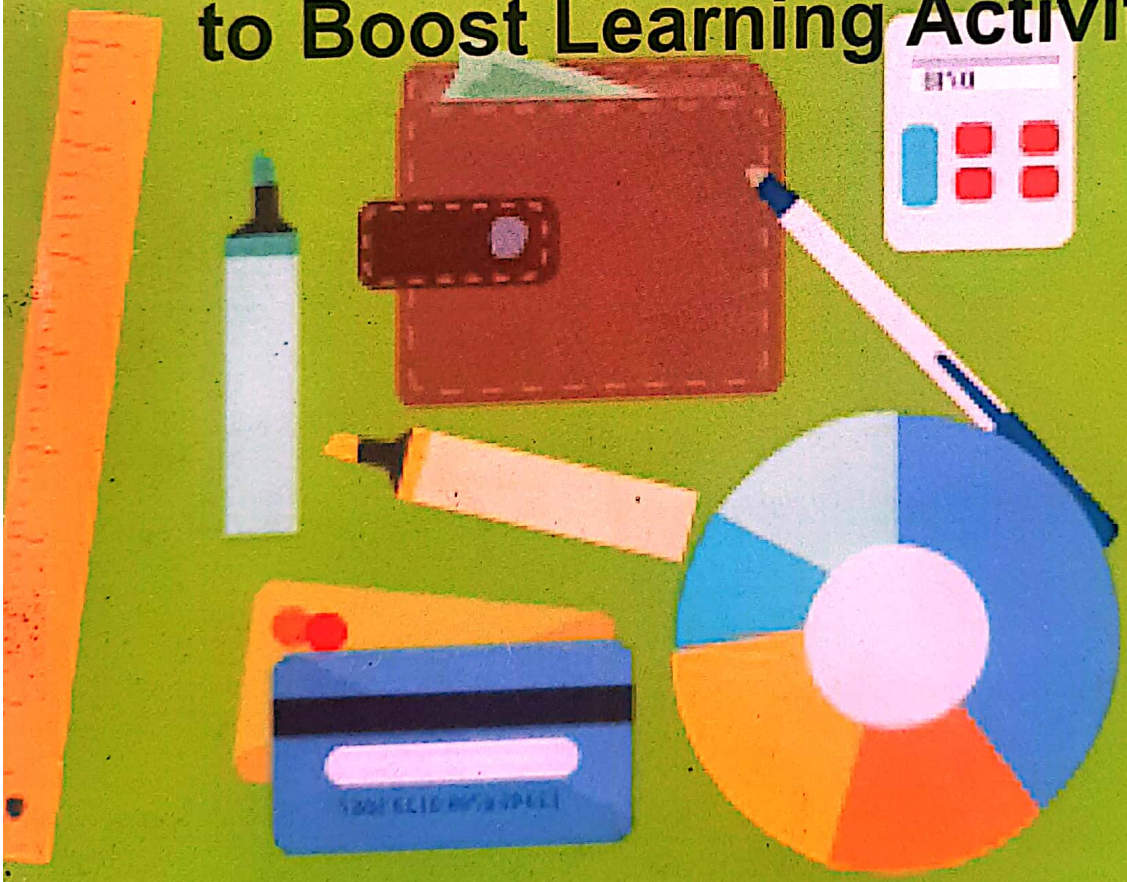
Tri Ilma Septiana, M.Pd.

101 Ways for Teacher to Boost Learning Activities



Pusat Penelitian dan Penerbitan (Puslitpen)
Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M)
Universitas Islam Negeri Sultan Maulana Hasanuddin Banten
Tahun 2018

Dedication:

This book is fully dedicated to
My Little Queen Bees:
Alifia Afwa Milano *and* **Medina Aulia Yasmin**
who have colored my life.

Acknowledgments:

After finishing this book, first of all I would like to express my gratitude to the leader of Research Institution and Public Service, The State Islamic University Sultan Maulana Hasanuddin Banten, Dr. Wazin Baehaqi and **Dr. Ayatullah Humaeni, M.A as chaiperson of Research Center** for the opportunity had given in writing this textbook. Besides, I also address high appreciation to my colleges and students in English Education Departmet for supports and advices to me during writing this textbook. The last but not the least, I want to say a million thanks to Haryana, M.Pd who has spent his time to edit the layout and design the front cover of this textbook.

Tri Ilma Septiana

PREFACE

Today, teaching - learning process becomes one of prominent factor in determining whether good or bad graduates which produced by education system. The teaching – learning process is like the heart in education process. It means a good teaching – learning process tends to produce excellent graduates. Conversely, a bad teaching – learning process will only produce poor graduates. Teaching is not merely defined as transfer knowledge or deliver materials but teaching must be meaningful, effective, attractive, and active (engage students while learning processes).

Actually, when talking about active learning cannot be separated from Confucius (551 – 479 BC), the Eastern Philosopher. His influential teaching is still exist until today. He say that:

What I hear, I forget.
What I see, I remember.
What I do, I understand.

These three simple statements becomes an underlying principle of active learning and later on modified by Mel Silberman to be **"Active Learning Credo":**

What I hear, I forget.
What I hear and see, I remember a little.
What I hear, see, and ask questions about or discuss with someone else, I begin to understand.
What I hear, see, discuss, and do, I acquire knowledge and skill.
What I teach to another, I master.

Silberman (1996) says that when learning is active, students do most of the work. They use their brains . . . studying ideas, solving problems, and applying what they have learnt.

Active learning is fast paced, fun, supportive, and personally engaging. in accordance with Silberman's statement, Fisher (2002:12) and Bruner and Haste (1987) also have a similar perception on active learning. They points out that being active means that learners engage with experience, actively (as opposed to passively) bringing his or her existing knowledge and understanding to bear on what is currently under investigation. Being active is what causes children both physically and cognitively to construct their own view of world, to personalize the experience and to apply it in ways that make sense to them as individuals. In brief, from the statement above we may conclude that active learning encourages students to develop all their potencies either cognitive or psychomotor to obtain learning experiences, activate students' background knowledge, improve students' critical thinking, and change the learning approach from teacher center to student center.

