**Strategies Portfolio**

**Justin Walter**

**ABC Chart**

This strategy is best used for organization and vocabulary. Students put key words from a reading assignment in the box where they belong. Then the student will work with these words in an activity.

|  |  |  |  |
| --- | --- | --- | --- |
| A-B | C-D | E-F | G-H |
| I-J | K-L | M-N | O-P |
| Q-R | S-T | U-V | W-X-Y-Z |

Reflection:

When using strategy, make sure the instructions are fully understood by the student. This is a good strategy because it helps the student focus on key words from a certain narrowed assignment. It helps them to become more organized and also helps them retain the information longer.

**CAMP**

This strategy is a memory tool. CAMP stands for four key words for memorization.

***C-*** Chunk or Categorize the information. Organize the information into categories, or separate the information.

***A:*** Associations. Have the student use prior knowledge so that the student can connect to the information given.

***M:*** Mnemonics. Have the students connect to information by assimilating sounds and letters.

***P:*** Pictures. Have the students connect and memorize the information by having them make a mental picture in their head.

Reflection:

This strategy is a very strong tool that will be useful for students throughout their life. This method can really help student learn more because they will then have the ability to retain the information better. This method helps students to properly organize their information better because they can categorize information and learn more by organizing information.

**Compare and Contrast**

This is a strategy that deals with comparing and contrasting two different topics. In the two sides of the two circles, that is where the differences are supposed to be written down. Then when the student finds similarities they write them down in the space where the two circles overlap.

Reflection:

 This strategy helps the students focus on the information and the topics at hand. This is a very important tool for students to utilize because it helps them organize key points of two subjects. It breaks down the information so that the student can clearly see the similarities and differences between two given subjects. Once they have completed the organizer they have a study tool which helps them visually see how the information is broken down. With much experience with these, you can either assign the student to do it at home for homework, or as a class activity.

**Learning Spectrum**

This strategy is great for the teacher. It is a way for the teacher to find out how comfortable the students are with the information. Usually this is given after a lesson to see if the teacher should continue with the lesson until they are more comfortable with the information or move on, meaning they know the information.

**Understand**

**Don’t Understand**

Reflection:

This strategy is very useful for the teacher to see where the class is on the learning spectrum. They can manipulate their instruction to fit and suit the class. If he/she sees that the class is struggling than they can use that to work on areas that are lacking. If not, the teacher can move on. Helps the teacher check for understanding. It is a quick little closure for a class day.

Cornell Notes

This strategy is a well-organized note-taking template. The student will write the notes in the lines given, followed by questions and main ideas on the left hand side of the template. Above at the top there is an essential question which should surround the theme of the notes.

* Left-hand side has the main ideas and questions posed by teachers
* Right-hand side has where the student will either answer the questions or take notes.
* Above both of these columns is a space for an essential question, possibly posed by the student or teacher
* At the bottom the student will write a summary of the whole lesson.



Reflection:

 Notetaking is an excellent way for the students to better learn and retain information. This strategy helps students effectively use the 5 R’s. Record, Reduce, Recite, Reflect, and Review. You record the information, reduce by summarizing, recite by going over what you wrote, reflect by looking at the big picture, and review by studying the notes you took.

 **Did You Hear What I Heard?**

This strategy is used to help students interact with information and pay attention to detail.

* First the teacher will read an article to the class
* Then the students will do their best to pay attention and possibly take notes on it.
* The key is to listen
* The students will share what they think is the conclusion or what the article is about.
* Then the teacher uses a different strategy to ask the students about the article
* Have the student summarize the article

This strategy is a reading strategy which has every student engaged in the activity.

Reflection:

This strategy is a good tool for every teacher. Not only does it engage all of the students but it makes them focus and listen in on the information. For a teacher to use this strategy they must have complete control over the classroom. This strategy is good for both auditory, visual, and kinesthetic learners. Also, it involves cooperative learning. After the reading the students will pair share which helps the learning process become effective.

**Give One, Get One**

This strategy involves cooperative learning at its finest. During this strategy students will list a number of ideas that are specific to a certain topic. Then the student will travel through the room and share what they wrote down, then the other partner will share what they wrote. After sharing each student will adopt one of their partner’s ideas.

