**Teacher Toolkit**

**Strategy 1:** One Minute Sentence Summary

**Description of Strategy:** Student is instructed to create a one concise summary sentence over what they learned.

**How to Use Strategy:** There are three components to this strategy:
List – Advise student to list key topics that were discussed during lesson.
Compose – Student reviews the ideas they jotted down, and work to compile into one summary sentence.
Time – Allot one minute for student to compose summary sentence. At the end of one minute, students will pair up with a partner and share.

**When to Use Strategy:** Can be used throughout the lesson to check the students’ understanding.
- Used to discuss previous lessons via a warm up activity.
- Used as part of closing activities to validate a student’s understanding of the material that was covered.
- Used to assist students with developing conciseness when summarizing information.
- Can also be used during class discussions to help students summarize key ideas.

**Variations of the Strategy:** Two variations of this strategy are one minute sentence mash-up and one minute sentence competition.
- One Minute Sentence Smash Up: Students put together the best parts of their summary sentences to create one new summary sentence.
- One Minute Sentence Competition: Students partner up and decide which summary sentence is the best, and then present to class. Class decides together on one summary sentence that everyone agrees with.

**Strategy 2:** Tell Me Something Good

**Description of Strategy:** Student shares one positive thought or aspect about his life, family, day, etc.

**How to Use Strategy:** This is a great strategy to implement as a weekly routine and would be a good way to start or end the week.
- Teacher calls on student at the beginning of class to share; this sets the tone for encouragement and positive relationships.
- Student shares positive thought/idea and one follow up question is permitted from another student.
- After student shares the positive thought/idea and follow up question is answered, all students clap three times in recognition of student who shared.
- Repeat the sharing/question exercise 3-4 times.

**When to Use Strategy:** Can be used throughout the day – this is a flexible strategy to utilize extra time.
- At the beginning of a class.
- Can be used to wrap up a class or during extra time.

**Variations of the Strategy:** Two variations of this strategy are using a compliment jar or sharing nice words with one friend every day. A compliment jar is set on teacher’s desk and students share brief notes of thanks for good deeds done throughout the day. Compliments are then shared at the end of the week with the class. Sharing nice words with one friend a day is a simple exercise that can be completed to close out a school day on a positive note.

**Strategy 3:** Walk, Talk, Decide

**Description of Strategy:** Students pair up and walk around the room as topic is discussed.

**How to Use Strategy:** Pair students up and provide a topic that allows for discussion and multiple responses.
- Paired students will walk around classroom while discussing topic until time is up.
- Each pair will share what they came up with about the assigned topic.
- Pairs will listen to the other groups share.
- Allow for open discussion after each group shares.

**When to Use Strategy:** Great strategy to use as a warm up activity to discuss previous lesson/homework.
- Can be used during guided practice to reinforce what was taught.
- Can also be used as a great closing activity to summarize content that was covered.

**Variations of the Strategy:** One variations of this strategy are adding music as the students walk, talk, and decide. When music stops, students freeze and share what they have come up with. Instead of pairs, students could also assemble into groups of four, and then decide on one summary thought to share as a group once time is called.

**Strategy 4:** Attention Signal

**Description of Strategy:** Used as a transition tool – includes both verbal and nonverbal components to gain the students’ attention.

**How to Use Strategy:** Determine signal to use – say “Give me five” and gold up hand to class.
- Students will respond by looking at teacher and holding hand up.
- Teacher continues to hold hand up until all students are paying attention.
- For this strategy to be useful, it must be practiced and reinforced consistently.

**When to Use Strategy:** Best used when teacher needs to gain the class’s attention quickly.
- This is a good strategy to use when transitioning from one activity to another.
- Providing updates or additional instruction during group activities.
- Helpful when students need to be re-focused.

**Variations of the Strategy:** There are many variations to this strategy: teacher can say “123 – Eyes on Me” and students respond “12-Eyes on You”; teacher can clap using a rhythm or pattern that students clap back; teacher can count backwards from 5, which signals the students of a pending transition.

**Strategy 5:** Buddy Journal

**Description of Strategy:** Written journal entries between students – good strategy to improve grammar, writing, and punctuation.

**How to Use Strategy:** Pair students up ahead of time and provide assigned writing topic.
- Paired students will write journal entries based on the topic provided by the teacher.
- After allotted time is up for writing the journal entry, the pairs will swap journals and read the new entry.
- Pairs will listen to the other group’s share, if students wish to share and time permits.
- Allow for open discussion after each group shares.

**When to Use Strategy:** This is a good alternative to verbal sharing to help strengthen students’ writing abilities.
- Can be used during guided practice to reinforce what was taught allows for quiet reflection of what was taught.
- Can also be used as a great closing activity to summarize content that was covered.

**Variations of the Strategy:** There are a couple of variations that can be used with this strategy – both involve who is participating in the journal entries. Team buddy journals can be implemented where a group of students share thoughts in the journal, or teacher dialogue journals can be used in which students and the teacher write back and forth.

**Strategy 6:** Accountable Discussions

**Description of Strategy:** Great strategy to teach students how to respect the viewpoints of others, in addition to developing strong conversational skills.

**How to Use Strategy:**
-Introduce the ground rules – students are accountable for providing evidence and/or reasons for shared opinions.
- Practice by calling on volunteers to demonstrate; the best way to kick off discussion is to provide index cards which contain “accountable” sentence stems (“I agree with \_\_ because\_\_\_.”)
- Teacher then opens discussion based on what was shared – pass out list of accountable talk stems.
- Teacher poses open ended question to students and guides students through a group conversation which focuses on accountability.
- As a group, discuss positive attributes of conversation and point out opportunities for improvement.

**When to Use Strategy:** This is a good strategy to use with an established class that is relatively comfortable with sharing ideas and discussing difficult topics.
- Can be used in response to a film clip that was shared with class.
- Can also be used when debating topics which have different viewpoints
- Great strategy to use to promote critical thinking.

**Variations of the Strategy:** Class can be broken into smaller groups (4-5 students) to share viewpoints. This strategy would also be good to pair with the buddy journal – allowing students to write down their thoughts provides time to prepare well thought out responses prior to sharing.

**Strategy 7:** Nothing Ventured

**Description of Strategy:** Interactive review game which awards students points for correct answers.

**How to Use Strategy:**
- Teacher prepares ten questions to use for game – pair students up and provide game sheet and dice.
- Each pair of students will roll the die and write down the number on the game sheet before answering the question.
- Teacher displays question and student writes answer on the game sheet.
- Teacher shows the correct answer and student notates a “C” if the answer was correct or and “I” if the answer was incorrect.
- If question was correctly answered, students get number of points that were rolled; if the answer was incorrect, student subtracts the number that was rolled on the die.
- Game continues until all questions are asked and the team with the most points wins.

**When to Use Strategy:**
- Used to discuss previous lessons via a warm up activity.
- Used as part of closing activities to validate a student’s understanding of the material that was covered.
- Great strategy to use for upcoming test review.

**Variations of the Strategy:** Two variations of this strategy are to adjust the number of players per team (instead of 2 students, use larger teams of 4) or the number of questions included in the game can be altered based on the material being reviewed.