This textbook is addressed for the students of English Education Department, because this book offers variety ways to boost learning activities. In this readers will learn how to open and begin a lesson by brainstorming, activating background knowledge and connecting to past experiences. Then, creating various attractive graphic organizers for doing exercises which can be used for any kinds of subjects, and making effective summary.

The Objectives of Book:

Generally, after completing this book, every reader is expected to be able to:

1. Recognizing the general concept and the main characteristics of active learning.
2. Understanding the importance of active learning to enhance students' qualities in teaching-learning process.
3. Implementing and integrating active learning in teaching-learning process.
4. Understanding the rationale of using graphic organizers in learning process.
5. Using graphic organizers in learning activities.

TABLE OF CONTENTS

UNIT I
What is Active Learning?

You can tell students what they need to know very fast.
But they will forget what you tell them even faster.
(Mel Silberman)

A. Introduction

The teaching - learning process is one of prominent factor in determining whether good or bad graduates which produced by education system. The teaching – learning process is like the heart in education process. It means a good teaching – learning process tends to produce excellent graduates. Conversely, a bad teaching – learning process will only produce poor graduates. However, until today there is a misconception on the concept of learning. Some teachers assume that teaching process is only emphasized on how a teacher transfers knowledge or delivers materials and students only listen teacher's explanation passively. But consequently the teaching – learning process will not be effective, efficient, and meaningful. Even, tend to be boring and uninteresting. Mel Silberman (1996) asserts that learning is not an automatic consequence of pouring information into a student's head. It requires the learner's own mental involvement and doing. Explanation and demonstration, by themselves, will never lead to real, lasting learning. Only learning that is *active* will do this.

The term active learning was introduce firstly by the English Scholar, R W Revans (1907 – 2003). Meanwhile, to gain comprehensive understanding on the concept of active learning, we have to look the concept from two sides that is

from teacher's side and students' side. From students' side active learning is activity which is undertaken by students in order to conduct activities and learning experience. Meanwhile, from teacher's side active learning is a strategy which is used by a teacher in order students engage actively and optimally in every learning process. The active learning is in line with mandate of Permendiknas (Regulation Minister of National Education) No 41 Year 2007 which says that:

"Teaching – learning process in each unit of primary and secondary education should be interactive, inspiring, fun, challenging, and motivating learners to participate actively and provide adequate space for initiative, creativity, and independence in accordance with their talents, interests, physical, and psychological development of learners".

The same thing on active learning also defined by Dimyati and Mudjiono (2002), they express that active learning as a learning approach that leads to optimize the involvement of students' intellectual-emotional in the learning process by engaging students' physical if needed. Likewise, Oemar Hamalik (1995) has a similar opinion on active learning, he states that an active learning is an approach in learning which emphasizes on student activity, which is the core of learning activities. From the statement above, we can draw a conclusion that active learning is a learning approach which is used by a teacher to make students participate actively and experientially involved in the learning process both intellectual and mentally as well as physically if needed.

B. The Rationale of Active Learning

Before discussing the general concept of active learning in detail, let's we see the question which had proposed by a teacher to Mel Silberman about: **"What makes learning active?"** Then, Silberman (1996) says that when learning is

active, students do most of the work. They use their brains . . . studying ideas, solving problems, and applying what they have learnt. Active learning is fast paced, fun, supportive, and personally engaging. Often, students are out of their seats, moving around, and thinking aloud. In accordance with statement above, Fisher (2002:12) and Bruner and Haste (1987) also have a similar perception on active learning. They points out that being active means that learners engage with experience, actively (as opposed to passively) bringing his or her existing knowledge and understanding to bear on what is currently under investigation. Being active is what causes children both physically and cognitively to construct their own view of world, to personalize the experience and to apply it in ways that make sense to them as individuals. In brief, from the statement above we may conclude that active learning encourages students to develop all their potencies either cognitive or psychomotor to obtain learning experiences, activate students' background knowledge, improve students' critical thinking, and change the learning approach from teacher center to student center.

Actually, when talking about active learning cannot be separated from Confucius (551 – 479 BC), the Eastern Philosopher. His influential teaching is still exist until today. He say that:

What I hear, I forget.
What I see, I remember.
What I do, I understand.

These three simple statements becomes an underlying principle of active learning and later on modified by Mel Silberman to be **"Active Learning Credo":**

What I hear, I forget.

What I hear and see, I remember a little.
What I hear, see, and ask questions about or discuss with someone else, I begin to understand.
What I hear, see, discuss, and do, I acquire knowledge and skill.
What I teach to another, I master.

Basically, if we pay attention carefully there are several reasons why Silberman made these statements that is most people tend to forget what they hear. One of the most interesting reasons has to do with the rate at which a teacher speaks and the rate at which students listen. Generally, a teacher speaks about 100 to 200 words per minute. But the problems is how many of those words can be heard by students accurately? Well the answer is depend on how students are listening. If students are really focus and concentration, they might be able to listen attentively to about 50 or 100 words per minutes, or half of what a teacher is saying. But if they are lost concentration their mind will be wandering. It must keep in mind that human brain is not same as the tape recorder which is able to record all sounds in the same time. Human brain needs time to process information (e.g. encoding and decoding information). Human brains always question every information goes into it. So, attention cannot be focused on the overall stimulus. As a result, not all what have learnt can be remembered well.

C. The Characteristics of Active Learning

In education context, the word active can be seen from two point of views namely from teacher's side and student's side. On the one hand, the word active means that in the teaching – learning process, a teacher must be able to create a conducive learning environment so students can think actively,

ask questions, express their ideas, practice a concept that they have learnt, and present their learning products. Indeed, learning is an active process from a learner in building his knowledge, not a passive process which just receives information from a teacher. Besides, if a learning process does not provide opportunity for students to think actively, thus the learning process is contrary to the nature of learning.

On the other hand, from the student's side the word active refers to interactive instructional technique which requires students to do higher order thinking such as analysis, syntheses, and evaluation. In active learning, students can use a variety of learning sources and models such as books in library, information in the internet, interview with teacher or a particular profession, do field trip outside classroom, role play, do simulation, do experiment in laboratory, or establish scientific group discussion.

