**Give One Get One**

**Description:** The give one get one is a cooperative learning strategy that can also be used as a formative assessment. This strategy is a great one because it required all students to participate by getting up and walking around the room. They get to interact with other students as well as use important critical thinking skills when coming up with ideas.

**How to use:**

1. On a sheet of paper, students list 3-5 ideas over a given topic.
2. Under their list, they draw a line to separate their ideas from the ideas they will get from classmates.
3. Students then get up and walk around the room for a set amount of time.
4. While doing this, students will bounce ideas off of other students and write down the ones that they like.

**When to use:**

Use at any point during the lesson as either a formative assessment, pre assessment, or activity.

* When students are doing a science project exploring ideas
* To test students’ knowledge on a prior or current topic
* To get to know students at the beginning of the year by having them list things they like to do
* After a science unit to review types of abiotic, or biotic factors
* After a unit, students can come up with examples to the unit topic

**Variations:**

Jot thoughts

Teacher provides a topic that has various answers to one question. Students are to write down as many answers to this question as they can think of. The students are trying to cover the table with as many answers.

Give one get one move on

Students job ideas on notecard, then they walk around the room until the teacher calls “give one to a partner”. Students each “give” a notecard to each other and receive one back then teacher calls “move on” and the steps are repeated.

Think, pair, share

This is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned topic. This technique requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates.

**You Be the Teacher**

**Description:** This is a cooperative strategy that has students work together in order to have students teach each other over a specific topic. Working in pairs like this helps each student because when one has to TEACH a topic, they learn it better. While on the other hand, when you LEARN a topic taught by a different person, you get to see different perspectives and will likely learn the topic more thoroughly.

**How to use:**

1. Pair students
2. Assign students the following roles:
   1. Student 1- teacher
   2. Student 2- student
3. The teacher (student 1) teaches/guides the student (student 2) on how to do a problem/topic
4. The student (student 2) follows the directions given by the teacher (student 1)
5. Reverse roles

**When to use:**

This is a good strategy to use any time you want students to teach one another over a specific topic.

* After going over a science unit with basic vocabulary/topics
* When students are learning how to complete a math problem
* When students are teaching a project that they were assigned
* When seeing what students know and how they can teach the topic

**Variations:**

You be the teacher (with groups of 3 or more)

**3-2-1**

**Description**: This strategy provides a structure for students to record their own comprehension and summarize their learning. It also gives teachers the opportunity to identify areas that need re-teaching, as well as areas of student interest.

**How to use:**

1. Three: After the lesson, have each student record three things he or she learned from the lesson.
2. Two: Next, have students record two things that they found interesting and that they’d like to learn more about.
3. One: Then, have students record one question they still have about the material.
4. Review: Finally, the most important step is to review the students’ responses. You can use this information to help develop future lessons and determine if some of the material needs to be taught again.

**When to use:**

Use Three-Two-One at any time during a lesson to encourage students to think about their learning:

* As a Check for Understanding during any portion of the lesson
* During class discussions as a way for students to record their thoughts
* As a closing activity so that students can review what was learned in the lesson
* As an exit ticket at the end of the class period
* After a unit, use and collect and answer the questions anonymously

**Variations:**

Pyramid 3-2-1

Have the students create a triangle and divide it into three sections horizontally. In the bottom section, the students record three things they learned for the day. In the middle section, the students record two questions they have. In the top section, the students describe how the information learned is applicable to their everyday lives.

Reading 3-2-1

When reading, have students record three of the most important ideas from the text, two supporting details for each of the ideas, and one question they have about each of the ideas.

Compare and Contrast 3-2-1

As a way to compare and contrast, have students record three similarities between two items, two differences, and one question they still have about them.

**Popsicle Sticks**

**Description:** This discussion technique ensures that all students have an equal opportunity to participate and share their responses in class. The randomness of drawing a student’s name using the Popsicle Sticks method also helps with classroom management.

**How to Use:**

1. Make a Popsicle Stick for each student by writing each name on a popsicle stick. Use a cup or mug to hold the Popsicle Sticks for the entire class. If you assign each student in the class a number, you could put a number on each popsicle stick instead of a name.
2. After posing a question to the class, draw a stick out of the cup. The person whose name or number you’ve drawn will answer the question. If he or she wants more help or support on the question, draw another stick. Then, the initial student must repeat what the second student said (assuming the second student gave the correct answer), so that the initial student is unable to “opt-out” of answering.

