

Effective Strategies

with a purpose



Manage your classroom more effectively making every minute count. In this "Effective Strategies with a Purpose" workshop, Rob Jenkins will help participants shift their perspective from a teaching focus to a learning focus by introducing strategies that work. Leave with 100 ideas for all skill areas adaptable for any level of ESL and have fun in the process.

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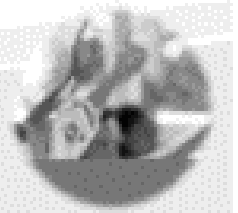
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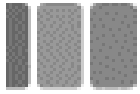
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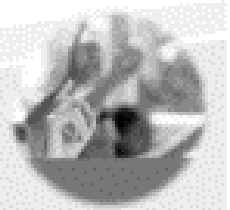
AGENDA

- Session 1: Community & Lesson Planning
- Session 2: Learner Centered Instruction
- Session 3: Critical Thinking and Standards





Give students
challenging opportunities
to be
successful
in their language-learning experience so
they develop confidence and become
independent, lifelong learners.



Write your own personal mission Statement here:

Building Community



BACKWARD QUESTIONS

A. In groups of three or four, participants do a round robin where you chain questions to given answers. The answer giver tells the question giver if he or she is right. For this activity, participants should share answers about their personal lives.

EXAMPLE:

Participant A:	A teacher
Participant B:	What is your profession?
	20 years ago
Participant C:	When did you start working?
	I have 3.
Participant D:	How many children do you have?
	35 every semester
Participant A:	How many students do you have?
	When I have time

Continue until time is up.

OPTIONAL

B. Now with post-it paper, the group writes all the possible questions for the following answer prompt:

ANSWER: Students pay more attention.

C. Do a **gallery walk** by walking to each presentation and return to your group to discuss your favorite answers.

LESSON PLANNING

Instructions: Number the lesson plan steps in order 1-6.

	Application Students apply new knowledge to own lives or new situations.
	Practice <ul style="list-style-type: none"> Students practice new knowledge through different activities. Practice is guided through materials. May be whole group, small group, pairs or individuals. Instructor models each activity, monitors progress, provides feedback
	Warm-up and/or review <ul style="list-style-type: none"> Uses previously learned content to begin a lesson. 5- 10 minutes. Materials are familiar to students from previous lessons.
	Evaluation <ul style="list-style-type: none"> Instructor evaluates students on attainment of objective. Can be oral, written, or by demonstrated performance.
	Introduction <ul style="list-style-type: none"> Focuses student attention on the lesson (asking questions, using visuals...). Objective stated Objective is related to previous lesson
	Presentation <ul style="list-style-type: none"> Introduction of new information (Through visuals, realia, description, explanation, or written text). Instructor checks on student comprehension.

Lesson Plan Format developed by the California Department of Education, Staff Development Institute

LESSON PLANNING

WIPPEA MODEL

Lesson Objective: _____

STEPS TO LESSON PLANNING	What and How? Describe activities
1. WARM-UP AND/OR REVIEW <ul style="list-style-type: none"> • Uses previously learned content to begin a lesson. • 5- 10 minutes. • Materials are familiar to students from previous lessons. 	
2. INTRODUCTION <ul style="list-style-type: none"> • Focuses student attention on the lesson (asking questions, using visuals...). • Objective stated • Objective is related to previous lesson. 	
3. PRESENTATION <ul style="list-style-type: none"> • Introduction of new information (Through visuals, realia, description, explanation, or written text). • Instructor checks on student comprehension. 	
4. PRACTICE <ul style="list-style-type: none"> • Students practice new knowledge through different activities. • Practice is guided through materials. • May be whole group, small group, pairs or individuals. • Instructor models each activity, monitors progress, provides feedback 	
7. EVALUATION <ul style="list-style-type: none"> • Instructor evaluates students on attainment of objective. • Can be oral, written, or by demonstrated performance. 	
8. APPLICATION <ul style="list-style-type: none"> • Students apply new knowledge to own lives or new situations. 	

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<http://ESL-Teacher.net> for Multilevel Lesson Plan Template and booklet

PERFORMANCE OBJECTIVES

(Contingency 1)

Consider what you want your students to be able to **DO** by the end of class.

- Make sure it is a “**performance objective**”.
- Make sure it is **simple**.
- Make sure it is **measurable**.
- Make sure students can actually **do** it.
- Make sure it is in a life competency.