An active learning is often combined with cooperative learning or collaboration in which students should work simultaneously and interactively in a group to obtain the learning objective. For example a concept of democracy which explained by teacher in teaching learning process is very hard to be understood by students in real life because the concept of democracy is very abstract. To make it more concrete, teacher must be able to describe the concept of democracy in simple simulation such as discussion or classroom leader election activity. The real experience and application process facilitate students to build their own comprehension actively about the concept of democracy.

Bonwell (1991) states that in active learning students participate in the process and students participate when they are doing something besides passively listening. According to Bonwell (1995) the characteristics of active learning are as follows:

- ✓ Emphasis on the learning process rather than on delivery of information from a teacher but rather than on the

development of analytical and critical thinking skills on topics or issues being discussed.

- ✓ Students are not only listening passively but doing something which related to the subject matter.
- ✓ Emphasis on the values of exploration and attitudes which related to the subject matter.
- ✓ Students are demanded to think critically, analysis, and do evaluation.
- ✓ Rapid feedback will occur in the learning process.

In the same way, Mulyasa (2004:241) also has a similar point of view on the characteristics of active learning. He asserts that in active learning every subject matter must be associated with students' previous knowledge and pass experiences. A new subject matter should be presented and connected to students' background knowledge in order students are able to learn actively and have high learning motivation.

The following table will present the differences between active learning and conventional learning as follows:

Table 1:

The Comparison between Conventional and Active Learning

Conventional Learning	Active Learning
1. Teacher-centered	1. Student-centered
2. Emphasizing on receiving knowledge	2. Emphasizing on discovery process
3. Less interesting	3. Very interesting
4. Less empowering all the senses and students' potential	4. Empowering all the senses and students' potential
5. Using monotonous methods	5. Using a variety of attractive methods
6. Less widely used media	6. Using various media

D. Ten Methods to Get Participation at Any Time

Basically, active learning cannot happen without participation from students. Mel Silberman (1996:16-18) have listed some various ways to structure discussion and obtain responses from students at any time during a class. Some are especially appropriate when time is limited or participation needs to be persuaded. The ten methods are as follows:

1. **Open discussion:** Ask a question and open it up to the entire group without any further structuring. The straightforward quality of open discussion is appealing. If you are worried that the discussion might be too lengthy, say beforehand, "I'd like to ask four or five students to share . . ." To encourage students to raise their hands, ask "How many of you have a response to my question?" Then, call on a student with his or her hand raised.
2. **Response cards:** Pass out index cards and request anonymous answers to your questions. Have the index cards passed around the group or otherwise distributed. Use response cards to save time or provide anonymity for personally threatening self-disclosures. The need to state your answer concisely on a card is another advantage.
3. **Polling:** Design a short survey that is filled out and tallied on the spot, or poll students verbally. Use polling to obtain to obtain data quickly and in a quantifiable form. If you use a written survey, try to feed back the results to students as quickly as possible. If you use a verbal survey. Ask for a show of hands or invite students to hold up answer cards.
4. **Subgroup discussion:** Break students into subgroups of three or more to share (and record) information. Use subgroup discussion when you have sufficient time to

process questions and issues. This is one of the key methods for obtaining everyone's participation.

5. **Learning partners:** Have students work on tasks or discuss key questions with the student seated next to them. Use learning partners when you want to involve everybody but don't have enough time for small-group discussion. A pair is a good group configuration for developing a supportive relationship and/or for working on complex activities that would not lend themselves to large group configurations.
6. **Whips:** Go around the group and obtain short responses to key questions. Use whips when you want to obtain something quickly from each student. Sentence stems (e.g., "One change I would make in Indonesia is . . ." are useful in conducting whip. Invite students to "pass" whenever they wish. To avoid repetition, ask each student for a new contribution to the process.
7. **Panels:** Invite a small number of students to present their views in front the entire class. An informal panel can be created by asking for the views of a designated number of students who remain in their seats. Use panels when time permits to have a focused serious response to your questions. Rotate panelists to increase participation.
8. **Fishbowl:** Ask a portion of the class to form a discussion circle, and have the remaining students form a listening circle around them. Bring new groups into the inner circle to continue the discussion. Use fishbowls to help bring focus to large-group discussions. Though time consuming, this is the best method for combining the virtues of large- and small-group discussion. As a variation on concentric circles, have students remain seated at a table and invite

different tables or parts of a table to be discussants as the other listen.

9. **Games:** Use a fun exercise or a quiz game to elicit students' ideas, knowledge, or skill. Use games to spark energy and involvement. Besides, games are also helpful to make dramatic points that students seldom forger.
10. **Calling on the next speaker:** Ask students to raise their hands when they want to share their views and request that the present speaker call on the next speaker (rather than the teacher performing this role). Use this technique when you are sure there is a lot of interest in the discussion or activity and you wish to promote student interaction.

E. Ten Assignments to Give Learning Partners

Using learning partners deserves a special notice even in this case there are only ten ways to obtain student participation. One most of the effective and efficient ways to promote active learning is by dividing a class into pairs and compose learning partnerships. Because principally, it's hard to get left out and it's hard to hide in one. Learning partnership can be short or long term and can undertake a wide variety of quick exercise or more-time consuming assignments. In the following line will be discussed ten assignments to give learning partner which is adopted from Mel Silberman (1996:18).

1. **Discuss** a short written document together.
2. **Interview** each other concerning partner's reactions to an assigned reading, a lecture, a video, or any other educational activity.
3. **Critique** or edit each other's written work.
4. **Question** your partner about assigned reading.
5. **Recap** a lesson or class session together.
6. **Develop** questions together to ask the teacher.

7. **Analyze** a case problem, exercise, or experiment together.
8. **Test** each other.
9. **Respond** to a question posed by the teacher.
10. **Compare** notes taken in class.

F. Ten Suggestion to Improve a Lecture

Some educators convince that lecturing is one of the most time-honored teaching methods, but the question is does it have a place in active learning environment? Silberman (1996:19-20) states that used too often, lecturing will never lead to learning, but there are times when it can be effective. For that to happen, a teacher should build interest first, maximize understanding and retention, involve students during the lecture, and reinforce what has been presented. Here are the detailed of several option to improve a lecture according Silberman (1996).

1. Building Interest

a. Lead-off story or interesting visual: Provide a relevant anecdote, fictional story, cartoon, or graphic that captures the students' attention to what you are about to teach.

b. Initial case problem: Present a problem around which the lecture will be structured.

c. Test question: Ask student a question (even if they have little prior knowledge) so they will be motivated to listen to your lecture.

