analysis

Samples:

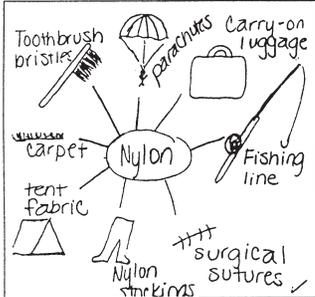
Fact-Based Article Analysis

Chemistry 30S

Key concept (written in a sentence):

The introduction of nylon 50 years ago has totally revolutionized the way we live.

Draw a figurative representation.



What are the scientific facts? List at least five.

1. Polymers are molecular chains of sub-units.
2. Nylon can be heat set to make its yarns coil and stretch much like telephone cords.
3. Chemists can string some of the polymer sub-units together in specific order.
4. Polymers can sometimes be made to fold up into molecular objects.
5. The simple rearrangement of molecules can transform air, water, and coal into nylon.

Relevance to today: This is important or not important because . . .

Nylon is very important today because it has created so many things and made so many changes in our lives. It has provided a far better material for many industries and has allowed the public to reap the benefits of these changes (e.g., no waiting at airports; stronger, sheerer stockings; affordable carpet; etc.). Nylon has also opened up the way for new materials and new technologies such as Teflon, polyester, Spandex, recombinant DNA, biotechnology, and nanotechnology. Nanotechnology will surely be a great device in the future.

Write an article summary or definition in your own words. Do not list facts. Give an overview.

Nylon was the first entirely synthetic fibre and it totally changed industry and everyday life. Nylon was used for many things (luggage, toothbrushes, carpet, fishing line, surgical sutures), but perhaps its best known use was in fabrics. The popularity of nylon stockings led to riots in the 1940s. The strength and sheerness of nylon made it the ideal choice and was also used in parachute cloth ropes and tent fabric.

Nylon also led to other "unnatural" fibres (Teflon, polyester, Spandex) as well as work with recombinant DNA and the biotechnology of today. Work with protein polymers is likely to create new methods of curing disease and to serve as very small machines.

List your questions (at least two).

1. What are sub-units?
2. What is recombinant DNA?

Explain the technology presented.

Polymer technology was what created nylon. It involved stringing the sub-units of polymers together in a specific order to make a new substance. Polymer technology led to nanotechnology, which is folding up polymers into molecular objects which can serve as pieces of extremely small machines and electronic components. With molecular devices, one could make a microscopic computer.

List at least five key words.

- polymer
- rearrangement
- revolutionized
- molecular
- future
- spin-offs

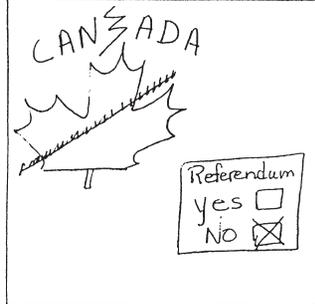
Issue-Based Article Analysis

Senior 3 History

Issue (written as a question).

Will the Parti Québécois and the Bloc convince a majority of voters to vote for separation?

Draw a figurative representation.



What is the author's opinion?

Give one piece of evidence.

The author seems to think that the rest of Canada and especially the Federal gov should be more involved. He says, "It is time that our Federal politics move to convince Québécois to stay in Canada."

Relevance to today (this is important or not important because . . .)

This issue of a referendum in Québec is very important today because it concerns the future of Canada. It really has to do with the future of everyone. It is important that we understand how we might be affected.

Write a summary in your own words (paraphrase).

An election (another referendum) has been called in Québec. The people in Québec are being asked by Bouchard and Parizeau to vote for separation. Many other Canadians are watching from a distance and the Federal Government has not taken a strong stand. The future of Canada is at stake.

List your questions (at least two).

If Québec separates from Canada how will the people in the West be affected?
Can Québec separate if people vote for it?
Does the rest of Canada get a vote?

What is your opinion?

I believe that everyone in Canada should have a vote if there is a vote that can destroy the country.

KWL

Know now (draw):

Know now (list):

Need to know:

List what you have learned:

Final concept map or drawing:

Gallery Walk

A Gallery Walk can also be used at the beginning of a unit to introduce students to the subject. It is an effective way to offer students tactile and visual experiences.