In groups of 3-5, create good objectives for one or more of the following themes:

Personal Information
Food / Nutrition
Consumer Economics
Housing
Community
Employment

By the end of class, students will be able to...

LONG TERM LESSON PLANNING (CONTINGENCY 2)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Focus	Notes
Week 1	January 19	January 20	January 21	January 22	January 23	January 24		
	Holiday							
Week 2	January 26	January 27	January 28	January 29	January 30	January 31		
			CASAS #1 (Large Sites)					
Week 3	February 2	February 3	February 4	February 5	February 6	February 7		
Week 4	February 9	February 10	February 11	February 12	February 13	February 14		
Week 5	February 16	February 17	February 18	February 19	February 20	February 21		
Week 6	February 23	February 24	February 25	February 26	February 27	February 28		
Week 7	March 2	March 3	March 4	March 5	March 6	March 7		
Week 8	March 9	March 10	March 11	March 12	March 13	March 14		
Week 9	March 16	March 17	March 18	March 19	March 20	March 21		
Week 10	March 23	March 24	March 25	March 26	March 27	March 28		
Week 11	March 30	March 32	April 1	April 2	April 3	April 4		
Spring Break	April 6	April 7	April 8	April 9	April 10	April 11		
	No School	No School	No School	No School	No School	No School		
Week 13	April 13	April 14	April 15	April 16	April 17	April 18		
Week 14	April 20	April 21	April 22	April 23	April 24	April 25		
Week 15	April 27	April 28	April 29	April 30	May 1	May 2		
Week 16	May 4	May 5	May 6	May 7	May 8	May 9		
Week 17	May 11	May 12	May 13	May 14	May 15	May 16		

(Email Jenkins for eCopy)

NATURE OF LEARNING

LEARNER-CENTERED INSTRUCTION



IN HOT PURSUIT OF THE WRONG QUESTIONS



“Eventually, after years as a principal, I realized that even though my efforts had been well intentioned—and even though I had devoted countless

hours each school year to those efforts—I had been focusing on the wrong questions. I had focused on the questions, What are the teachers teaching? and How can I help them to teach it more effectively? Instead, my efforts should have been driven by the questions, To what extent are the students learning the intended outcomes of each course? and What steps can I take to give both students and teachers the additional time and support they need to improve learning?”

“This shift from a focus on teaching to a focus on learning is more than semantics. When learning becomes the preoccupation of the school, when all the school's educators examine the efforts and initiatives of the school through the lens of their impact on learning, the structure and culture of the school begin to change in substantive ways...” (Richard Dufour, 2004)

http://www.ascd.org/publications/educational_leadership/may02/vol59/num08/The_Learning-Centered_Principal.aspx

COMPARE AND CONTRAST ACTIVITY

In groups, sort the statements by writing the appropriate letter on the teaching approach side or the learning approach side.

Teaching Approach		Learning Approach
	Methodology <ul style="list-style-type: none"> a. Teach - focusing on good established techniques and methodology with the intent of getting through the curriculum on time. b. Start with the objective: What do we want students to know? c. Start with the objective: What do we want students to be able to do? d. Teach – focusing on what students learn based on evidence from what they are ultimately able to do. 	
	Instructional Presentations and Practice <ul style="list-style-type: none"> a. Activities go from mechanical, to meaningful and communicative leading to application and personalization to stimulate learning. b. Mostly lecture with student questions and answers. c. Interactive presentations where context, student schema, real-life application, and student learning styles are taken into account. d. Mechanical practice – memorize data, make lists, and prove through exercises and activities that the Information (knowledge) is understood. e. Activities are varied and include multiple choice, fill-in, role-plays, focused listening, critical thinking, etc. with observation and teacher evaluation including the use of rubrics to identify students’ ability to communicate. f. Activities are mostly fill-in and multiple choice with a high percentage correct used to identify comprehension. 	
	What Students Do with New Information <ul style="list-style-type: none"> a. Perform in multiple environments including standardized tests and impromptu circumstances using all four skills (reading, writing, listening, and speaking) to prove they can adequately communicate needs and ideas as well as pass tests. b. Take multiple choice standardized tests and prove they can use the new information in controlled and mostly writing environments. 	
	Outcomes <ul style="list-style-type: none"> a. The instructor shares the responsibility for student outcomes with the students by adjusting and changing the instructional approach to teaching based on student performance (learner-centered Instruction). b. Student outcomes reflect how well students internalize the information based on the ability of the instructor to tap into student needs, schema, past experience and personal learning modalities or styles. c. The instructor makes sure students take full responsibility for learning while maintaining a consistent instructional delivery. d. Student outcomes reflect how well the teacher gets across the information and how willing students were to internalize it. 	