2. Maximizing Understanding and Retention

a. Headlines: Reduce the major points in the lecture to key words that act as verbal subheadings or memory aids.

b. Examples and analogies: Provide real-life illustrations of the ideas in the lecture and, if possible, create a comparison between your material and the knowledge as well as experience students already have.

c. Visual Backup: Use flip charts, transparencies, brief handouts, and demonstrations that enable students to see as well as hear what you are saying.

3. **Involving Students during the Lecture**

a. **Spot challenges:** Interrupt the lecture periodically and challenge students to give examples of the concepts presented so far or to answer spot quiz questions.

b. **Illuminating exercises:** Throughout the presentation, intersperse brief activities that illuminate the points you are making.

4. **Reinforcing the Lecture**

a. **Application problem:** Pose a problem or question for students to solve based on the information given in the lecture.

b. **Student review:** Ask students to review the contents of the lecture with each other, or give them a self-scoring review test.

G. Ten Steps when Facilitating Experimental Activities

Experiential activities really help to make learning active. Such activities typically involve role playing, games, simulations, visualization, and problem-solving tasks. It's often far better for students to experience something rather than hear it talked about. When facilitating experiential activities, here are ten steps to consider according to Silberman (1996:26-27):

1. **Explain your objectives.** Students like to know what is going to happen and why.
2. **Sell the benefits.** Explain why you were doing the activity and share how the activity connects with other activities before it.
3. **Speak slowly when giving directions.** You might also provide visual backup. Make sure the instructions are understandable.

4. **Demonstrate the activity if the directions are complicated.** Let the students see it in action before they do it.
5. **Divide students into subgroups before giving further directions.** If you don't, students may forget the instructions while the groups are being formed.
6. **Inform students how much time they have.** State the time allotted for the entire activity. And then announce periodically how much time remains.
7. **Keep the activity moving.** Don't slow things down by endlessly recording student contributions on flip charts or blackboards, and don't let a discussion drag on too long.
8. **Challenge the students.** There is more energy when activities create a moderate level of tension. If tasks are a snap, students will get lethargic.
9. **Always discuss the activity.** When an activity has concluded, invite students to "process" the feelings that the activity elicited and share the insights and learnings it contained.
10. **Carefully structure the first processing experiences.** Guide the discussion and ask only a few questions. If students are in sub-groups, ask them to take a brief turn sharing their responses.

H. Ten Options for Role Playing

Inevitably, role playing is one of a meaningful experiential learning method. It can be employed to spark a discussion, to reenact an event, to practice some skills, or to experience how certain phenomena feel. To be successful when applying role play, however it assists to know different ways to set it up (scripting) and lead it (formatting). The following

points are some tips for application of role playing which adopted from Silberman (1996:27-28):

1. **Scripting**

a. **Free form:** Students can be given a general scenario and asked to fill in the details themselves.

b. **Prescribed:** Students can be given well-prepared instructions that state the facts about the roles they are portraying and how they are to behave.

c. **Semi-prescribed:** Students can be given extensive background information about the situation and the characters to be portrayed, but not told how to handle the situation.

d. **Replay life:** Students can portray themselves in actual situation they have faced.

e. **Dramatic reading:** Students can be given a previously prepared script to act out.

2. **Formatting**

a. **Simultaneous:** All students can be formed into pairs for a two person drama, trios for a three-person drama, and so on. Then can simultaneously undertake their role plays.

b. **Stage Front:** One more students can role-play in front of the group and the rest of the group can serve as feedback observers.

c. **Rotational:** Actors in front of the group can be rotated, usually by interrupting the role play in progress and substituting for one or more of the actors.

d. **Different actors:** More than one actor can be recruited to role play the same situation in its entirety. This allows the group to observe more than one style.

e. **Repeated:** The role play can be practiced a second time.

UNIT II
How to Get Students Active from the Start

All genuine learning is active, not passive. It involves the use of mind, not just memory. It is a process of discovery, in which the student is the main agent, not the teacher.
(Mortimer Adler)

This unit contains icebreakers and other opening activities for any kind of class. The techniques are designed to do one or more of the following:

- ☑ **Team building:** Helping students to become acquainted with each other or creating a spirit of cooperation and interdependence.
- ☑ **On-the-spot assessment:** Learning about students' attitudes, knowledge, and experience of students.
- ☑ **Immediate learning involvement:** Creating initial interest in subject matter.

In addition, these techniques encourages students to take an active role right from the beginning. Moreover, in the following lines will be discussed some active learning techniques which have benefits to get students active from the beginning of learning process.

1) Who's in the Class?

Overview
This popular icebreaker is a scavenger hunt for classmates rather than for objects. The hunt be designed in a number of ways and for a class of any size. It foster team building and get physical movement going right at the beginning of class.

Procedure

1. Devise 6 to 20 descriptive statements to complete the phrase: ***find someone who . . .***
   Include statements that identify personal information and/or class content. Then, use some of these beginnings:
   Find someone who . . .
   likes/enjoys _____
   know what a _____
   thinks that _____
   is good at _____
   has already _____
   is motivated by _____
   believed that _____
   has recently a read book about _____
   dislikes _____
   owns a _____
2. Distribute the statements to students and give the following instructions:
   This activity is like a scavenger hunt, except that you are looking for people instead of objects. When I say "begin", circulate around the room looking for people who match these statements. You can use each person for only one statement, even if he or she matches more than one. When you have found a match, write down the person's first name.
3. When the most students have finished, call a stop the hunt and reconvene the full class.
4. You may want to offer a token prize to the person who finishes first. More important, survey the class about each item. Promote short discussions of some of the items that might stimulate interest in the class topic.

Variations

1. Avoid competition entirely by allowing enough time for everyone to complete the scavenger hunt (as far as possible).
2. Ask students to meet others and find out how many matches can be made with each person.

2) Predictions

Overview

This is a fascinating way to help students become acquainted with one another. It also is an interesting experiment in first impressions.