**When to Use:**

Use Popsicle Sticks at any point in the lesson to increase engagement of all students and to show you value each person in the classroom. Use the sticks to:

* Ask interest questions before introducing new material to tap into prior knowledge
* Randomly call on students to gauge understanding during or after a lesson
* Assign groups or tasks
* Decide who will receive a special privilege

**Variations:**

Make Your Own Popsicle Stick

Have students create and decorate their own popsicle stick.

Name Generator

An online name generator can create the same effect as Popsicle Sticks.

I'm Done

Create an “I’m Done Cup” for students to choose from when they finish early. Sticks in this jar would be labeled with a variety of tasks students can do, for example: write a letter to a teacher, read a book, write a picture book, practice spelling, work with math flash cards, study vocabulary, etc.

**Frayer Model**

**Description**: The Frayer Model is a graphic organizer for building student vocabulary. This technique requires students to define target vocabulary and apply their knowledge by generating examples and non-examples, giving characteristics, and/or drawing a picture to illustrate the meaning of the word. This information is placed on a chart that is divided into four sections to provide a visual representation for students.

**How to Use:**

1. Select Key Vocabulary - Pre-select key vocabulary words and make copies of graphic organizer.
2. Provide Graphic Organizer - Provide copies of the Frayer Model graphic organizer to students and explain the process.
3. Model the Process - Show the Frayer graphic organizer to the class and explain each of the sections.

* Use a common vocabulary word to demonstrate the various components of the form.
* Model the type and quality of desired answers when giving this example.

1. Assign Student Groups - Divide the class into student pairs. Assign each pair one of the key concepts and have them complete the four-square organizer for this concept. Or, assign each student one word to work on alone.
2. Share Ideas - Ask students or student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.
3. Create Study Helps - Make copies of each Frayer graphic organizer so every student has a copy of all key concepts to use for review. OR display completed Frayer graphic organizers on a “Vocabulary Wall” for student reference.

**When to Use**

Students may use the Frayer Model to:

* develop understanding of key concepts and vocabulary.
* draw on prior knowledge to make connections among concepts.
* think critically to find relationships between concepts and to develop deeper
* make visual connections and personal associations.
* create a “vocabulary wall” for quick reference of word meanings

**Variations:**

Elements of a Typical Frayer Model

A typical Frayer “4-square” model includes the following elements:

• Definition (either from teacher or in student’s own words

• Examples

• Non-examples

• Characteristics or illustration of concept

Alternate Elements of Frayer Model- Example 1

Vary this typical model by changing the 4 elements to:

• Examples

• Non-examples

• Essential Characteristics

• Non-essential characteristics

Use Pic Collage

Use the Pic Collage app for IPad to allow students to create Frayer model graphic organizers using a tablet device.

**White Board Wipe-Out**

**Description:** This technique allows students to respond to a prompt in writing and show their response immediately for the teacher to see. It allows the teacher to quickly see the level of comprehension of concepts that were just taught and keeps students engaged.

**How to Use:**

1. Create a class set of white boards. These can be purchased individually, or for a cheaper alternative, purchase shower board from a hardware store and have the store cut the board down into the size you prefer. Another option is to put paper inside of clear sheet protectors. Each student or student group using the whiteboard will also need a dry erase marker and something with which to erase the board. Option: if you glue a pom-pom to the end of the marker, students will have their own eraser, too!
2. Ask students a question regarding the material just covered in the lesson. This can be an open-ended question, or possibly a multiple choice, yes/no, or true/false question. Keep in mind that they are limited to the space on the white board when writing their answer.
3. Have students hold up their white boards with their answer. Scan the room to assess the students’ answers.

**When to Use:**

Use White Board Wipe Out at any point in the lesson to check for understanding.

* Multiple times during the Input portion of a lesson to ensure students are following along
* As a closing activity so that students can review what was learned in the lesson
* As a review game for an upcoming test or assessment
* At the beginning of a lesson to activate prior knowledge or to review material from a previous lesson
* Use as a jeopardy game and have students get into teams with one white board

**Variations:**

Be the Teacher

Students can also use white boards to teach another student about a particular concept. They can write and draw on the boards to explain a concept or to review with a partner.

Group Wipe Out

In groups, students must first discuss the question posed by the teacher, come to a consensus and write their answer on the white board. The first table to hold up the correct answer scores a point (table point or game point).

Partner Practice

Students can practice spelling words or math facts in partners with one partner giving the word or problem and the other writing it on their white board. Students can compare answers and check each other’s work.