**GiFT Strategies**

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| **Strategy** | **Usage** |
| 1. Discussion/Question and Answer
 | The teacher or student leads the class in thought provoking, higher level questions. Students are asked to reflect on information they have heard or read. |
| 1. Inquiry/Discovery Learning/

 Problem Solving | Encompasses the Scientific Method where students identify problems, generate hypothesis. The learner draws on her own experience and prior knowledge to discover the truths that are to be learned. |
| 1. Learning Centers/Learning Stations
 | * The teacher creates centers/stations through which student groups rotate
* The centers/stations provide structured activities that lead students into making xxx
 |
| 1. Learning Contracts
 | * The teacher gives the students a wide selection of activities that may be completed to fulfill the point requirement.
* Students choose activities that suit their interests. Some activities may be required.
* Difficult and involved activities earn more points than more simple assignments.
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| 1. Read Alouds
 | * Done by teacher or students.
* As students listen to teacher’s emphasis and pauses, they see how does relate to the punctuation and structure of the sentence.
* Develops students’ language sense as they hear the way words are used, pronounced and interpreted.
* Text should be too challenging for students to read and comprehend alone.
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| 1. Shared Reading
 | * Students follow fluent reader voice.
* All readers can see the text and have simultaneous voice support.
* Enlarged text is often used with younger students.
* Students may “read’ along by looking at the big book, individual books, a screen or any form of reading material that can be viewed by all involved.
* Appropriate for material that is too challenging for an individual to read alone.
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| 1. Guided Reading
 | * Students preview text and identify unfamiliar words.
* Class discusses strategies that can be used to make meaning from the text.
* Students decide which strategies will best support their personal reading.
* Teacher facilitates as students connect their personal knowledge and reading strategies to the words in the text.
* Teacher regroups students for small group instruction-whole group and individual students share how they used strategies, reflect on success and contemplate pitfalls.
* Students return for whole group instruction for final reflections and evaluations.
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| 1. Literature Circles
 | * Small temporary discussion groups led by students.
* Each member of the group reads the same story, poem, article or book chosen by the group.
* Each member of the group takes on a specific responsibility in the discussion.
* Students take on a rotating assortment of task roles.
* Groups meet on a regular, predictable schedule to discuss their reading.
* Teacher serves as facilitator, not a group member.
* When the book is finished, readers share with their classmates; new groups are then formed around new reading choices.
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| 1. Word Wall Games (Word Sorts)
 | * Select 15-20 vocabulary words important to the lesson
* Place each word on a note card
* Students work individually or in groups to put words into categories
* Closed word sort-give the students the categories; open word sort-students create their own categories
* Students share classification and explain their thinking
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| 1. Think Alouds
 | Point out potential pitfalls and common misconceptions or behaviors of learners and to model strategies, ways of thinking and working through problems. Can be used for all content areas.* Decide what points you want to make during the “think aloud” before you do it
* Assume the role and talk out loud about your thinking and feelings as you try to do the task
* Do not interact with your students
* Think aloud about:
	+ Confusion about what you are suppose to do
	+ Failure to recall all of the steps in the directions
	+ False starts
	+ Weighing alternatives
	+ Reviewing what you’ve done or been told to do
	+ Possible frustrations
	+ Thinking of places to get help
	+ Persistence and recognition of effective efforts
	+ Feeling of success
	+ Have students identify strategies used
 |
| 1. Note-taking
 | * Teacher prepared notes provide students with clear picture of what xxx
* The teacher considers important; provides students with a model of how notes might be taken.
 |
| 1. Informal Outline
 | * Uses indentations to indicate major ideas and their related details
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| 1. T-Notes
 | * Students divide a sheet of notebook paper in half
* While listening or reading, students record words or key points in the left columns
* In the right column, students record definitions or explanations of key points
 |
| 1. Webbing
 | * Uses relative size circles to indicate the importance of ideas and lines to indicate relationships
* More important ideas have larger circles
* Provides a visual representation of the information
 |
| 1. Summarizing
 | * One of the most powerful learning tools available
* Students must analyze what is important in a passage
* Students must be aware of the structure of the text-how science text is different from history, how informational text is different from fiction, how directions are different from poetry
* Students delete trivial material that is unnecessary to understanding
* Students delete redundant material
* Substitute a generic term for lists e.g. fish for catfish, swordfish, grouper, etc.
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| 1. Journals/Learning Logs
 | * Students keep an ongoing record of learning as it happens in a notebook. They write in their own language for them to read.
* Can be used for different purposes:
	+ Before reading to activate prior knowledge and interest, to develop necessary questions and establish purpose for reading