Procedure

1. Form subgroups of 3 or 4 students (who are relative strangers to each other).
2. Tell students that their jobs is to predict how each person in their group would answer certain questions you have prepared for them. Here are some all-purpose possibilities:
   a. What type music do you enjoy?
   b. What are some of your favorite leisure activities?
   c. How many hours do you usually sleep nightly?
   d. How many siblings do you have and where are you in the sibling order?
   e. Where did you grow up?
   f. What are you like as a younger child?
   g. Are your parents strict or lenient?
   h. What jobs have you had?

   Note: *other questions can be added or substituted depending on the students in your class.*

3. Have subgroups begin by selecting one personas its first "subject". Urge group members to be as specific as possible in their predictions about that person. Tell them not to be afraid of bold guesses! As they guess, ask the "subject" to give no indication of the accuracy of the predictions attempted. When others finish their predictions about the "subject", the subject should then reveal the answer to each question about him or herself.
4. Have each group member take a turn as the focus person.

Variations

1. Create questions that require students to make predictions about each other's views and beliefs (rather than factual information). For instance ask: What's the most important quality a friend should have?
2. Eliminate the predictions. Instead, invite students one by one, to answer the questions immediately. Then, ask subgroup members to reveal what facts about each other "surprised" them (based on their first impressions).

3) TV Commercial

Overview

This is an excellent opener for students who already know each other. It can produce team building

Procedure

1. Divide students into teams of no more than 6 members.
2. Ask teams to create a thirty-second television commercial that advertises the subject of the class – emphasizing, for example its value to them (or to the world!), famous people associated with it, and so forth.

3. The commercial should contain a slogan (e.g., "Better Living through Chemistry") and visuals (e.g., well-known chemical products).
4. Explain that the general concept and outline of the commercial is sufficient. But if a team wants to act out its commercial, that is fine, too.
5. Before each team begins planning its commercial, discuss the characteristics of some well-known current commercials to stimulate creativity (e.g., use of a well-known personality, humor, comparison to competition, sex appeal).
6. Ask each team to present its ideas. Praise everyone's creativity.

Variations

1. Have teams create print advertisements instead of TV commercials, or if possible have team them actually create commercials on videotape.
2. Invite teams to advertise their talents or their school rather than the subject matter of the class.

4) Really Getting Acquainted

Overview

Most getting-acquainted activities are limited opportunities to get to meet others. An alternative is to arrange an in-depth experience in which pairs of students can become really well acquainted.

Procedure

1. Pair up students in any manner you desire. Criteria for pairing up students might include:

- ☑ Two students who have never met before
- ☑ Two students who have never worked together
- ☑ Two students who come from a different field study or background
- ☑ Two students who have a different level of knowledge or experience

2. Ask pairs that are formed to spend 30 to 60 minutes getting to know each other. Suggest that they go for a walk, have coffee or a soda together, or if relevant visit each other's home or dormitory.
3. Supply some questions that students can use to interview each other.
4. When the entire class reconvenes, give pairs a task to do together that enables them to start learning about the subject matter of the class.
5. Consider the appropriateness of forming the pairs into long-term learning partnerships.

Variations

1. If possible, form trios or quartets instead of pairs.
2. Have students introduce their partners to the entire class.

5) Team Getaway

Overview

Often, active learning is enhanced by creating long-term learning teams who might study together, do projects, and engage in other cooperative learning activities. When this is in your plans, it helps to conduct some initial team-building activities to ensure a solid start. While there are many team-building activities to consider, the following is a favorite.

Procedure

1. Provide each team with a stack of index cards (different sizes in each stack are best).
2. Challenge each team to be as effective a group as possible by constructing a three dimensional model of a "gateway retreat" solely from the index cards. Folding and tearing the cards are permitted, but no other supplies can be used for the construction. Encourage teams to plan their retreat before they begin to construct it. Provide marking pens so that teams can draw on the cards and decorate the gateway as they see fit.
3. Allow at least 15 minutes for the construction. Do not rush or pressure the teams. It is important for each to have a s successful experience.
4. When the construction are finished, invite the class to take a tour of the gateway retreats. Visit each constructions and request that team members show off their work and explain any intricacies of their house. Applaud each team's accomplishments. **Do not encourage competitive comparisons among the constructions.**

Variations

1. Ask the teams to build a team monument instead of a gateway retreat. Urge them to make the monument sturdy, high, and aesthetically pleasing.
2. Reconvene the teams and ask them to reflect on the experience by responding to this questions: **What were some helpful and not so helpful actions we did as a team and individually when working together?**

6) Reconnecting

Overview

In any class that meets over time, it is sometimes helpful to spend a few minutes reconnecting with students after some time has elapsed between classes. This activity considers some ways to do this.

Procedure

1. Welcome students back to the class. Explain that you think it might be valuable to spend a few minutes becoming reconnected before proceeding with today's class.
2. Pose one or more the following questions to the students:
   - ☑ What do you remember about our last class? What stands out for you?
   - ☑ Have you read/thought out/done something that was stimulated by our last class?
   - ☑ What interesting experiences have you had between classes?
   - ☑ What's on your mind right now (e.g., a worry) that might interfere with your ability to give full attention today's class?
   - ☑ How do you feel today? (It can be fun to use a metaphor, such as a "I feel like a bruised banana").
   - ☑ (Create your own question).
3. Obtain responses by using any one of several formats, such as subgroups or call on-the-next-speaker.
4. Segue to the current class topic.

Variations

1. Conduct a review of the last class instead.
2. Present two questions, concepts, or pieces of information covered in the previous class. Ask students to vote for the one they would most like you to review with the class. Review the winning question, concept, or information.

7) The Great Wind Blows

Overview

This is a fast-paced icebreaker that gets students moving and laughing. It's a good team builder and allows students to get to know each other.

Procedure

1. Arrange a circle of chairs. Ask each students to sit in one of the chairs. There should be exactly enough chairs for all students.
2. Tell students that if they agree with your next statement, they should stand up and move to another chair.
3. Stand in the center of the circle and say: "My name is _____ and **The Great Wind Blows** everybody who . . . " Choose an ending that would likely apply to nearly everyone in the class, such as "likes chocolate ice cream".
4. At this point, everyone who likes chocolate ice cream gets up and runs to another empty chair. As the students move, make sure you occupy one of the empty seats. If you do, then one students will have no seat to occupy and will replace you as the person in the center.
5. Have the new person in the center finish the same incomplete sentence: "My name is _____ and

The Great Wind Blows for everybody who . . .” with a new ending. It can be humorous (e.g., “who sleeps with a night light”) or

6. Play the game as often as it seems appropriate.

Variations

1. Provide an extensive list of endings that the students can use. Include material relevant to the subject matter of the class (e.g., “who prefers a Macintosh a PC”) or to do job or life experience of the students (“who finds taking tests stressful”).
2. Have pairs of students in the center instead of just one. Invite them jointly select an appropriate ending for the sentence.