TEACHING VS LEARNING

Teaching Approach	Learning Approach
Methodology <ul style="list-style-type: none"> Start with the objective: What do we want students to know? Teach - focusing on good established techniques and methodology with the intent of getting through the curriculum on time. 	Methodology <ul style="list-style-type: none"> Start with the objective: What do we want students to be able to do? Teach – focusing on what students learn based on evidence from what they are ultimately able to do.
Instructional Presentations and Practice <ul style="list-style-type: none"> Mostly lecture with student questions and answers. Mechanical practice – memorize data, make lists, and prove through exercises and activities that the <u>Information</u> (knowledge) is understood. Activities are mostly fill-in and multiple choice with a high percentage correct used to identify comprehension. 	Instructional Presentations and Practice <ul style="list-style-type: none"> Interactive presentations where context, student schema, real-life application, and student learning styles are taken into account. Activities go from mechanical, to meaningful and communicative leading to application and personalization to stimulate learning. Activities are varied and include multiple choice, fill-in, role-plays, focused listening, critical thinking, etc. with observation and teacher evaluation including the use of rubrics to identify students’ ability to communicate.
Outcomes <ul style="list-style-type: none"> The instructor makes sure students take full responsibility for learning while maintaining a consistent instructional delivery. Student outcomes reflect how well the teacher gets across the information and how willing students were to internalize it. 	Outcomes <ul style="list-style-type: none"> The instructor shares the responsibility for student outcomes with the students by adjusting and changing the instructional approach to teaching based on student performance (learner-centered Instruction). Student outcomes reflect how well students internalize the information based on the ability of the instructor to tap into student needs, schema, past experience and personal learning modalities or styles.
What Students Do with New Information <ul style="list-style-type: none"> Take multiple choice standardized tests and prove they can use the new information in controlled and mostly writing environments. 	What Students Do with New Information <ul style="list-style-type: none"> Perform in multiple environments including standardized tests and impromptu circumstances using all four skills (reading, writing, listening, and speaking) to prove they can adequately communicate needs and ideas as well as pass tests.

UNDER-THE-LINE

A. In groups of three or four, write two classroom activities or strategies to learn students' names. Write above the line.

1.

2.

B. Speak to 5 other participants. Add to your list below. You can only take one idea from any one other participant.

CRITICAL THINKING



CRITICAL THINKING SURVEY

1. I ask questions when I present new material.

☐ Almost Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

2. I ask questions that go beyond testing students' knowledge of facts.

☐ Almost Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

3. I give sufficient time for students to process information after I ask them a question before I step in.

☐ Almost Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

4. I incorporate a variety of activities in the class.

☐ Almost Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

5. I ask open-ended questions.

☐ Almost Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

6. I know and use decision making strategies in the classroom like PMI, CAF, or C&R.

☐ Almost Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never ☐ I don't know

7. I provide activities that require students to analyze information.

☐ Almost Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

8. I provide activities that help students to find "value" in things they are analyzing.

☐ Almost Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

9. I personally incorporate the critical thinking attribute of suspending judgment.

☐ Almost Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

10. I personally incorporate the critical thinking attribute of listening carefully.

☐ Almost Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

DEFINE CRITICAL THINKING

“Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action...” Michael Scriven & Richard Paul (1987)

“The careful and deliberate determination of whether to accept, reject, or suspend judgment”. (Moore and Parker, 1994)

One-Sentence Group Definition – Write on 3/5 Card

Write Rob’s Definition Here:

RANKING AND CONSENSUS



Silvia

Breakfast: cereal and milk
Lunch: green salad and fruit juice
Dinner: spaghetti with meatballs and ice



Augustin

Breakfast: coffee
Lunch: sausage, beans, rice, and water
Dinner: cheese, bread, green salad, and fruit



Fernando

Breakfast: fruit, cereal, milk, and toast
Lunch: pepperoni pizza and milk
Dinner: fried chicken and a baked potato



Rosa

Breakfast: coffee
Lunch: soup, bread, fruit, and yogurt
Dinner: turkey, potatoes, green salad, and water



Gilberto

Breakfast: doughnut and coffee
Lunch: hamburger, fries, and a soda
Dinner: pepperoni pizza and water

RANK – most to least nutritious diet

#1

#2

#3

#4

#5

STANDARDS

CREATE STANDARDS - ENGLISH

In groups take one skill area and make a list of standards that reflects critical thinking. One is done for you.

