



HIGH IMPACT STRATEGIES

LEARNING MODULES

STRATEGY: CRITICAL READING STRATEGIES



EXPLORE



THINK



ACT

CHOOSE TWO & WATCH:

SQ3R

http://youtu.be/0dhcSP_Myig

Choral/Echo Reading:

http://youtu.be/bJFxd_N45JE

Pick-up Reading:

<http://youtu.be/AhDemlJaf4c>

- Summarize key learning ideas and discuss the most appropriate time to use these learning tools.
- How can you use these strategies in your classroom?
- How might these strategies enhance your instruction?
- For Secondary Teachers: While you may not be teaching students “how to read”, why is it still important to model and use these reading strategies at the secondary level?

Create a graphic organizer or poster that explains SQ3R, Choral/Echo & Pick-Up Reading Strategies

STRATEGY: MARZANO'S SIMILARITIES & DIFFERENCES



EXPLORE



THINK



ACT

READ & EXPLORE:

Handouts:

- [Marzano's Handbook for Instruction:](#)

“How to Create Metaphors & Sample Graphic Organizers”

- Summarize key learning ideas and discuss the most appropriate time to use these learning tools.
- How can you use these strategies in your classroom?
- How might these strategies enhance your instruction?
- What processes will you need to pre-teach in order to implement this effectively?

Review your scope and sequence or IFD for the first six weeks of instruction.

Create an analogy or metaphor activity that you could use to help students make connections within the curriculum.

Share your activity with the rest of your group if time permits.

STRATEGY: WRITING TO LEARN



EXPLORE



THINK



ACT

READ:

[Think-Ink-Pair-Share](#) pdf
document

WATCH:

Teach Like a Champion:

<https://www.youtube.com/watch?v=wq406j8qDZw>

READ:

[Sentence Starters SIOP](#)
[Book 36-39](#)

- Summarize key learning ideas and discuss the most appropriate time to use these learning tools.
- How can you use these strategies in your classroom?
- How might these strategies enhance your instruction?
- What processes will you need to pre-teach in order to implement this effectively?

Create a list of sample writing activities that you can use this year in your classroom. Include, in your sample list, ways in which you will integrate the strategies you learned in this session.

STRATEGY: GROUP DISCUSSION TOOLS



EXPLORE



THINK



ACT

READ:

Reader Writer Speaker

Triad p.109 SIOP

WATCH:

Jigsaw: <https://www.teachingchannel.org/videos/jigsaw-method>

WATCH:

1-3-6 Protocol: <https://www.teachingchannel.org/videos/1-3-6-protocol>

- Summarize key learning ideas and discuss the most appropriate time to use these learning tools.
- How can you use these strategies in your classroom?
- How might these strategies enhance your instruction?
- What processes will you need to pre-teach in order to implement this effectively?

- Select one of the strategies featured in this session.
- Create a group assignment using this strategy.
- Write the instructions you will use when introducing this activity to students. Share with someone at your table if time permits.

STRATEGY: QUESTIONING STRATEGIES- to promote higher order thinking



EXPLORE



THINK



ACT

WATCH THE FOLLOWING:

- **Q-Chart:** <http://youtu.be/Uy44J7p2E04>
- **ACE IT Response:** <http://youtu.be/uv-L8nAtIGk>
- **On Your Feet:** <http://youtu.be/PARflwF215k>

- Summarize key learning ideas and discuss the most appropriate time to use these learning tools.
- How can you use these strategies in your classroom?
- How might these strategies enhance your instruction?
- What processes will you need to pre-teach in order to implement this effectively?

Create a 3 column chart and describe when you would use each strategy, what directions you would use with students, and sample assignments you would issue to students.

STRATEGY: FRAMING THE LESSON- *to communicate the learning objective*



EXPLORE



THINK



ACT

WATCH THE FOLLOWING:

- [Be Sure To: A Powerful Reflection Strategy](#) 2 min
- [Structure Learning with Essential Questions](#) 2 min
- [SWBAT: Communicating Learning Goals](#) 1 min

- How does “reflection strategy” serve as both a tool and an action plan?
- How can “Be Sure To” statements act as an assessment tool?
- What makes a successful lesson frame?
- How could you use "essential questions" throughout a unit?
- What is the effect of asking a question rather than stating an objective?

Choose one TEK from your field of study and write a lesson frame that includes the three strategies featured in the Explore column.