Purposes:

1. To present the big picture.
2. To integrate the ideas in a unit.
3. To extend students' ideas.

Steps:

1. The teacher places several displays, pictures, and articles around the room.
2. The teacher invites the students, in pairs or triads, to walk around the room, examining each item.
3. Students respond in one of the following ways:
 - Answer specific questions provided by the teacher.
 - Develop a list of questions.
 - Compare and contrast the items.
 - Relate the items to something else.
 - Collect notes regarding the items in a learning log or field book.
 - Respond to each item by writing about it on a paper posted near the item.

Note-Making Methods

- **Two Column Notes:** This is a hierarchical method of note making that requires students to distinguish between main ideas and supporting details. Students use a chart (such as the one that follows) to make notes, writing the main ideas in the left column and supporting details and information in the right.

Two Column Notes		
Class	Topic	Date
Main Ideas	Details or Support	

Word/Picture Splash

A Word Splash is a collection of words or key terms from textual material that students will be reading or hearing. Students examine the words and try to predict what they will read or hear.

“Social Change in Canada”



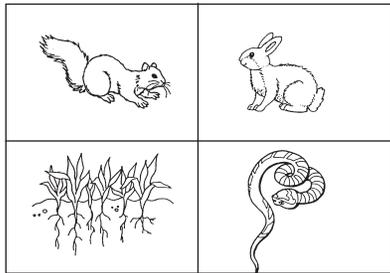
“Wildflowers for Marian”



Variations:

1. Show students several items and ask them to make predictions about the story or article they are about to read or hear.
2. Word Splash may be used with pictures for younger students. Students may predict the story by looking at or sequencing pictures.

Sample:



Story Mapping

Title _____ Name _____

Author _____ Illustrator _____ Date _____

Who?	Where?

Draw a picture about the story.

What happens in the story?		
Beginning	Middle	End

Focused Free-Write

The Focused Free-Write is a writing-to-learn strategy. It can be part of a learning log. (Learning logs are discussed in the Grade 2 section.)

Purpose: To activate and extend prior knowledge.

- Steps:**
1. Students write for a few minutes about the subject to be studied, using a prompt prepared by the teacher.
 2. Students share their writings with the class.

Samples: What I Know about red sided garter Snakes:
 In late April or early May all the males come pouring out of their pit to mate. The females come out one by one (or in pairs) because if they all came out like the males the babies might die, along with some of the snakes. If there was a frost, when a female comes out of the pit, she let out an odor that tells the males that she is ready to mate, after she has mated she lets out a different odor that tells the males that she has mated and to bug off. When the female comes out of her pit, quite a few males rush to her and try to mate, but only one male will succeed.

Fact-Based and Issue-Based Article Analysis

Fact-Based and Issue-Based Article Analysis frames stress the higher-level thinking skills of analysis and evaluation, and different learning styles. (See Attachments 21 and 22 in the *Success For All* document.) They may be used as an alternative to the traditional written report. Teachers are able to see students' reasoning at a glance.

- Purposes:**
1. To gain information from journal or newspaper articles, and to develop further understanding of a subject.
 2. To provide opportunities to practise analysis and evaluation.
 3. To distinguish between factual information and opinion.
 4. To allow students to respond through various learning styles.
 5. To provide a method of response not based entirely on linguistic skills.

- Steps:**
1. The teacher photocopies the Fact-Based and Issue-Based Article Analysis frames back to back.
 2. The teacher provides students with, or has students choose, an article to analyze.
 3. Students read the article.
 4. Students decide whether the article is fact based or issue/opinion-based.
 5. Students analyze the article and fill in the appropriate frame.
 6. Teachers often assign marks to these completed frames.

Lesson Frame

Purposes:

1. At the beginning of the lesson: to help students focus on their learning and to connect the current lesson to that of the previous day.
2. During the lesson: to consolidate and review learning.
3. At the end of the lesson: to wrap up the lesson and to reflect on and extend students' knowledge.

Steps:

The teacher provides students with questions or prompts at the beginning, middle, and end of the lesson.