Reading

1. Read for detail.

Writing

1. Write arguments with supporting information.

Speaking and Listening

1. Participate in a range of conversations / collaborate

COLLEGE AND CAREER READINESS

ABBREVIATED - ENGLISH

READING

Key Ideas and Details

1. Read for detail.
2. Read for main ideas.
3. Analyze why and how.

Craft and Structure

4. Interpret words.
5. Analyze structure.
6. Analyze how purpose affects reading.

Integration of Knowledge and Ideas

7. Evaluate content from diverse formats.
8. Evaluate validity of claims.
9. Compare 2 or more text.

Range of Reading and Level of Text Complexity

10. Read increasingly complex text.

WRITING

Text Types and Purposes

1. Write arguments with supporting information.
2. Write well organized informative/explanatory conveying complex information.
3. Write well-structured narratives.

Production and Distribution of Writing

4. Produce writing appropriate to task, purpose, and audience.
5. Use a process of planning, revising, editing, rewriting, etc.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct research projects.
8. Gather relevant information.
9. Draw evidence to support analysis, reflection, and research.

Range of Writing

10. Write over various time frames depending on purpose.

SPEAKING & LISTENING

Comprehension and Collaboration

1. Participate effectively in a range of conversations/collaborations.
2. Evaluate information from diverse formats.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence.
5. Use digital media and visual displays of data to express information.
6. Adapt speech to a variety of contexts and communicative tasks.

ATTRIBUTES OF A CRITICAL THINKER

A. Study the attributes of a critical thinker below.

1. Asks pertinent questions.
2. Assesses statements and arguments.
3. Is able to admit a lack of understanding of information.
4. Has a sense of curiosity.
5. Is interested in finding new solutions.
6. Is able to clearly define a set of criteria for analyzing ideas.
7. Is willing to examine beliefs, assumptions, and opinions and weigh them against facts.
8. Listens carefully to others and is able to give feedback.
9. Sees that critical thinking is a lifelong process of self-assessment.
10. Suspends judgments until all facts have been gathered and considered.
11. Looks for evidence to support assumptions and beliefs.
12. Is able to adjust opinions when new facts are found.
13. Looks for proof.

B. In a group, classify items above by the number into categories.

Asking Questions	Making Judgments	Identifying Assumptions	Analyzing while suspending judgment

Adapted from CALPRO MODULE: Critical Thinking and Metacognition Session 1

CRITICAL THINKING QUICK ADJUSTMENTS

Rank the activities by which you would do more of or least of. 1= most used.

- _____ analyzing data (graphs, charts)
- _____ Classifying
- _____ collaborating over a problem
- _____ comparing (VENN, Johari, charts)
- _____ defining concepts
- _____ evaluating information with a rubric
- _____ individually solving problems
- _____ predicting outcomes
- _____ ranking
- _____ reaching consensus
- _____ summarizing concepts
- _____ Other
- _____ other
- _____ other
- _____ other

ACTIVITIES WITH A PURPOSE

1	Active Listening Students are asked in conversations to repeat what they hear by paraphrasing in their own words to verify that they understood. This is also used regular in professions like counseling.
2	Assessment Cards Distribute 3x5 cards to each student. Ask questions about instruction, poll questions, class satisfaction, etc. Students submit answer without writing their names. The teacher then reviews the cards with the class and decides on changes or future direction of the class. See also One Minute Paper and Muddiest Point .
3	Authentic forms Students are asked to complete real-life forms such as applications, checks, check registers etc.
4	Authentic Readings Students are asked to read newspapers, completed forms and other authentic material and answer questions or complete a chart.
5	Back-to-Back A video technique where student A watches a video without sound while his/her partner is facing away from the video. Student A describes what he/she sees to Student B.
6	Backwards Question Game where students give each other answers or the teacher gives an answer and students have to figure out what the question might be. This can also be done in a Round Robin .
7	Best Idea Each pair or group discusses solutions to a problem - Then they report to class their best idea.
8	Board Race Game where students are put into teams and race to the board with vocabulary or grammar answers in a relay race type fashion. Students on each team take turns writing something or in the case of grammar, write correct forms. The team that completes all the information with the most correct answers is declared the winner. See Flyswatter Race .
9	Brainstorming Used to generate ideas about a topic or to find out what the students know. All ideas are valid and not discussed immediately. Ideas can be recorded or listed with graphic organizers.
10	C&R Consequences and Results. Critical thinking construct where students are asked to look to the future and identify what would happen if a decision was made. See also PMI and CAF .
11	CAF Consider all Factors. A critical thinking construct where students are asked to brainstorm an issue to make sure all factors are being considered before a decision is made. See also PMI and C&R .
12	Case Studies Students read about people and their experiences perhaps relating to them. They are then given a task. The task could be matching, classifying, ranking, Identifying and labeling , etc.
13	Categorizing See Classifying
14	Classifying Learners classify vocabulary in various ways often using charts in order to practice using the target vocabulary. See also Classifying Ideas and Kinesthetic Classifying .
15	Classifying Ideas Learners give opinions about concepts and ideas by classifying them in charts giving them an opportunity to think critically. Often there is no one correct answer. Can be done in groups, pairs or individually. Is often used as a pre-conversation activity. See also Classifying and Kinesthetic Classifying . Also called Categorizing .
16	Clustering A way to organize ideas into categories. Draw a central circle with a main idea or concept. The ideas that relate to the main concept are extended in a web fashion. Also called Web or Mind Map .