**No visual**

Reflection:

This is a great strategy because it has a lot involved in it. The student must critically think about the topic and write down their own personal ideas, and then share with students and interact with them. It also helps students gain a better understanding of the topic by learning from others. This cooperative learning is directly from Vygotsky, and that the students will be able to learn on their own.

**Jigsaw**

In this strategy students would be grouped and then assigned certain sections of a topic. After reviewing their topic together, the group will then present their section to the class. The rest of the class will fill in either a graphic organizer that was assigned by the teacher or take notes on the information. Once everyone has shared and taken notes on the information, the puzzle will be whole. The teacher at the end can wrap up everything and make a summary of the entire lesson.

**Visual:** Graphic organizer or take notes

**Reflection:**

This strategy helps you learn to work with others. The students will be able to learn from each other and cooperate. During this strategy students will get bundles of information from a topic instead of being hammered with information without learning much. It helps the students retain information a lot better.

**KWL Chart**

This strategy is used for a whole lesson it can be the anticipatory set and also the closure. This strategy helps students organize a certain topic into three categories.

* **K: Know:** the student will list what they know about the given topic.
* **W: What I Would Like To Know:** the student will list what they would like to know about the topic and if there are any questions they may have.
* **L: Learned:** After the lesson the student will list what they have learned from the lesson.

|  |  |  |
| --- | --- | --- |
|  **K** |  **W** |  **L** |
|  |  |  |

**Reflection:**

This is a good strategy because it accesses student’s prior knowledge. It ensures that students have learned information and that they are engaged with the lesson. This strategy is a very powerful anticipatory set and closure. After the lesson is over, the teacher can introduce another strategy like Stand up Sit Down to involve students even more in the lesson.

Luck of the Draw

During this strategy the teacher gathers every students work. Then the teacher picks a few randomly without the names being displayed to anyone and shares to the class. The teacher talks about things that are done well and also things that can be worked on.

**No visual**

**Reflection:**

This strategy is very useful because it makes the students responsible for having correct information, because they have the potential for their work to be presented out loud. This is also a good strategy because the teacher can offer helpful criticism to the student without embarrassing them in front of the whole class. This is because the names are not given out to the class. Also, it can motivate the student if the teacher says that the student that did that particular work did well, the student will be motivated to continue. This strategy helps student use self-regulated learning and advance as a student.

**New American Notebook Template**

In this strategy students will use a type of organizer to take notes. In this there are three columns in which students can organize information.

* The left column would include the topic and main ideas
* The center column is represented as the notes
* The right column is for the student to ask questions and make comment.

|  |  |  |
| --- | --- | --- |
|  Topic/Main Ideas |  Notes |  Response |

**Reflection:**

For this strategy it is very useful, but can be restricting. Not every learning style can fit this strategy but it is a useful way for students to organize their thoughts. This is another notetaking strategy in which the students can understanding and study information better. The students can have questions at the end and then once answered can be listed next to the question. This strategy helps the student have a tool to study from.

**One Word Summary**

In this strategy this is usually used as a closure. The teacher at the end of the lesson will ask the students to write one word that sums up the entire lesson. The teacher will only ask the student to write a one word summary of what they have learned in class. After the student has come up with a word, the teacher can then have the students do a Stand Up Sit Down and present their word without explanation.

**No Visual**

**Reflection:**

This is a very useful but short strategy. This strategy makes the student critically think of the lesson that was just taught to them. It challenges them to sum the entire lesson into just one word. For the student to explain and expand upon their word when they present it to the class is up to the teacher. If the teacher makes them explain more about their word then it helps the student critically think about the lesson that was taught to them.

Notecard Raise

Deal out notecards to all of the have them put the initials of the topic on each side of the notecard. After they have prepared the notecards, the teacher will present statements, and the students will raise their card and show the teacher which topic the statement was for.

**Visuals: Notecards, slips of paper**

**Reflection:** In this strategy it really helps the student feel confident about their answer because only the teacher will know their answer, and is likely he is not the only one who chose that answer. It also helps the teacher because it gives insight to whether the class is retaining the information or not. This strategy makes sure everyone is involved and makes the students critically think about the information and decipher between information. It also possibly makes the student access prior knowledge.