1. At the beginning of the lesson:

- What questions do you have from yesterday?
- Write a memo to someone who was not here, explaining what we learned yesterday.
- Yesterday I Learned ...
- I'm still wondering ...

2. During the lesson:

- I now understand ...
- What I just learned connects with ...

3. At the end of the lesson:

- What problems do you still have?
- Reflect on the strategy we used and why we used it.
- How can you connect this to other courses or subjects?
- Reflect on something you observed which triggered your thinking.
- Did something you heard, read, or viewed surprise you?
- I still don't understand ...

Process Notes

When using the Process Notes strategy, students describe, in writing, the process they went through in solving the problem. These notes help students to become aware of how they find their way through problems. Modeling the strategy in working through a problem with the whole class helps students to learn new problem-solving strategies.

Purposes:

1. To increase metacognition.
2. To help students assess the efficiency of their problem-solving processes.
3. To help students expand their repertoire of problem-solving strategies.

Steps:

1. Immediately after solving a problem, students write a description of the process they went through to arrive at the answer. (Even if they get stuck and cannot solve the problem, they record their process.)
2. Students share their problem-solving process with a partner or a group.
3. After sharing, students add to their process notes, assessing their own strategy.

Samples:

Grade 2 Math
 I like working with pattern blocks
 ☺ ☺
 I really liked making patterns
 I didn't like _____
 This is what I learned about pattern blocks
There's more than one way to make
a hexagon. I learned the names.

Course

Topic

Lesson Outline

Date

Lesson Outcomes

Assignment

Make note of this

Lesson Frame

In preparing a lesson or unit overview, teachers construct the frame that best suits their subject matter, grade, and classroom and lesson organization. (See next page for a blank example of a Lesson Frame.) Teachers often put lesson frames on an overhead transparency or erasable poster so that they can reuse them each class and familiarize students with their purpose and format. Some teachers use the blackboard for a lesson overview. What is important is that this overview be provided in writing to accommodate visual learners.

- Purposes:**
1. To help students focus on the goals of the lesson.
 2. To place the lesson in the context of the unit.

Steps: Alternative procedures

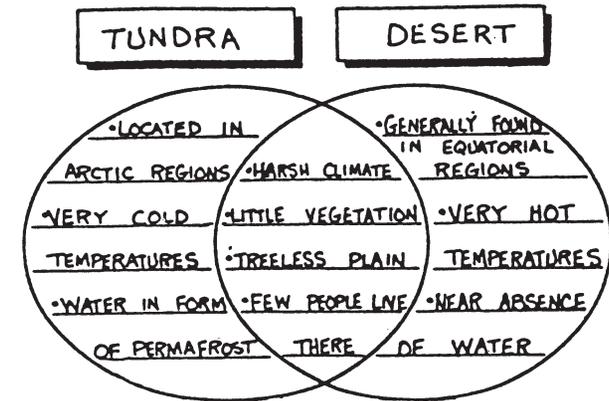
1. The teacher fills out the Lesson Frame prior to the class and discusses it with students.
2. The teacher and students fill out the Lesson Frame together.

Sample:

Lesson Frame

Course: Biology 40S	Topic: Genetic Variability
Lesson Outline 1. Introduction <ul style="list-style-type: none"> • Focused Free-Write <ul style="list-style-type: none"> - Why are organisms similar to their parents and yet unique? - How are you similar to your parents? - How are you different? 2. Variability lab <ul style="list-style-type: none"> - characteristics and probability 3. Variability notes	Date: Monday, February 5 Lesson Outcomes <ul style="list-style-type: none"> • To identify the variations in inherited human traits. • To focus on monogenetic traits. • To apply genetic terminology.
Assignment 1. Complete the Focused Free-Write and share your writing using the Listen-Think-Pair-Share strategy. 2. In your group of two, identify personal characteristics.	
Make note of this: <ul style="list-style-type: none"> • Hand in your signed course outlines by Friday. • You will write the introductory quiz next Tuesday. 	

Venn Diagram



C	- capitalization
O	- overall appearance (organization)
P	- punctuation
S	- spelling

5-STEP EDITING CHECKLIST

Meaning

- ✓ Does it make sense and say what I think it says?