ACTIVITIES WITH A PURPOSE

17	Consensus Students in groups reach agreement on decisions. Sometimes it is prudent to teach students consensus-building techniques such as compromise, turn-taking, etc. See also Fist to Five
18	Corners Students are asked to go to one of the four corners in the room. Each corner in the room corresponds to an opinion, characteristic, idea, concept, likes etc. This activity is often used to form groups or provide extra conversation or discussion once in corners.
19	Definitions Students are asked to give a definition of things or ideas that they may have taken for granted or have never really thought of before. They may also try to Predict what something means and give a definition. After sharing their ideas, the teacher gives a published definition. See also Identify and Label .
20	Dialog Cards: Students are given cards randomly that can be associated with other cards in the classroom. In ESL, the cards can be substitution information for a dialog. The card content is a secret that can only be revealed by responding to questions or performing a dialog in the case of ESL. See also Find the Matching Card and Matching .
21	Dialog Journal Students write in their journals and the teacher responds in writing. A variation is when all students write in a common journal and the teacher reads and responds to the student's comments.
22	Drill Drilling students in various ways gives students limited practice in pronunciation, grammar construction and vocabulary familiarity for ESL or memorization for other courses. Be careful not to overdo. Sometimes meaning becomes lost when too much emphasis is placed on memorization and drill.
23	Deuces are Wild With a deck of playing cards, the teacher creates groups. The cards are passed out to students. All 4's for example could be in a group and black and red suits could pair up from there, etc. For uneven classes, the 2's would be wild. Those who get 2's would go to any group. See also Numbered Heads .
24	Eliciting Information A technique where most of the new information being taught is elicited from the students and the prior knowledge. Students can also be asked about themselves and apply their schemata to the lesson. The assumption is that students collectively may know something already about the topic.
25	Find the Matching Card Students are randomly given 3x5 cards with information on them that corresponds to other cards. Students look for the match from others in the classroom. See also Matching and Dialog Cards .
26	Fist to Five Student are asked to work in groups and reach consensus. Fist to Five is a technique where they show members of the group how much they agree. A fist means the person doesn't agree. 1 finger means I don't like it but I will go with the group. 2 means not very happy, but will go with the group. 3 means the person likes some of it but not all and will go along. 4 means it is fine and five means I like it a lot and it is the best idea. See also Spontaneous Rubric and Consensus .
27	Flyswatter Race Students are given flyswatters and with their backs to the board are given a question. The answers are listed on the board. Once the question has been asked, students turn and swat the answer. The student or team that swats the answer first gets a point.
28	Focused Listening Learners learn strategies to listen for specific information in listening passages that have NOT been simplified or slowed. This type of listening is often accompanied by a task. This activity is a precursor to note-taking.
29	Freeze Frame A video technique where a frame of the video is frozen providing opportunity to predict, guess at meaning, etc.
30	Four Why's to Values Students ask each other questions or the teacher asks questions about a student. With every answer, the teacher asks why. Eventually the answer will lead to identifying a value the student has, which can help him/her identify and focus goals. Sometimes the Why questions must be modified to reflect back to the person. See also Goals in a Envelope and SMART Goals .

