Learning Strategies

Tiered Activities
Utilizing the same content for the classroom for a variety of learners. Three to four activities are prepared with a variety of difficulty to achieve the same lesson objective. Students are organized in groups to work on the tiered activity designed for their learning.

How to Use
1. Assess the levels of learners that are in the class.
2. Assess the preferred learning style of the students.
3. Begin planning the activities by identifying the mid-level activity that would be used for the entire class.
4. Next plan a level of difficulty to create a challenge for higher-level students.
5. Then plan a third activity that is simplified or provides resources to aid the comprehension of the content for lower-level learners.
6. Identify groups members for each activity that is planned.

When to Use
- When planning a lesson for enrichment and reteaching content.
- Introducing a new unit or content that will be studied.
- When presenting large or difficult amounts of content to the class.
- Use for formative assessments or summative assessments.
- Activity to prepare a group discussion on content.

Variations
Tiered Content
Use the activities for students to present the content to the class.

Tiered Peer Teaching
The tiered groups would teach pieces of the content to the class.

Tiered Products
Using individual and group projects to express the content through varied forms.

Sticky Note Graphs

The strategy is designed to give students the opportunity to give response or brainstorm. After the response time or brainstorming time, the students work together to organize the responses.

How to Use

1. Every student is given a stack of sicky notes.
2. A question related to the content is provided for the students.
3. Students write one response on each sticky note and as many responses as they can give.
4. Students stick the notes on a wall or white board.
5. Students then categorize the notes with similar answers.
6. Sticky notes can be left visible to the students during the lesson or multiple lessons.
7. After the content is delivered students can change their response or category.

When to Use

- Use the strategy for mind mapping and other brainstorming activities.
- Use to compare and contrast content.
- Use to categorize content.
- Use to gather opinions or class voting.
- Use to review content.

Variations

Sticky Note Timelines

Students could use to arrange events into a timeline.

Sticky Note Bar Graph

Students could use the sticky notes to make a bar graph.

Sticky Note Venn

Students could write descriptions to compare and contrast.

Mini White Boards

Students are provided with white boards to respond to a question or problem. Each student responds on the white board. Students share their responses with the class.

How to Use
1. A question or problem is displayed for students to view.
2. Students use the white boards to record their responses.
3. Once their answers are recorded the class shows their responses to the teacher or in groups.
4. Response are discussed and corrected as needed.

When to Use
- Use for guided or independent practice.
- Use to assess student's knowledge before a lesson.
- Use to create a class discussion.
- Use to assess students' progress.
- Use for peer learning during guided practice.

Variations
White Board Mix-Pair-Share
Use the white boards to facilitate Mix-Pair-Share.

White Board Exit Card
 Use as an exit card.

White Board Review
Use as to review content.

Think-Tac-Toe

Information or tasks are arranged in a tic-tac-toe template. The structure allows the students to make a choice of the tasks they will perform or how they will engage content.

How to Use

1. Create nine tasks or questions for the lesson.
2. Allow students to choose three.
3. The student's choices must be in a horizontal, vertical, or diagonal row.

When to Use

- Use people or places for student learning.
- Use to ask questions for student progress.
- Use to assess students preferred learning styles.

Variations

Differentiated Product

Students could have options of methods for teacher input, guided, and the product for independent practice.

Differentiated Process

Students could choose three tasks of how they would like to engage the lesson content.

Differentiated Content

Students could choose part of the content they are most interested in learning. Then engage in peer teaching other students what they learned.

Jigsaw

A strategy to take a large amount of content and divide into parts. Students are assigned the parts to master and to teach others.

How to Use

1. Divide content into three to five parts.
2. Create groups in the class that have the same number of members.
3. Each member of the group will be responsible for a part of the content.
4. Each individual member will become the resource for the information they are responsible to understand.
5. Each member then explains the content to the other group members.

When to Use

- Use for complicated content.
- Use for assigning group project.
- Use when analyzing a reading assignment.
- Use for comparing different regions of the world.
- Use as an enrichment or reteach method.

Variations

Jigsaw Resource

Use for students needing support for reading and language support.

Jigsaw Scaffolding

Divide material so students can discover what happened, how it affected people in history, and how it still effects our world today.

Jigsaw Research

Use when assigning a research project.

Four Sides

The four walls of the classroom are labeled to group student responses. Students discuss their choice with other group and to persuade them to share their opinion.

How to Use

1. Each room of the classroom is labeled with signs. The signs are "strongly agree", "agree". "disagree", and "strongly disagree".
2. Students are given a statement related to the content and answer the statement by standing under the sign that represents their answer.
3. Give students one to two minutes to discuss with others under their sign to present why they chose the sign.
4. Then students can choose someone from another sign in attempt to persuade them to change their opinion.

When to Use

- Use for polling in a political science lesson.
- Use when assessing student learning styles.
- Uses for student discussion or debates.

Variations

Social Studies Four Sides

Change the labels to use for teaching other events, people, or places.

Four Sides Lesson

Use to break down the content of a lesson into smaller pieces delivered in different ways.

Four Sides Point of View

Use as a method to present cultural viewpoints on an issue, event, or legislation.

Appointment Clocks

Structure used to assign groups of students at different parts of a lesson cycle. Structure intentionally plans students are partnered with similar skills or interests.

How to Use
1. Each student is given a clock. The names of other students go at each hour mark on the clock.
2. When an hour from the clock is named the students pair or group with the students that correspond with the clock.
3. Some hours on the clock should allow students to choose their own partners or group.

When to Use
- Use to facilitate a Timed Pair Share.
- Use to have students interact with as many opinions as possible.
- Use to be intentional for peer learning.

Variations
Station Appointment
Use the clock to list content material and move students through stations.

Process Appointment
 Use clock to provide multiple delivery methods in the class.

Product Appointment
Use clock to assign differentiated products.

Varied Products

Structure allows students to choose how they will demonstrate what they have learned.

How to Use
1. Create varied assignments to assess students progress.
2. Students are given a choice of writing, making a poster, dramatic performance, or presentation.
3. Clearly communicate expectations or provide students with a rubric to set the expectation of the product they choose.

When to Use
- Use for summative assessments.
- Use for complicated content.
- Use for assigning creative projects.

Variations
Varied Content
Use for students to choose where and how to learn content.
Varied Process
Use to allow students to express their favorite aspect of content learned.