







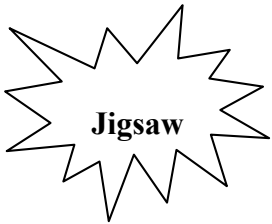
Strategy Bank- Promoting English Language Acquisition


WHAT?	 <p>Think, Pair, Share</p>	<p>What are the steps?</p> <ol style="list-style-type: none"> 1. Teacher chooses key question, asks class. 2. <i>Think</i>: Students think/write/draw individually. 3. <i>Pair</i>: Students discuss in pairs. 4. <i>Share</i>: Class discusses as whole group.
SO WHAT?	Why do this? How does this support ELLs?	
NOW WHAT?	When and how might I use this technique in my classroom?	

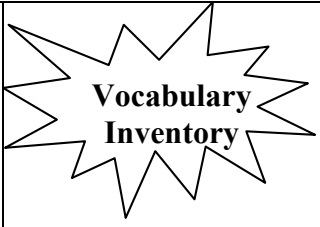
WHAT?	 <p>Fishbowl</p>	<p>What are the steps?</p> <ol style="list-style-type: none"> 1. A small group is arranged in the center/front of the class (“the fishbowl”) and others are given an observation task. 2. A role play or simulation is facilitated by the teacher for those in the fishbowl 3. Students in the fishbowl reflect on the experience. 4. Observers share their notes and the class discusses.
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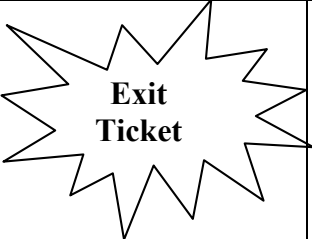
WHAT?		<p>What are the steps? Teacher creates a chart, map, outline or other visual organizer to simplify language, relate concepts and summarize content</p> <ol style="list-style-type: none"> 1. Students use the graphic organizer as a study guide. OR 2. Students take notes or collect ideas onto a blank or partially completed graphic organizer. <p>VARIATION: Students create their own graphic organizers.</p>
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WHAT?		<p>What are the steps?</p> <ol style="list-style-type: none"> 1. Words, sentences or paragraphs are cut into strips or scrambled on a handout. 2. Students reconstruct the handout to organize information 3. Categories may be provided by the teacher or created by students.
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WHAT?	 <p>Jigsaw</p>	<p>What are the steps?</p> <ol style="list-style-type: none"> 1. Explain the jigsaw activity. 2. Home groups (1- ABCD, 2-ABCD, etc.) – clarify task, choose roles. Move to expert groups. 3. Expert groups (AAAA, BBBB, etc.) – read or view, discuss, then agree on answers to questions. Go home. 4. Home groups – each expert shares information.
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WHAT?	 <p>Cocktail Questions</p>	<p>What are the steps?</p> <ol style="list-style-type: none"> 1. Students are given question cards with specific questions 2. Students mingle (like at a cocktail party) to discuss the questions. 3. VARIATIONS: Students can write an answer to one or more questions OR students can use one of the questions to introduce each other.
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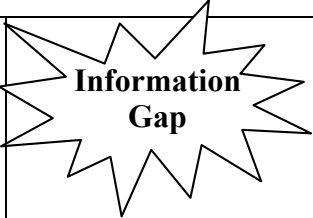
WHAT?	 <p>Vocabulary Inventory</p>	<p>What are the steps?</p> <ol style="list-style-type: none"> 1. Teacher provides students with a list of words using the vocabulary inventory 2. Students “take inventory” of their knowledge of the words 3. Teacher observes students as an initial diagnostic 4. Students can share words, update this tool throughout a unit and revisit it at the end to chart progress
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WHAT?	 <p>Exit Ticket</p>	<p>What are the steps?</p> <ol style="list-style-type: none"> 1. Students are given a question that relates to the day’s lesson or connects to the next topic to be studied. 2. Students answer the question on an index card 3. As students leave the class they must turn in the card as their “ticket” to exit. <p>VARIATION: Give the question at the beginning of class</p>
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WHAT?	 <p>Partner Popcorn</p>	<p>What are the steps?</p> <ol style="list-style-type: none"> 1. Students have a task to complete with partners (e.g. share words from a vocabulary inventory). 2. After exchanging <u>one</u> piece of information, Students must “pop” to another partner
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WHAT?	 <p>Poster Walk</p>	<p>What are the steps?</p> <ol style="list-style-type: none"> 1. Posters/prompts are hung around the room. 2. Small groups rotate from poster to poster to discuss each. <p>VARIATIONS: Students create posters in small groups then post them to share OR Students add their ideas to posters as they rotate.</p>
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WHAT?		<i>Pre- During- Post (also: Into-Through-Beyond)</i> What are the steps? <ol style="list-style-type: none"> 1. <u>Pre</u>: specific task to anticipate/predict what will be viewed or read 2. <u>During</u>: watch a video or read a text and respond with notes 3. <u>Post</u>: compare steps 1 and 2 and share with a partner/group
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WHAT?		What are the steps? <ol style="list-style-type: none"> 1. Give students two parallel handouts (version A and B) with each one missing complementary information. 2. Students must work with a partner to find the missing information (without looking at each other's paper)
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