8) Assessment Search

Overview

This is an interesting way to assess your class on the spot and, at the same time, involve students right from the beginning in getting to know each other and working cooperatively.

Procedure

1. Devise three of four questions to learn about your students. you may include questions about the following:
   - ☑ Their knowledge of the subject matter
   - ☑ Their attitudes about the subject matter
   - ☑ Experiences students have had relevant to the subject matter
   - ☑ Skills they have previously obtained
   - ☑ Their backgrounds
   - ☑ The needs or expectations they bring to this class

2. Divide students into trios or quarters (depending on the number of questions you have created). Give each students one of each the assessment questions. Ask him or her to interview the other students in the group and obtain (and record) answer to his or her assigned question.
3. Convene in subgroups all the students who have been assigned the same question. For example if there are 18 students arranged in trios, 6 of them will have been assigned the same question.
4. Ask each subgroups to pool their data and summarize it. Then ask each subgroups to report to the entire class what they have learned about one another.

Variations

1. Invite the students to devise their own questions.
2. Using the same questions, pair up students and have them interview each other. Poll the class afterwards to obtain results. (This variation is appropriate when dealing with a large class).

9) Instant Assessment

Overview

This is a fun, nonthreatening strategy to get know your students. you can use it to assess "instantly" students' background, experiences, attitudes, expectations, and concerns

Procedure

1. Create a set of "responder" cards for each students. These cards could contain the letters A, B, or C for multiple choice questions. T or F for true or false questions, or numerical ratings such as 1 – 5. (If it is too time-

consuming to make the cards in advance, have students create their own cards on the spot.

2. Develop a set of statements to which students can respond with one of their cards. Here is an example for each type of responder card mentioned.
   - ☑ I am taking this course because . . .
     a. It's required.
     b. I am really interested in the subject.
     c. It's supposed to be easy.
   - ☑ I am concerned that this course will be difficult for me. True or False?
   - ☑ I believe that this course will be useful to me in the future.

   1 _____ 2 _____ 3 _____ 4 _____ 5 _____
   Strongly Disagree — Strongly Agree
3. Read the first statement and ask students to answer by holding up the car of their choice.
4. Quickly assess the audience response. Invite a few students to share the reasons for their choices.
5. Continue with the remaining statements.

Variations

1. Instead of using cards, ask students to stand when their choice is announced.
2. Use a conventional show of hands, but add interest by encouraging students to raise both hands when they strongly agree with a response.

10) Class Concerns

Overview

Students usually hold some concerns about a class they are attending for the first time, especially if it features active learning. This activity allows these concerns to be expressed and discussed openly, yet in a safe manners

Procedure

1. Explain to students that they may have concerns about the class. These might include some of the following:
   - ☑ How difficult or time-consuming the work may be
   - ☑ How to participate freely and comfortably
   - ☑ How students will function in small learning groups
   - ☑ Access to reading materials
   - ☑ The time schedule for the class
2. List these areas of concern on a board or flip chart. Obtain others from members of the class.
3. Devise any voting procedure that enables the class to select the top three or four concerns.
4. From the class into three or four subgroups. Invite each group to elaborate on one of the concerns. Ask them to get specific about the concern.
5. Ask each group to summarize its discussion for the entire class. Obtain reactions.

Variations

1. Ask groups to think of some solutions either the students or teacher can undertake to ease the concern assigned to them.

2. Rather than end the activity with group reports, create a panel or fishbowl discussion.

11) Go to Your Post

Overview

This is a w well-known to incorporate physical movement at the beginning of a class. This strategy is flexible enough to use for a variety of activities that are designed to stimulate initial interest in your subject matter.

Procedure

1. Post signs around the classroom. You can use two signs to create a dichotomous choice or several signs to provide more options.
2. These signs can indicate a variety of preferences:
   - ☑ Topics or skills of interest to the students (e.g., word processing, data basing)
   - ☑ Questions about course content (e.g., "How does a turbo engine work?")
   - ☑ Different solutions to the same problem (e.g., capital punishment versus life sentence)
   - ☑ Different values (e.g., money, fame, family)
   - ☑ Different authors or well-known people in a field (e.g., Thomas Jefferson, Franklin Delano Roosevelt, John F. Kennedy)
   - ☑ Different quotations, proverb, or verse in a text (e.g., "Honor Your Mother and Father" versus "Question Authority")
3. Ask students to look at the signs and choose one. For example some students might be more interested in word processing than data basing. Have them "sign up" for their

preference by mowing to the place in the classroom where their choice is posted.

4. Have the subgroups that have been created discuss among themselves why they have placed themselves by their sign. Ask a representative of each group to summarize their reasons.

Variations

1. Pair up students with different preferences and ask them to compare their views. Or create a discussion panel with representatives from each preference group.
2. Ask each preference group to make a presentation, create an advertisement, or prepare a skit advocating their preference.

12) Lightening the Learning Climate

Overview

A classroom can quickly achieve an informal, nonthreatening learning climate by inviting students to use creative humor about the subject matter at hand. This strategy does just that and, at the same time, gets students thinking.

Procedure

1. Explain to students that you want to do a fun opening exercise with them before getting serious about the subject matter.
2. Divide them into subgroups. Give them an assignment that deliberately asks them to make fun of an important topic, concept, or issue in the course you are teaching.
3. Example might be:

- ☑ *Government:* Outline the most oppressive or unworkable government imaginable.
- ☑ *Math:* Develop a list of the most ineffective ways to do mathematical calculations.
- ☑ *Health:* Create a diet totally lacking in nutrition.
- ☑ *Grammar:* Write a sentence containing as many grammatical errors as possible.
- ☑ *Engineering:* Design a bridge that likely to fall.