Self

Partner

Editor-In-Chief

Capitalization

- ✓ Did I use capital letters correctly?

- I
- first word of a sentence
- names of people, pets, cities, towns, countries, streets, days, months, titles

Anticipation Guide

Course _____ Unit _____

Statements	Your Response
	Initial: After: Why:
	Initial: After: Why:

Active Viewing

Video/Articles/Slides Analysis

Name/topic of article/video/slides: _____

Name: _____

<p>1. In one sentence, give the topic or main idea of the presentation</p>	<p>2. Draw a picture or diagram which illustrates something important about the presentation.</p>
<p>3. List important points or details about the presentation.</p>	<p>4. Write three discussion questions about the video/article/slides.</p>
<p>5. Explain how the video/articles/slides connects to the topic or unit you are studying in class.</p>	

DRTA (Directed Reading-Thinking Activity)

In addition to activating prior knowledge, the DRTA strategy helps students to make inferences while they read. The teacher guides students through a reading selection, helping them to formulate questions, make predictions, and validate or reject their predictions. The strategy should be taught over time so that the teacher can gradually reduce guidance as students begin to use the strategy independently.

DRTA can also be used as a general model for teaching. Students could be asked, for example, to look at the figures of a series of quadrilaterals and make predictions about their properties, confirming or rejecting their predictions after the lesson.

- Purposes:**
1. To activate prior knowledge.
 2. To help students predict and set a purpose for their reading.

- Steps:**
1. The teacher asks students to look at the title, pictures, and any other textual features of the reading selection, and to share what they already know about the subject.
 2. The teacher asks students to predict what the text will be about, and to support their predictions.
 3. Students read the text silently, keeping their predictions in mind as they read.
 4. Students confirm or reject their predictions, giving evidence or proof from the text.
 5. The cycle is repeated with the next section of reading.

Picture Cue Frame

- Purposes:**
1. To help students select details to remember from a video or oral presentation.
 2. To teach students to categorize information.

- Steps:**
1. The teacher gives students a sheet divided into small squares.
 2. As students listen to a video or presentation, they sketch a simple picture in each box.
 3. After the presentation, students can cut the pictures apart and write a sentence for each.
 4. Students can categorize the pictures. Each group of pictures and sentences forms a paragraph. The paragraphs combine into a complete report.

Strategies for Independent Learning

Editing

The process of producing various drafts of writing assignments is an essential classroom activity, with provision made for conferences with the teacher and workshops with other students at various stages. Students also need to learn skills for doing the final edit of writing assignments on their own.

In the final edit, students need to do the following:

- Let the piece “cool down.” Writers have a more objective view of their work if they read it a day or two after it is written.
- Use strategies to find errors that the eye glosses over:
 - Read aloud.
 - Read backwards (a strategy that professional copy editors use).
 - Read several times, each time focusing on a particular concern (e.g. sentence structure).
- Highlight words that may not be spelled correctly, and then follow these steps:
 - Try writing the word in other ways. (Which one looks right?)
 - Say the word syllable by syllable while writing it.
 - Think of what the root word may be. (Ask, “How do I spell the root word? Do I have to change the spelling of the root when I add a suffix?”)
 - Think of the meaning of the word (useful for homonyms such as there, their, and they’re).
 - Use memory tricks for some words (e.g., a piece of pie)
 - Check the dictionary.

Note Making

Students who have not been taught to make notes often use a variety of ineffective methods such as:

- trying to write everything the speaker says
- writing only what the speaker puts on the blackboard, and therefore missing important points
- listing items with no indication of their connection or relative importance.

Effective note making is an active skill. Students need to be taught to:

- think about the purpose of a presentation
- listen for a speaker’s organizational cues
- recognize and disregard digressions, repetition for emphasis, and extraneous examples
- use a method that shows the connection between concepts and their relative importance.

Teachers can model note-making methods by making notes themselves on the overhead during a presentation or video. Alternatively, students can compare their notes in small groups after a presentation, discussing the decisions each made about the relative importance of various items.

Do Your LAPS

For the next few minutes, you will

- a. listen to a speaker b. watch a movie or video called _____
- c. enjoy a presentation d. _____

Listen: Ask yourself questions (record them here).

