**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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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 |
| 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 |
| 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. |
| 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. |
| 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 |
| 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 |
| 1. Reciprocal Teaching | * Teacher and student take turns being “teacher” * Teacher models desired behavior and the student “teacher” practices the process immediately |
| 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. |
| 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. |
| 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. |
| 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. |
| 1. General Inferential Questions | * Asking students questions that require them to go beyond what was presented in a critical-input experience |
| 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 |
| 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/ |