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Instructional Strategies for Lesson Planning
Engage – Explore – Explain – Elaborate – Evaluate

Engage

Openers

-**Anticipation Guide**- Before reading, students will look at statements and determine whether or not the statements are true or false (TCI).
-**KWL chart**- Students say what they know about a topic, what they want to know, and what they have learned about a specific concept.
-Write a **Caption** or Headline for Image (TCI)
- **CUBE**- introducing a concept by looking at it six different ways

Evaluate

Closures

-**Exit Slips**
-**3-2-1 Processor**
-**Answer a Question**- Question can consist of short answer, fill in the blank, or multiple choice.
-**Parking Lot/Wallwisher**- Students place sticky note on a poster or if technology is available on wallwisher.com stating something they learned that day or a question they had. (E.W./DigHum)

Review

-**Zip Around**- Students have a card with a question on it and an answer. Read question, student with the correct answer on their sheet answers and reads their question. *(E.W.)
-**A-Z Review**- Students think of a word or phrase for each letter of the alphabet that pertains to a particular concept. (E.W.)
-**Study Guides**

Elaborate

Interactive

Political cartoons- Students can either analyze or draw one.
- **Annotated Images-** Students add notes and additional information to a strong image. For example while learning about the labor reform movements, students can annotate images of reformers carrying protest signs (TCI).
-**Sensory Figures**- Students will add notes to a drawing of an important figure to show his/her thoughts, feelings, and experiences about an event or concept by focusing on the figures senses (TCI).
-**Facial Expressions** w/ thought bubbles- Students draw heads with relevant facial expressions and thought bubbles to analyze individuals and groups perspective on a topic (TCI).
- **Illustrated Dictionary Entry-** Explain key concepts by defining term in own words and add an illustration that represents the term to help remember (TCI).
- **Pictowords-** Students create a symbolic illustration of a word to show its meaning (TCI).
- **Posters-** Create posters either campaign or wanted to represent facts about influential figures (TCI).

Sources:
*E.W.- Fall Cooperating Teacher

Writing

- **Poems**- Ode, Acrostic
-**Postcards**- Design and write message to summarize information (TCI).
- **Newspaper article/editorial**
- **Letters-** For example, students imagine they are a soldier during World War I and write a letter home from the trenches.
-- **Metaphorical Representation**- Students create a metaphor to represent a specific concept. For example, "The Cold War was like a chess game, because…" (TCI)

Explore

Reading/Lecture Notes

-**GIST**- Students read a short passage and put each paragraph into their own words in one sentence with less than 20 words. (E.W.)
-**Graphic Organizers-** Students summarize information in both a verbal and visual way.
-**Venn Diagram**- Graphic organizer that students use to compare and contrast concepts.
-**T-charts**
-**Mind Maps-** Students fill in outlined heads of the person they are learning about with notes. (TCI)
-**Concept Attainment-** Give examples and differentiations of a concept, define the concept using the characteristics from the examples, and then identify the concept by name.

Explain

Discussion

-**Think, pair, share**- Students brainstorm, get in groups, and talk about their ideas.
- **Find Someone Who-** Students move around the room asking each other for the answers to the questions the teacher provides. (E.W.)
- **Time Partners-** Students will schedule appointments with classmates to talk about specific questions. (E.W.)
- **Interview Design**- "A Discussion Model"- Split class into groups, have students sit across from each other and ask specific questions. (E.W.)
- **Jigsaw**- Students master a concept within a group and then teach their original group that concept. (E.W.)

Skill-Builders

- **Pattern Puzzles-** A CRISS activity- Students take sentences, events, or steps that are cut out and mixed up and organize them in a sequential order. (E.W.)
-**SCIM-C**
- **Flow Charts-** Students can use flow charts to show causal relationships or steps in succession. (TCI)
- **Illustrated Timeline-** Students add images to a timeline to make the sequence of events in chronological order more memorable. (TCI)