Picture what you hear (and draw it).

Summarize what you heard (in a paragraph or two).

Admit Slip	Admit Slip	Exit Slip	Exit Slip
<p>Questions to ask the firefighter who is visiting:</p> <ol style="list-style-type: none"> 1. Why is your hat shaped like that? 2. Why are fire trucks yellow now? 3. Have you ever been trapped in a burning building? 		<p>What I learned about the job of a firefighter:</p> <ol style="list-style-type: none"> 1. The hat is shaped as it is to keep water from going down inside their clothing. 2. Yellow is an easy colour to see day or night. 3. Firefighters are careful not to go into buildings where they might be trapped. 	

Concept Overview

Key word or concept:

Draw a figurative representation.

Write down two questions about the concept.

Create an analogy.

Write an explanation or definition in your own words. You will be paraphrasing.

List facts (at least five).

Three-Point Approach for Words and Concepts

Definition _____ _____ _____ _____	Word or Concept	Diagram
	Synonym/Example	

Definition _____ _____ _____ _____	Word or Concept	Diagram
	Synonym/Example	

Definition _____ _____ _____ _____	Word or Concept	Diagram
	Synonym/Example	

Frames and Maps

1. Students complete the frames independently or in small groups. They may then be asked to move into a Think-Pair-Share strategy.
2. Students use the frames until they are able to internalize the structures they provide, and organize their process independently.

Information Mapping

1. The teacher gives students an article.
2. Students skim the headings and read the first and last paragraphs of the article.
3. Students read the whole article and identify the main ideas and supporting details. They note these on their maps.



Carousel

Carousels are an efficient means of organizing interaction so that the students can exchange ideas with many of their classmates in a short time. Use a carousel to allow students to share opinions or information they have discovered through research.

1. The class forms two circles, one inside the other, with students in the inner and outer rings facing each other. If exchanges are to be brief, students can stand. For longer exchanges, and in situations where students are expected to make notes of new information, each student should have a chair.
2. Students who are facing each other share their ideas and information for a specified time period (e.g., two minutes).
3. At a signal, the outside circle rotates so that each student faces a new partner. Sharing resumes until the next signal.
4. When students in the outside circle have shared with each student in the inside circle, the carousel is finished. Students can then synthesize in writing the information they have gathered.

The best test of skill in arguing clearly and logically is debating informally or formally.

In an *informal debate* the class is divided into two sides – the affirmative and the negative. Volunteer speakers from each side contribute alternately. Three impartial judges should decide which is the winning team.

A *formal debate* is a contest between two teams who test their skill in argument to win audience support.

A. The Subject

- It must have two sides which are capable of being argued.
- To avoid confusion, the subject must be stated positively.
- It should be stated clearly and briefly.

B. The Debaters

- The side which supports the subject is called the affirmative; the side that does not, the negative.
- Each team must prepare its argument carefully and decide which points are to be covered by each speaker.
- Each side may have two or three speakers.

C. The Procedure

- The chairman announces the topic, introduces the speakers, explains the time limit, and announces the judges' decision.
- The debaters speak in this order:
 1. First affirmative
 2. First negative
 3. Second affirmative
 4. Second negative
- The first speaker for the affirmative makes his rebuttal or the first negative has his rebuttal followed by the affirmative.

D. The Judgment

- The decision is given to the side which has more effectively presented and supported/refuted the argument.

SQ3R is a classic review strategy, developed by F.P. Robinson in 1946. SQ3R is an acronym for the steps students can use for effective studying:

- **Survey:** Look over the material to get the big picture.
- **Question:** Speculate about the contents; ask yourself questions to establish objectives for learning.
- **Read:** Read the passage or notes.
- **Recite:** Orally rehearse the material.
- **Review:** After 10 minutes, jot down everything that you can recall. Check against your notes.

This strategy is sometimes modified with the addition of two more Rs:

- **Rite:** Write a summary of the contents.
- **Reflect:** As a final step, reflect on your learning.