STRATEGY: FREQUENT CHECKS FOR UNDERSTANDING 1



EXPLORE



THINK



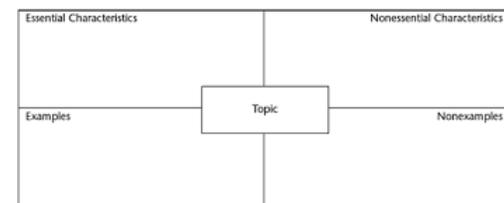
ACT

WATCH THE FOLLOWING:

- [Assess and Plan with Exit Tickets](#) 2 min
- [Daily Assessment with Tiered Exit Cards](#) 4 min
- [Formative Assessment and Monitoring Progress](#) 14 min
- [Show Your Cards!](#) 5 min
- [TLC Cold Call](#) 2 min
- [TLC Cold Call Roll Out](#) 1 min

- How can you use these techniques to help plan for future lessons?
- How can you ensure these techniques are a low-stress assessment?
- Why is it important to have individual think time?
- How can you use these individual think times to enrich collaborative group work?

Choose two of your favorite techniques listed in the explore column and create Frayer Models that illustrate essential elements of these techniques.



STRATEGY: FREQUENT CHECKS FOR UNDERSTANDING 2



EXPLORE



THINK



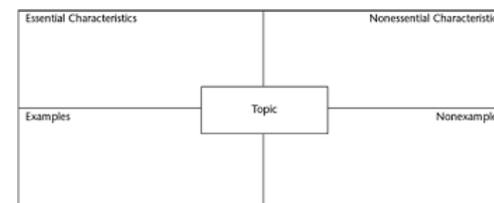
ACT

WATCH THE FOLLOWING:

- [CISD Demo Classroom](#)
- [Collaborative Group Work with the 1-3-6 Protocol](#) 2 min
- [Student-to-Student Assessment](#) 11 min
- [Think Time and Collaborative Learning](#) 2 min

- How can you use these techniques to help plan for future lessons?
- Why is it valuable to have students work individually before working in groups?
- What do students learn from reviewing their work and that of their peers?
- How does the teacher benefit from students reviewing their

Choose two of your favorite techniques listed in the explore column and create Frayer Models that illustrate essential elements of these techniques.



STRATEGY: CRITICAL THINKING - to increase student thinking



EXPLORE

WATCH THE FOLLOWING:

- [Circle Maps](#) 2 min
- [Post-its: Little Notes for Big Discussions](#) 2 min
- [Read, Discuss, Debate: Evaluating Arguments](#) 9 min
- [Strategies for Student-Centered Instruction](#) 7 min



THINK

- How do these routines activate background knowledge?
- How does this strategy enrich discussion?
- How could you use this strategy to encourage reluctant students to participate?
- How does a guiding question prepare students for discussions?



ACT

Using the classification graphic organizer describe key features of each strategy.

Name: _____

Directions: Fill in the boxes to create a classification chart. The main title should be placed in the top box. The subtitles should be placed in the second row of boxes and the details should be placed in the boxes under them.

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STRATEGY: CRITICAL THINKING (about text)- to increase student



EXPLORE

WATCH THE FOLLOWING:

- [Analyzing Texts: "Text Talk Time"](#) 7 min
- [Ms. Noonan: Using a Touchstone Text](#) 5 min
- [Organize Your Thinking to Critically Analyze Text](#) 14 min



THINK

- What routines are in place to help the discussion run smoothly?
- How are students taught to revise their thinking?
- How does Ms. Noonan encourage students to build on each others ideas?
- How would you describe these techniques to someone who is unfamiliar with them?



ACT

Using the classification graphic organizer describe key features of each strategy.

Name: _____

Directions: Fill in the boxes to create a classification chart. The main idea should be placed in the top box. The subtitles should be placed in the second row of boxes and the details should be placed in the boxes under them.

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STRATEGY: PACING & SEQUENCING- to scaffold learning activities so



EXPLORE



THINK

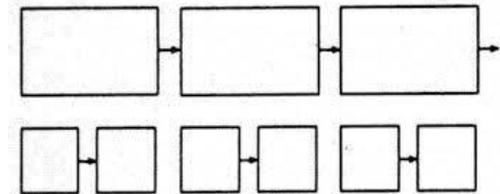


ACT

WATCH THE FOLLOWING:

- Catch and Release: Encourage Independence 2 min
- Gradual Release of Responsibility 2 min
- Improving Practice with Sarah Brown Wessling 5 min
- Time on Task: Increase Focus & Productivity 1 min

- How can Catch & Release be applied to all subject areas?
- What happens when Ms. Baines has her students act as teachers?
- How would using these techniques change the way you plan your lessons?
- Beyond shifting the cognitive load, what are the benefits of structuring lessons in this way?
- How does establishing a specific time for tasks increase student productivity?



Using the flow map, write the steps of your lesson in the top three boxes then add the pedagogy in the bottom six boxes.