4. Invite subgroups to present their "creations". Applaud the results.
5. Ask: "What did you learn about our subject matter from this exercise?"

Variations

1. The instructor can spoof the subject matter with a creation of his or her own making.
2. Create a multiple-choice pretest on the subject you are about to teach. Add humor to the choice given for each item. For each question, ask students to select the answer that they think could not possibly be the right one.

13) Exchanging Viewpoints

Overview

This activity can be used to stimulate immediate involvement in the subject matter of your class. It also alerts students to be careful listeners and open themselves to diverse viewpoints.

Procedure

1. Give each students a name tag. Instruct students to write their names on their tags and wear them.

2. Ask students to pair off and introduce themselves to someone else. Then ask pairs to exchange their responses to provocative question or statement that solicits their opinion about an issue concerning the subject matter you are teaching.
   - ☑ An example of a question is: "What limits should there be to foreign immigration?"
   - ☑ An example of a statement is: "The Bible is a divine book".
3. Call "time", and direct students to exchange name tags with their partners and then go on to meet another student. Ask students, instead of introducing themselves, to share the views of the person who was their previous partner (the person whose name tag they are now wearing).
4. Next, ask students to switch name tags again and find others to talk to, sharing only about the views of the persons whose name tags they are wearing.
5. Continue the process until most of the students have met. Then tell each students to retrieve his or her own name tag.

Variations

1. Use this name tag exchange process as a social icebreaker by instructing students to share background information about themselves rather than viewpoints about a provocative question or statement.
2. Eliminate an exchange of name tags. Instead, ask students to continue to meet new people ach time hearing their opinions about the question or statement given by you.

14) True or False?

Overview

This collaborative activity also stimulates instant involvement in the subject matter of your class. It promotes team building, knowledge sharing, and immediate learning.

Procedure

1. Compose a list of statements relating to your subject matter, half of which are true and half of which are false. For instance, the statement "Marijuana is addictive" is true, and the statement, "Alcohol is a stimulant" is false. Write each statement on a separate index card. Make sure there are as many cards a there students in the class. (If there is an odd number of students, make up a card for yourself).
2. Distribute one card to each student. Tell the class that their mission is to determine which cards are true and which are false. **Explain that they are free to use any method they want to accomplish the task.**
3. When the class is finished, have each card read and obtain the class' opinion about whether the statement is true or false. Allow for minority views!
4. Give feedback about each card, and note the ways in which the class worked together on the assignment.
5. Indicate that the positive team skills shown will be necessary throughout this class because of the active learning it will feature.

Variations

1. Before the activity begins, recruit some students as observers. Ask them to give feedback about the quality of teamwork that emerged.
2. Instead of factual statements, create a list of opinions and place each opinion on an index card. Distribute cards and ask students to attempt to reach a consensus about students' reactions. To each opinion. Ask them to respect minority view points.

UNIT III
How to Help Students Acquire Knowledge, Skills, and Attitudes . . . Actively

Learning is an active process. We learn by doing. Only knowledge that is used sticks in your mind
(Dale Carnegie)

This unit contains instructional techniques that can be used when you are at the heart of your lesson. The techniques are designed to avoid or reinforce teacher-led instruction. A wide range of alternatives are provided, all of which gently push students to think, feel, and apply. They include:

- ☑ **Full-class learning:** Teacher-led instruction that stimulates the entire class.
- ☑ **Class discussion:** Dialogue and debate of key issues
- ☑ **Question prompting:** Students requests for clarification
- ☑ **Collaborative learning:** Assignment done cooperatively in small groups of students
- ☑ **Peer teaching:** Instruction led by students
- ☑ **Independent learning:** Learning activities performed individually
- ☑ **Affective learning:** Activities that help students to examine their feelings, values, and attitudes
- ☑ **Skill development:** Learning and practicing skills, both technical and nontechnical

15) Inquiring Minds Want to Know

Overview

This simple technique stimulates students' curiosity by encouraging speculation about a topic or question. Students are more likely to retain knowledge about previously uncovered subject matter if they are involved from the onset in a full-class learning experience.

Procedure

1. Ask the class an intriguing question to stimulate curiosity about a subject you want to discuss. **The question should be one to which you expect that few students know the answer.**

   Here are a few example of such questions:

   ☑ *Everyday knowledge* ("Why do we have income tax?")
   ☑ *How to* ("According to experts, what is the best way to preserve a mummy?")
   ☑ *Definitions* ("What is a black hole?")
   ☑ *Titles* ("What do you think Ibsen's play A Doll's House is about?")
   ☑ *The ways things work* ("What makes a car go?")
   ☑ *Outcomes* ("What do you think will be the ending of this plot?" "the solutions to this problem?")
2. Encourage speculation and wild guessing. Sue phrases like "take a guess" or "take a stab".
3. Do not give feedback immediately. Accept all guesses. Build curiosity about the "real" answer.
4. Use the question as lead into what you are about to teach. Include the answer to your question in your presentation.

You should find that students are more attentive than usual.

Variations

1. Pair up students and ask them to collectively make a guess.
2. Instead of a question, tell students what you are about to teach them and why they should find it interesting. Try to spice up this introduction in the manner of "coming attractions" to movie.

16) Listening Teams

Overview

This activity is a way to help students stay focused and alert during a lecture-based lesson. Listening teams create small group responsible for clarifying the class material.

Procedure

1. Divide the students into four teams and give the teams these assignments:

Team	Role	Assignment
1	Questioners	After the lecture-based lesson, ask at least two questions about the material covered.
2	Agreers	After the lecture-based lesson, tell which points they agreed with (or found helpful) and explain why.
3	Nay-sayers	After the lecture-based lesson, comment on which point they disagreed with

		(or found unhelpful) and explain why.
4	Example givers	After the lecture-based lesson, give specific examples or applications of the material.

2. Present your lecture-based lesson. After it is over, give teams a few moments to complete their assignments.
3. Call on each team to question, to agree, and so forth. You should obtain more student participation than you ever imagined.

Variations

1. Create other roles. For example ask a team to summarize the lecture-based lesson, or ask a team to create questions that test students' understanding of the material.
2. Give out questions in advance that will be answered in the lecture-based lesson. Challenge students to listen for the answers. The team that can answer the most questions wins.