Look It Over

What I See	What This Tells Me

Title:

Introductory sentence:

First detail sentence (begin with a transition word):

Follow-up sentence (more information about the first detail):

Second detail sentence (begin with a transition word):

Follow-up sentence (more information about the second detail):

Third detail sentence (begin with a transition word):

Follow-up sentence (more information about the third detail):

Concluding sentence (begin with a concluding transition):

LINK (List – Inquire – Note – Know)

1. The teacher shows a picture, diagram, or key word or term.

LIST

2. Working individually, students list everything that comes to mind.

Working with the whole class, the teacher asks students to give their responses and lists them on an overhead or a blackboard.

INQUIRE

3. In small groups, students inquire of each other. They ask for clarification or more information about the points listed. The teacher may also clarify any important misconceptions that could affect the students' understanding of the concept.

NOTE

4. With the overhead turned off, students note (write, list, draw) everything that they have learned. If students appear to have a number of misconceptions, the teacher may wish to make another list of student-suggested points on the overhead.

KNOW

5. Students read, view, or listen, and then confirm what they know.

Text Structure	Cue Words	Frame Questions
1. Sequence	finally, then, now, to begin with, before	<ul style="list-style-type: none"> • How did it begin? • What are the steps?
2. Goal/action/outcome	if, although, unless, providing, whenever	<ul style="list-style-type: none"> • What is the goal? • What is the outcome?

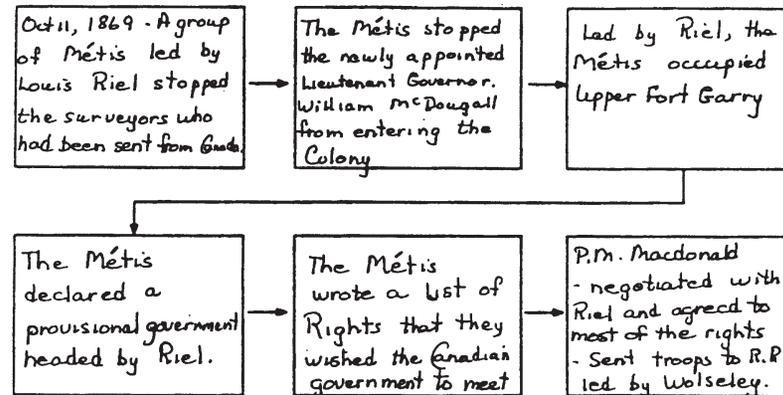
Graphic Organizer

PROBLEM - STEPS/EVENTS - SOLUTION/OUTCOME,

GOAL - STEPS/EVENTS - RESULTS/OUTCOME

Senior 3

Problem: The new government of Canada wished to expand west. The Métis population in the Red River area feared this takeover and the rush of settlers from the East that could follow the takeover.



Outcome:

- The Métis were treated like rebels by the troops
- Riel fled as the troops approached.
- Many Métis left the Red River area and moved further west.
- In 1870, the Manitoba Act created the province of Manitoba.
- Catholic and Protestant Schools were to coexist
- Both the French and English language were allowed in gov't and court.

Charting the Patterns

Title	Characters	Setting
Problem/Conflict	Events	
Resolution		

Students need to have a similar grasp of the most common organizational patterns used in expository text:

Title	Thesis/Topic	Main Ideas
Subtopics	Argumentation/Details	
1.	1.	
2.	2.	
3.	3.	
4.	4.	
Conclusion		

Doris Cook (1993) calls the organizational patterns that characterize expository writing “frames,” and categorizes them as frames that

- contain one major element or idea, plus supporting information, such as a proposition and its support
- describe a sequence, such as a goal, action, or outcome
- contain two or more important elements or ideas, such as a problem and its solution, or comparison and contrast.

Teaching students to recognize organizational structures of expository text can be accomplished by

- teaching them the cue words that writers use to signal the structure they are using
- using questions that cue students to the structure
- providing students with graphic organizers on which to chart textual information.

Sample charts follow.