**Read with a Pencil**

This strategy is used when the student is assigned to read an article of some sort. This is used so that the student can better understand what they are reading. During their writing the student must make certain marks on the article given to them.

* ! = It was interesting
* ? = I have a question
* \* = This is important

**Visual:** The article given out by the teacher

**Reflection:**

This strategy is helpful to the teacher because it shows where student need reinforcement, and it tells the teacher what the student don’t understand. This strategy also holds the students responsible for reading the text because the next day in class the teacher will go over it. This strategy helps the student better understand, and breakdown the information given to them.

**Stand Up Sit Down**

This strategy involves the whole class. This can be applied during any time in a lesson but usually in the beginning or the end. In this the student are asked to stand and answer a given question by the teacher. If a student has an answers that another student said then they can both sit down. This occurs until no one is left standing.

**Visual: No Visual**

**Reflection:**

This is a good strategy because it involves the whole class to participate. It also gets them out of their seat and may wake some of the sleepy kids up. It also gives the student an opportunity to think of something while listening to other students say theirs. Stand Up Sit Down is a good way to have multiple exposures for your students. It visits the information one last time before dismissing the students.

**Frayer Model**

This strategy can be used to organize information so that the student can better understand what is being taught. During this the teacher will have the student draw a diagram that has four quadrants in it. In the middle of this diagram the student should write the topic of what they are learning. In the first box the student will write down the definition of the topic at hand. In the box to the right the student will write the characteristics of the topic. In the bottom left hand side the student will write a non-example of the topic. Then finally, in the bottom right hand corner the student will write examples of the topic at hand.

**Visual: Graphic organizer, or have the student make one by hand**

**Reflection:**

In this strategy the student really get to understand the topic because the Frayer model really makes the student breakdown the information so that the retention is high for the students. The Frayer Model is a good example of a strategy that makes the students access prior knowledge, and also apply and connect that information to new information.

**Thumbs Up Thumbs Down**

This is a simple strategy for teachers. After showing a lesson or presenting a concept the teacher will ask if the students are okay with the topic or if they are shaky on the topic. By simply asking thumbs up, or thumbs down it gives the teacher the cue that the majority of the class is either okay or not okay.

**No visual**

**Reflection:**

In this strategy this only benefits the teacher. By formatively asking whether the students got the information can really help the teacher. If the teacher sees that there are many thumbs down then that teacher can change their instruction in order to improve those problem areas. If the teacher sees that there are a lot of thumbs up then that is the teacher’s cue that they can move on.

**Ten and Two**

During this strategy teachers should allow two minutes to reflect and review what they learned in a ten minute period.

No visual

**Reflection:**

In this strategy, teachers give the students a better opportunity to absorb the information given to them. If the teacher only bundles about ten minutes of instructional time in a certain period, that is enough for the student to not become overwhelmed with information. Along with that, giving the student two minutes to reflect is good as well. It gives the students enough time to think of questions to ask the teacher relating to the topic

**3-2-1**

In this strategy, it is usually used as a closure the student will be presented with a sheet that has a 3 a 2 and a 1. The student will fill out the worksheet accordingly

* 3= 3 things the student learned from the topic
* 2= 2 questions the student may have
* 1= 1 emotion the student is feeling

|  |  |  |
| --- | --- | --- |
|  3 |  2 |  1 |

**Reflection:** This strategy helps summarize lessons. It involves every student in the classroom and checks for understanding along with clearing up anything that the student is unsure about.

**2 Minute Writes**

In this strategies students are given two minutes to write about the topic at hand. In this two minute write, the student should write about things and concepts that the teacher went over from the lesson. In the students writing, he/she should write about as much as they can and explain certain topic and main ideas.

**No visual needed**

**Reflection:** A 2 minute write is a good strategy for teachers to have. It gives students enough time to write out all the information that they remember about the topic or lesson that was taught. In this 2 minute write if the student does not know what else to write about, then the student can pose questions they had about the topic. Usually in the 2 minutes writes, at the end the teacher can have some or all the students share with the class what they learned.