	+ During reading and discussing to allow students to interact with text (to clarify thoughts)
	+ After a discussion to promote the understanding of new ideas and to process information to higher levels of thinking by reflecting upon, responding to, or rephrasing the discussion into their own words.
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| 1. Mnemonic Devices Employing Imagery
 | * Introduce the concepts of symbols and substitutes first before presenting the technique
* Teacher or student create a sentence, phrase or association that helps him/her remember the information e.g. HOMEs-Huron, Ontario, Michigan, Eric
 |
| 1. Cooperative Learning
 | * Allows students to experience content as viewed from multiple perspectives
* Grouping in pairs or triads produces the best results
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| 1. Jigsaw
 | * Determine text to be used either a textbook chapter or identify a range of materials related to important topics in the lesson
* Organize students into cooperative groups, assigning each group their reading selection
* Students read of text independently
* When finished, students read the same text are grouped together to discuss content, concepts, information, and notes. Group summarizes information.
* Students return to their own groups and each member shares his/her information from the assigned selection
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| 1. Reciprocal Teaching
 | * Teacher and student take turns being “teacher”
* Teacher models desired behavior and the student “teacher” practices the process immediately
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| 1. Mental Math
 | * When you use your brain only (no calculator, computer or pen and paper) for a mathematical calculation. Performing mental calculation involves many different techniques.
 |
| 1. Reteaching
 | * After assessing which students need more help in understanding the information, the teacher pulls aside a small group to give additional instruction
 |
| 1. Peer Tutoring
 | * Peer tutoring is basically when peers help each other. Peer tutoring sometimes has a better effect than teacher tutoring because sometimes peers can explain it at a similar level to each other.
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| 1. Technology Integration
 | * Technology integration is the incorporation of technology resources and technology-based practices into the daily routines, work, and management of schools.Technology resources are computers and specialized software, network-based communication systems, and other equipment and infrastructure.
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| 1. Reflection
 | Students reviewing a critical-input experience and identifying points of confusion, the level of certainty they have about content. |
| 1. Questioning
 | Requires students to elaborate on information they have experienced |
| 1. Preview Questions
 | A powerful previewing activity when asked prior to a critical –input experience |
| 1. What Do You Think You Know?
 | Students do not have to be sure about their information. All that is required is to share what they think they know. |
| 1. Overt Linkages
 | Point the connections between content previously addressed in class and content that is about to be presented in a critical-input experience. |
| 1. Skimming
 | * Read the section heading and ask yourself what it tells you about the overall passage.
* Read all the subheadings and a few sentences within each subheading
* Briefly summarize what you think the passage is about.
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| 1. Teacher-Prepared Notes
 | * The most elaborate type of previewing activity. The teacher provides students with an outline of the important content within the upcoming critical-input experience.
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| 1. General Inferential Questions
 | * Asking students questions that require them to go beyond what was presented in a critical-input experience
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| 1. Elaborate Interrogations
 | * Begins with simple inferential questions e.g. How long do you think a person can be a member of the Senate? When the student answers the teacher asks: “Why do you believe this to be true?” or “Tell me why you think that is so?”
 |
| 1. What Is the Question?
 | * Played like game show *Jeopardy!*
 |
| 1. Name That Category
 | * Played like game show *$100,000 Pyramid*
 |
| 1. Talk a Mile a Minute
 | * Page 106 The Art and Science of Teaching by Marzano
 |
| 1. Classroom Feud
 | * Page 106 The Art and Science of Teaching by Marzano
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| 1. Purpose, Important Ideas, Connections Strategy
 | Students focus on the most important information and make predictions and develop questions before reading. * **P**=What is my **P**urpose for reading?
* **I**=How can I tell what are the **I**mportant **I**deas in the text?
* **C**=What do I already know that I can use to make a **C**onnection? Download a PIC Form @

 http://jc-schools.net/read6-12/ |
| 1. 3-2-1 Strategy Summarizing
 | * **3** different ideas I found out from reading
* **2** things that were especially interesting or especially hard to understand
* **1** question I still have

Download a 3-2-1 Form @ http://jc-schools.net/read6-12/ |
| 1. QAR (Question-Answer-Relationship)
 | A process of finding and supporting answers to questions.4 Types:1. **Right There**- the answer is in a single sentence in the text.
2. **Think and Search**-the answer is in the text, but in more than one sentence.
3. **Author and You**-the answer is not in the text. Reader will use the text and prior knowledge to answer the question.
4. **On My Own**-the answer is not in the text, but is based solely on the readers prior knowledge.

 Download a QAR Form @  http://jc-schools.net/read6-12/ |
| 1. Visual Reading Guides
 | Used to preview the text by noting visuals such as maps, charts, graphs, pictures, cartoons, etc. that relate to the content. Download a Visual Reading Guide @  http://jc-schools.net/read6-12/ |