PACER

PACER is an acronym for a test-writing strategy that involves the following steps:

- **Preview** the whole test, taking note of important instructions.
- **Arrange** your time: Note how many marks are given for each question. Estimate the length of time you can allow yourself for each section of the test.
- **Clue** words: Look for and highlight key words (e.g., List, Discuss, Show all your work, Give examples, Answer any THREE of the following, Draw a diagram).
- **Easy** questions first: Find the easy questions and answer them first. If there are multiple-choice questions, reduce the choices.
- **Review** the test before handing it in. Answer all the questions.

Compare and Contrast Frame

Unit _____ Topic _____

C O M P A R E

How are _____ and _____ alike?

C O N T R A S T

How are _____ and _____ different?

Write a statement to compare and contrast the two terms, concepts or events.

R.A.P.

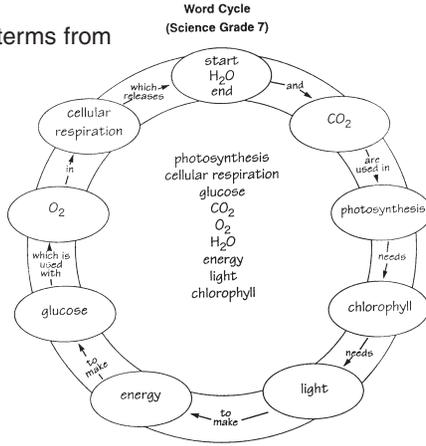
R. READ - Read the paragraph silently and think about the meaning.

A. ASK - Ask what is the main idea and what details support it?

P. PARAPHRASE - Put the ideas into a sentence using your own words.

Word Cycle

1. The teacher lists nine vocabulary terms from the unit in the centre of the cycle.
2. The teacher asks a student to choose the initial two words and identify the connection between them. The words are placed in adjoining ovals, with the relationship between the words written in the band that connects these ovals.
3. Students continue this process until the cycle is complete.



Concept Frame

Concept		Examples
Characteristics		
What is it like?	What is it unlike?	Can you illustrate it?
Definition		

Graphic Organizer

This is a problem/solution organizer which can be done in a sequence of steps. e.g.

Problem: The nursery school class is learning how to tie their shoes.

Steps:

Place shoe on foot	⇒	Hold shoelaces - one in each hand	⇒	Pull until tight
Lay left lace toward right. Lay right lace over left and pull under first lace and tighten.	⇒	Etc.	⇒	

Solution (or result):

Graphic Organizer

↓

Sequential Steps

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

	Skill	
	Know	Check Need To Know
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Knowledge Chart

Is a variation of KWL (see Grade 1 section). *The Knowledge Chart* substitutes “Need to Know: for “Want to Know”.

Knowledge Chart

Course _____

Unit _____

What to you know about

 _____?
 _____?

Know now (draw:)	Know now (list):
Need to know:	
List what you have learned:	Final concept map or drawing:

Seven-Step Knowledge Chart

Topic _____
1. Work individually. List everything that you know about the topic.
2. Work with a partner. Add to your lists and put an asterisk (*) beside anything about which you are unsure.
3. Work with your partner. List anything that you might wish to know about the subject, or anything that you think you might need to know.
4. Discuss with the whole group.
5. Participate in the lesson (read, view, discuss).
6. List everything that you have learned about the topic.
7. What questions do you have that have not been answered?

Co-op Co-op

Developed by Spencer Kagan, Co-op Co-op can be used at any stage in the learning process. It is particularly useful at the end of a unit, as a vehicle for students to integrate and extend their learning. Co-op Co-op structures the class so that students are cooperating within teams and with the whole class to reach a class goal.

The 10 steps of Co-op Co-op are:

- 1. Student-centered class discussion:** Reading, lectures, films and other experiences are followed by class discussion to uncover and stimulate curiosity. The aim of the discussion is not to lead students to predetermined topics for study; the discussion should lead to an understanding of what students want to learn or experience in relation to the topic to be covered.
- 2. Selection of student teams:** Students are assigned to heterogeneous groups.
- 3. Team-building and skill development:** Co-op Co-op cannot proceed successfully until the members of each team feel some identification with that team. The number and type of team building activities will depend on the needs of the class. Skill development, which begins at this stage, is an ongoing part of Co-op Co-op.
- 4. Team topic selection:** Students are reminded of the topics the class identified in step 1, and each group chooses a topic, taking responsibility for one part of class's learning goals.
- 5. Mini-topic selection:** Each group divides its topic into selections to create a division of labour among group members. There may be some overlap of these mini-topics, but each one must also make a unique contribution to the whole. Each student in the group will become the group's expert on one mini-topic.
- 6. Preparation of mini-topic presentations:** Students research and organize materials on their mini-topics. The use of both primary and secondary research is encouraged.
- 7. Mini-topic presentations:** Students present their mini-topics to their partners. These are to be formal presentations, with the presenter standing, and a specific time allotment. After the mini-topic presentation, the whole group has a wealth of information on the topic.
- 8. Preparation of Team presentations:** The team discusses its topic thoroughly, with the goal of synthesizing and integrating the material each member presented, and exploring any questions that have arisen. The groups final presentation requires synthesis; it cannot simply be a panel with each member presenting his or her mini-topic. The form of presentation will be determined by the material. For example, it may be a debate, a Gallery Walk (see Grade 1), a demonstration, or a drama.
- 9. Team presentation:** The team is responsible for arranging the time and the classroom space for the presentation.
- 10. Reflection and evaluation:** The evaluation has three components: teammates evaluate each mini-topic presentation, the class evaluates the major team presentations, and the teacher evaluates the papers each student writes on his or her mini-topic. Students participate in the construction of evaluation rubrics. The class reflects on the group process.

Jigsaw: A Cooperative Learning Strategy

Jigsaw was developed in 1978, and has since been modified in various ways. This cooperative learning strategy is similar to Co-op Co-op in that students become experts on part of a topic, which they then share with their group; its central difference is that the topic and learning materials are teacher determined.

Jigsaw requires that each member of a student team be given a unique subsection of curriculum materials that is comprehensible on its own. To master this material, each team member meets with students from other teams who have been assigned the same material to learn. The group then discusses means of teaching the material to their respective team members. The teams re-form, and each student teaches the others his or her segment of the material. Students take individual tests on the material.

Explanation Planner

What is being explained?

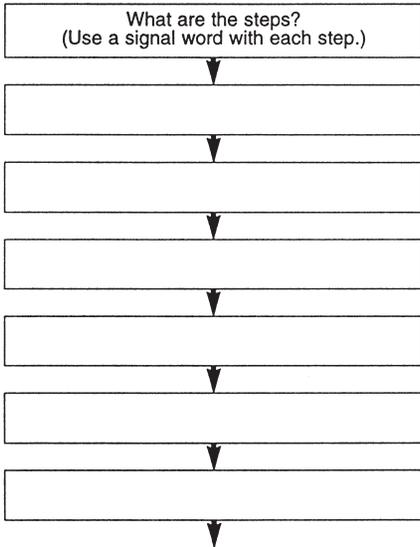
What _____ is needed? What _____ is needed?

Signal Words

Signal Words

- second
- meanwhile
- while
- begin with
- finally
- before
- after that

- at last
- now
- after
- then
- afterwards
- first
- next



Introductory (grabber) sentence: _____

Concluding (clincher) sentence: _____

IDEAL Problem-Solving Frame

Name _____

Unit _____ Content _____ Date _____

Text _____ Pages _____ Problem Numbers _____

What do the letters in IDEAL stand for?

- I** – **Identify** what information you must find and what information you are given.
- D** – **Decide** what steps you must take.
- E** – Write out the **equations(s)** with all the units; **estimate** an answer.
- A** – Find the **answer**.
- L** – **Look** back and check your answer; compare to the estimate.

Problem Number	Protocol	Work
	I	
	D	
	E	
	A	
	L	

Note-Making Methods

Overhead Notes

The purposes of the circulatory system are:

- to transport needed substances (oxygen and nutrients) to all living body cells.
- to remove wastes (carbon dioxide and nitrogen wastes) from those cells.
- to defend the body.

Note Frame

The purposes of the _____ system are:

- to _____ needed substances (oxygen and nutrients) to all living body cells.
- to remove _____ (carbon _____ and nitrogen wastes) from those cells.
- to _____ the body.

Two Column Notes

Class	Topic	Date
Main Ideas		Details or Support