

Approach to Interactive Collaborative Learning - Students often work in teams of four as their “home base”. This way, they can break into pairs for some activities then get back together in teams very quickly for others. It is important to establish, communicate, and practice co-constructed classroom norms and protocols that guide students to: contribute, assist and encourage each other, share, problem-solve, and provide and accept effective feedback—these expectations must be explicitly taught—not assumed.

Instructional strategies are techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select appropriate ones and use them effectively to accomplish tasks or meet goals.

- 1) **Reciprocal Teaching** - Students become the teacher in small groups using four strategies: summarizing, question generating, clarifying, and predicting
- 2) **Think, Ink, Pair, Share** - Students individually think and jot down thoughts and ideas in writing before preparedly sharing with others
- 3) **Graphic Organizer** - Helps students construct meaning and organize their knowledge before, during or after instruction; can be linguistically or non-linguistically
- 4) **Free Write** - Given a limited amount of time and no censoring of thoughts or ideas, continuously writing whatever comes to mind; pen keeps moving
- 5) **Cubing** - Consider a topic or subject from 6 different angles; examples: describe it, argue for/against it, promote it, compare it, apply it, & evaluate it
- 6) **Looping** - Revisiting a topic and writing the ideas from different perspectives; revisiting & refining to just a golden sentence or two—then restarting
- 7) **Role Playing** - Students act out a situation, event, or concept that has been described in the reading or lesson
- 8) **Discussion Web** - Using a t-chart; help students visualize key elements of an issue and quickly identify opposing points of view to explore; pro & con
- 9) **Double-entry Journal** - Students write down phrases or sentences from their assigned reading and then write their own reaction to that passage
- 10) **Mapping** - Visually displaying understanding via graphic form with little text; emphasizes connections, sequences, and key ideas
- 11) **Mind Streaming** - Student A talks for one minute about a topic; student B listens and encourages Student A; the roles reverse
- 12) **Written Conversation** - Written conversation must be in writing; no oral communication is permitted—participants write and share in limited time
- 13) **Sticky Note Discussion** - As they read, students use sticky notes to mark areas of a text—either assigned or self-selected; notes are used in discussion
- 14) **Socratic Seminar** - Collaborative, intellectual dialogue facilitated with open-ended questions about a text
- 15) **Authentic Forms** - Purposefully assigning or allowing choice from real formats and types of writing or speaking that occurs in the “real” world
- 16) **Fishbowl** - Gathering around a small group or pair with the purpose of learning from the example in action; allows for practice and discussion
- 17) **Read Aloud** - Teacher or peer reads a well-selected portion or whole text in order to exemplify a reading strategy or an example of writers’ craft
- 18) **Perspective Entries** - Assigning or randomly choosing various perspectives/lens to view a topic or situation; encourages divergent thinking
- 19) **Journaling** - Informal writing on student or teacher-generated ideas designed to probe possibilities, connect to background knowledge, or explore ideas
- 20) **Debating** - Using teacher or student-generated topics and good debate techniques, students engage in mini or thorough sessions to extrapolate ideas
- 21) **Visualizing** - Close eyes to see/produce images; can be guided or independent; helpful to imagine complete product or next steps
- 22) **Sketching** - Brief visual created graphically; used to record ideas, thoughts, questions, and/or reactions
- 23) **Quick Write** - Provide a limited amount of time to get down thoughts, immediate reactions, and questions prior to discussion or in-depth writing
- 24) **Corners** - Corners of room/space each have a statement or question posted; learners move to the corner that best represents them; discuss and justify
- 25) **Line Up** - Line up according to agree/disagree—and intensity; can be used to start discussion and for prediction
- 26) **Jigsaw** - Divide and conquer approach to task; group members get specific tasks, regroup and share
- 27) **Anticipation Guide** - 3-part guide: before listening or reading—list what you think/know; during—pause and record; afterwards—affirm or correct
- 28) **Carousel** - Multiple stations where students engage in prescribed tasks, move after a certain amount of time and respond to new prompt
- 29) **Entrance/Exit Slips** - Brief written student summaries; content guided/suggested by teacher; formative assessment to check for understanding
- 30) **Frayer Model** - Divided paper into 4 sections with word or concept in the middle: student definition, example, non-example, and characteristics
- 31) **RAFT** - Role, Audience, Format, & Topic—used for content-area writing
- 32) **Question Answer Relationships [QAR’s]** - Help students understand different levels of questioning and their relationships; the 4 types of questions are: *Right There, Think and Search, You and the Author, and On Your Own*
- 33) **Think Aloud** – Modeling cognitive actions; auditory display of thinking in action, including decision-making
- 34) **Analogies** - Providing examples to connect familiar with unfamiliar
- 35) **Picture Walk/Text Walk** - Purposeful walk-through—individually or guided—preview of visuals and/or text to gain familiarity and context
- 36) **Interactive Lecture** - 5 minutes of content with one or two minutes of paired discussion