ACTIVITIES WITH A PURPOSE

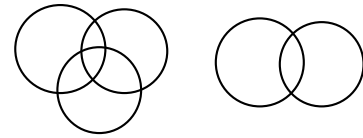
31	Gallery Walk Students in groups put a presentation together, do a task, or solve a problem and present their ideas on poster board or large Post-It paper. All groups have the same task with the anticipation of different outcomes. The posters are displayed in the classroom. The question might be open-ended so groups may have a variety of solutions. Student then walk around and look at the other displays and later discuss what they learned.				
32	Goals in an Envelope Students write goals and seal them away in an envelope. They open the envelope after a period of time to see how they are progressing. See also SMART Goals and 4 Why's to Values .				
33	Identifying and Labeling Half of the class is given a definition and they are asked to give what it is defining. The other half is given the item itself and asked to come up with a definition. Then the groups meet to discuss their answers. This can be also done with ideas and descriptions or other Matching type activities. See also Definitions .				
34	Information Gap Pairs work to complete a dialog, chart, map, menu etc. Partner A has some of the information and Partner B has other information.				
35	Inside/Outside Circle Students form two circles with equal number of students, one inside and one outside. The two circles face one another forming partnerships. Students are given something to discuss. After a set time, the instructor asks the inside circle to rotate to form new partnerships. When there is no room for this, create two lines with students facing each other. This is called Facing Lines .				
36	Instant Feedback Students answer yes/no questions or approval and disapproval by showing colored 3x5 cards. Green means yes or agree and red means no or disagree. Other instant feedback can be as simple as thumbs up and thumbs down or hand flat for no opinion. These activities are also good for gauging whether or not students understand. See also Spontaneous Rubric and Thumbs Up .				
37	<p>Jahari Squares Four squares used to designate similarities and differences between two people (A and B) or concepts. This activity is similar to VENN diagram with an added twist.</p> <table border="1" data-bbox="1258 1123 1388 1260"> <tr> <td>A</td><td>A&B</td></tr> <tr> <td>B</td><td>Not A or B</td></tr> </table>	A	A&B	B	Not A or B
A	A&B				
B	Not A or B				
38	Jigsaw or Group Jigsaw Groups each have information that is part of a bigger picture. If you were to put the information together, you would have the whole. Each group works to become an expert in the information. Then the groups are changed so that representatives of each group collaborate to put together the whole. There are many forms of this activity. The original is: 1) "home groups" split up the readings 2) each member of the group meet with an "expert group" with the same reading. 3) The expert groups answer questions about the reading provided. 4) Each expert goes back to home group to teach. See also Pair Jigsaw .				
39	Journaling Students maintain a journal of feelings about the class or beliefs. See also Shared Journal .				
40	Kinesthetic Classifying A method of classifying information where students have 3x5 cards or post its and place the information on charts in the classroom. See also Classifying and Classifying Ideas .				
41	Labeling A simple way to give students an opportunity to write new vocabulary words by giving them pictures and a word bank.				
42	Learner Logs Students evaluate and record their personal progress in a log. These logs can be in the form of a checklist at the end of a unit or students record completion of goals in their journals.				

43	Line up Effective ice breaker and practice activity where students form a line in the classroom in order based on something unique to them such as a birthday, the initial of their first or last name, number of years in the United States, etc. To form the lines, students must ask questions and in turn learn about each other.
44	Listening without Viewing A video technique where students listen without benefit of the video of a segment or an entire video. Students are then asked to attempt to guess at what the video shows. Then they watch the video and see if their predictions were right.
45	Matching Students match things that associate with one another usually using two columns and drawing lines from one column to the next. This can also be done physically by having students look for a partner that has information he/she needs. See also Find the Matching Card , and Dialog Cards .
46	Mind Maps See Clusters
47	Muddiest Point Ask students to write about or speak to what they didn't understand or what they need help with at the end of class. This is a classroom assessment technique. See also One Minute Paper and Assessment Cards .
48	Numbered Heads Students are put into groups by the number. If there are 32 students in the class for example, the teacher counts students off 1-8 forming eight groups of 4. Once in groups, teachers can count students off 1-4 for example. In which case when the teacher wants answers, he/she can ask for the answers, do a task, or a report from a given number. "All 3's report." "All 2's please be the secretary." etc. See also Deuces are Wild .
49	Numbered Pictures Focused listening technique where the instructor numbers 4 or more pictures. These pictures are often found in textbooks like might be seen in a lower-level textbook of different professions. Describe each picture with a word. Students respond by showing the number of fingers that relate to the picture. The instructor adds sentences then stories that combine all the pictures always eliciting students to indicate which picture by showing the correct number of fingers. See also Focused Listening .
50	One Minute Paper Students are asked to write for one minute at the end of class about what they learned, what was most important, and what was least important. This is a classroom assessment technique (CAT). See also Muddiest Point and Assessment Cards .
51	One Sentence Summary Students are asked to write a one sentence summary about a concept or topic they just learned about. Usually students work in groups. Students can report back to the class or their sentences can be written on 3x5 cards and collected. Sentences are then read to the class and the class votes on the best summary.
52	Order Strips Students put strips of paper or merely items on a page in a logical order. The strips could be parts of a story, steps in a process, etc. Sometimes called Story Strips or Sentence Strips .
53	Outlining Students are asked to identify key points of a reading or a lecture by outlining important points. Outlining is also used as part of a prewriting process allowing students to organize their thoughts particularly when writing academic essays. This can be a precursor to note-taking or it can be something students do after taking notes.
54	Pair Share Consider Pair 1 as Students A and B. Consider Pair 2 as Student C and D. The pairs discuss personal things about each other or unique ideas. Then Pair 1 and Pair 2 come together in a group. A tells C and D about B, B tells C and D about A, C tells A and B about D, and D tells A and B about C.
55	Partner Jigsaw This activity is the same as group jigsaw but is more practical for smaller classes. Students divide up in the classroom. 1) Students pair up. 2) Partners are given 2 readings. 3) Partners split one going to one side of the room and the other to the other side as designated by the teacher. 4) Students on either side of the room discuss and answer questions given by the teacher or do a task. This is the expert group. 5) Experts now return to their partner and share what they have learned.
56	PAVE - A vocabulary method using cards that helps students predict the meaning of words, verify their prediction, evaluate, and then create an associative link to help them remember the word.

57	PMI Critical thinking construct where students given a problem identify the pluses, minuses, and interesting features of an idea from a "present perspective". Each plus and minus is weighted for importance. See also C&R and CAF .
58	Polls Students vote on opinions or ideas. This allows students to place value on something they may not have considered before. See also Ranking . Polls can also be used to create a class Consensus . See also Assessment Cards .
59	Popcorn Reading Students participate in an extended reading where they stand up when they want and read a small section of a larger whole. The teacher doesn't call students. They just stand when they feel like it and read. First up, reads.
60	Prediction Students are given preliminary information and are asked to predict what comes next. This is often in story format or from picture stories but can also be associate with cause and affect scenarios.
61	Presentations Students in groups or individually present a product or other information to the class or a group.
62	Problem-Based Learning (PBL) Activities that provide a problem that might have multiple solutions. Usually this technique is most effective when students work in groups. See also Projects and Team Projects .
63	Projects Used to give the students an opportunity often in groups to apply what they have previously learned often completing a product in the process. Often projects are extended Simulations . See Team Projects and Problem-Based Learning .
64	Questioning Strategies Teachers use questions from all parts of the Bloom's Taxonomy or Taba Taxonomy, meaning they ask yes/no questions to elaborate open-ended ones. Teachers incorporate the 10 Schiever's Principles as well such as proper wait time.
65	Quick Writes A writing technique where students are asked to write whatever comes to their minds for a short period of time. They are not to focus on form or spelling. This is more of a brainstorm activity.
66	Ranking Students alone or by forming a consensus in a group, rank items. This activity allows students to place value on things and ideas that they haven't considered before. In groups, students are required to come to a consensus to maximize cooperation. See also Polls and Assessment Cards
67	Role Play Students in a given a situation and pretend to be different people acting out a scenario or idea. See also Simulation .
68	Roundtable In groups, students in turn share an idea in writing. For example one student in a group writes a sentence to start a story, and then the next student adds to the story, etc. This can also just be a turn-taking activity where each person in the group speaks to a subject, idea, etc. It can also be used as a game. See also Round Robin and Share Around .
69	Rubrics for Assessment Rubrics are ideal structures to help instructors evalaute student progress particularly in areas which are usually subjective in nature. The rubric is created through rows that identfy the skill to be observed and columns that identify to what extent the skill is achieved. Each level of achievement is well defined so there is more objectivitiy and less subjectivitiy. It is recommended that students understand the rubric before they perform a task. See also Rubrics for Instruction .
70	Rubrics for Instruction can be used by the class to enhance learning. Students and teachers together design a rubric and follow it regularly. Before a new task, students review the rubric to encourage them to develop certain targeted skills. The rubric can include qualities for speaking or writing where students are asked to speak up or speak more clearly. They might be concentrating on a particular grammar point and grade themselves or other students by how well they perform. See also Rubrics for Assessment .
71	Scanning A reading technique where students are asked to read through a passage or data as quickly as possible and identify important information. Giving a time limit and asking students to close their books when time is up, facilitates this activity. See also Skimming . Another approach is to make it a contest to award which person or team can find specific information first
72	Share Around - Same as Roundtable or Round Robin

73	Shared Journal The instructor keeps a journal at his/her desk. The journal can be picked up any time during the class where students can record entries. The entries can be concerns about the class, suggestions, or general comments to the teacher or to the rest of the class.
74	Silent Viewing A video technique where students watch a video or a portion of the video and attempt to add their own dialog or guess at the story line. Then they watch the video with sound to see how close they were able to get.
75	Skimming Reading technique where students are asked to read through a passage quickly to determine the main idea. See also Scanning . Giving a time limit and asking students to close their books when time is up, facilitates this activity.
76	SMART Goals Goals that have the following characteristics: Specific, Measurable, Attainable, Reasonable, and Time Bound . See all 4 Why's to Values, Goals in an Envelope .
77	Round Robin Same as Roundtable except done orally.
78	Simulations Extended role play where the role becomes more critical to decision making. See Team Projects and Projects .
79	Spontaneous Rubric An assessment technique where students put up multiple fingers to indicate their understanding. Five fingers means they understand 100%, 4 fingers 80%, 3 fingers 50%, 2 fingers a little bit, and one finger means they don't understand at all. See also Fist to Five .
80	Stand up and Share The entire class stands up. Teacher asks one student to share an idea or to respond to a question. All students who agree or who have similar ideas sit down. The teacher continues to ask questions until all are seated. This can also be done in reverse, where students are seated and stand to share information
81	Student Generated Test Questions Students in groups write test questions and answers to prepare for an upcoming test or to develop a deeper understanding. This is a classroom assessment technique (CAT).
82	Summarizing Students are asked to summarize a story or event in their own words either orally or in written form.
83	Surveys: Students are asked questions in written form that can be kept confidential or shared in which they give opinions, and information about what they already know about an upcoming lesson. This serves to stimulate thought on the topic.
84	Task-based Activities Students should as often as possible be given tasks to do that allow them to participate in the lesson beyond listening or observation alone.
85	Team Projects A form of Project-based learning where students perform a simulation like owning a business or selling a house. Students in teams works together cooperatively to accomplish several tasks and create a product. Then they do a presentation. In these projects each student take on a role related to the task like an owner, a publicity specialist, etc. However, students work on each task together being led by the person whose role is most relevant for a given task. See also Simulations, Role Plays and Projects .
86	Team Share A student from one group goes to other groups to share what his/her group or team has discussed. See also Pair Share .
87	Think-Pair-Share Learner thinks of an issue or problem needing a solution. Learners are given time to think of responses. Learners share responses with partner. This can be extended to where pairs share with other pairs. See Pair Share .
88	Three -Step Interview In groups of 4, student 1 speaks to student 2 and simultaneously student 3 speaks to 4. Next, students reverse roles. Finally student report to entire group what they have learned. This can be similar to Pair Share .
89	TPR Total Physical Response. A way to encourage language learning by giving commands and having students respond.
90	Truth or Lie Students are asked to write three facts about themselves. One is false and the other two are lies. Students are then ask to share their sentences with a partner. The partner has to guess which statement is a lie.
91	Thumbs Up Students indicate whether they agree or disagree with thumbs up, thumbs down or a flat hand parallel to the ground for no opinion. Also good to indicate whether or not a concept is understood indicating yes, no, or maybe. See also Spontaneous Rubric or Instant Feedback .

92	Under-the-Line Students are asked to think about solutions to a problem or brainstorm ideas alone or in groups. They write their ideas on a piece of paper and draw a line under the ideas. Then they are asked to go around the room talking to other students adding to the list under the line. Students can only get one or two new ideas from each student in order to maximize speaking to various students.
93	Venn Diagrams Intersecting circles to designate things in common and differences. Where the circles intersect is where the students or what they are discussing have ideas, things, characteristics, etc. in common. See also Jahari Squares .
94	Web See Cluster



Effective Strategies

with a purpose



Manage your classroom more effectively making every minute count. In this "Effective Strategies with a Purpose" workshop, Rob Jenkins will help participants shift their perspective from a teaching focus to a learning focus by introducing strategies that work. Leave with 100 ideas for all skill areas adaptable for any level of ESL and have fun in the process.

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