17) Lecture Bingo

Overview

A lecture can be less boring and students will be more alert if you make it into this game. Here, key points are discussed while students play Bingo.

Procedure

1. Create a lecture-based lesson with up to 9 key points.

2. Develop a Bingo card that contains these key points in a 3 x 3 grid. Place a different point in each of the boxes. If you have fewer than 9 key points, leave some boxes empty.
3. Create several additional Bingo cards with the same key points, but place the points in different boxes. The result should be that few, if any Bingo cards are alike.
4. Distribute the Bingo cards to students. Also provide students with a strip of 9 self-sticking colored dots (approximately one-half or three-quarters inch in diameter). Instruct students that as your presentation proceeds from point to point, they should place a dot on their cards for each point that you discuss. (Note: Empty boxes cannot be covered with a dot).
5. As students collect three vertical, horizontal, or diagonal dots in a row, they yell "Bingo!"
6. Complete the lecture-based lesson. Allow students to obtain Bingo as many times as they can.

Variations

1. Use key terms or names mentioned in your lecture-based lesson (rather than key points) as the basis for the Bingo cards. When the term or name is first mentioned, students can place a sticker in the appropriate box.
2. Create 2 x 2 Bingo grid. Continue to have several key points, terms, or names discussed in your lecture-based lesson. Indicate only four of these on any one Bingo card. Try to make few, if any, cards a like by including different information on each card.

18) Synergic Teaching

Overview

This method is a real change of pace. It allows students who have had different experiences learning the same material to compare notes.

Procedure

1. Divide the class in half.
2. Sent one group to another room to read about the topic you are teaching. Make sure the reading material is well-formatted and easy to read.
3. During this time, give an oral, lecture-based lesson on the same material to the other half of the class.
4. Next, reverse learning experiences. Provide reading material on your topic for the next group that has heard the lecture-based lesson and provide a lecture-based lesson for the reading group.
5. Pair up members for each group and have them recap what they have learned.

Variations

1. Ask half of the students to listen to a lecture-based lesson presentation with their eyes closed while the other half views visual information such as overhead transparencies accompanying the lecture-based lesson with their ears covered. After the lecture-based lesson is completed, ask the two groups to compare notes about what they have heard or seen.
2. Give one half of the class concrete examples of a concept or theory you want them to learn. Do not tell them about the concept or theory they illustrate. Presents to the other

half of the class the concept or theory without the examples. Pair up students from both groups and have them review the lesson together

19) Meet the Guest

Overview

This activity is an excellent way to involve guest speakers who do not have the time or expertise to prepare for a class session. At the same time, it gives students the opportunity to interact with a subject matter expert in a unique way and to take an active role in preparing for the guest speaker.

Procedure

1. Invite a guest speaker(s) to address your class as the expert on the subject you are currently discussing. (Example: a local government official might visit a class on civics or government).
2. Prepare the guest speaker by telling him or her that the lesson will be conducted like a press conference. In keeping with that format, the speaker is to prepare a few brief remarks or opening statement and then be prepared to answer questions from "the press".
3. Prior the guest's appearance, prepare the students by discussing how a press conference is conducted, and then giving them an opportunity to formulate several questions to ask the speaker.

Variations

1. You may choose to have several guests at the same time and conduct roundtable discussions. Seat each guest at a table or in a circle of chairs to share information and experiences with a small group. The group members will

have an opportunity to interact with the guest by asking questions in a more personal environment. Divide the class session into a series of rounds. Determine the length of each round depending on the time available and the number of guests. In general, 10 or 15 minutes for each round is appropriate. Direct each small group to move from one guest to the next as the rounds progress.

2. Invite some students from previous class you taught serve as visiting "guests".

20) Acting Out

Overview

Sometimes, no matter how clear a verbal or visual explanation is, some concepts and procedures don't sink in. One way to help develop a picture of the material is to ask some students to act out the concepts or walk through the procedures you are trying to get across.

Procedure

1. Choose a concept (or a set of related concepts) or a procedure that can be illustrated by acting it out. Some examples include:
   - ☑ Sentence construction
   - ☑ Finding a common denominator
   - ☑ Corporal (heart) circulation
   - ☑ Gothic architecture
2. Use any of the following methods:
   - ☑ Have some students come to the front of the room and ask them to simulate physically aspects of the concept or procedure.

- ☑ Create large cards that name the parts of a procedure or concept. Give out cards to some students. Place students with cards in such a way that the cards are correctly sequenced.
- ☑ Develop a role play in which students dramatize the material you are teaching.
- ☑ Using volunteer students, walk through a step-by-step procedure.

3. Discuss the learning drama that you have created. Make whatever teaching points you want

Variations

1. Videotape a group of students illustrating the concept or procedure and show it to the class.
2. Ask students to create a way to act out a concept or procedure without your guidance.

21) Video Critic

Overview

Often, viewing educational videos is a passive affair. Students sit back in their seats, waiting to be entertained. This is an active way to engage students in watching a video.

Procedure

1. Select a video that you want to show students.
2. Tell students, prior to watching the video, that you want them to critically review the video. Ask them to look at several factors, including:
   - ☑ Realism (of actors)
   - ☑ Relevance
   - ☑ Unforgettable moments

- ☑ Organization of content
- ☑ Applicability to their lives

3. Show the video.
4. Conduct a discussion you might call a "critic's corner".
5. (optional) Poll the class, using some kind of overall rating system, such as:
   - ☑ One to five stars
   - ☑ Thumbs up or thumbs down

Variations

1. Create a panel of video reviewers.
2. Show the video again. Sometimes critics change their minds when seeing something a second time.

22) Point – Counterpoint

Overview

This activity is an excellent technique for stimulating discussion and gaining a deeper understanding of complex issues. The format is similar to a debate but it is less formal and moves more quickly

Procedure

1. Select and issue that has two or more sides.
2. Divide the class into groups according to the number of positions you have stated, and ask each group to come up with arguments to support its side. Encourage them to work with seat partners or small cluster groups.
3. Reconvene the entire class, but ask members of each group to sit together with space between subgroups.
4. Explain that any student can begin the debate. After that student has had an opportunity to present *one* argument or counterargument from other group. Continue the

discussion, moving quickly back and forth between or among the groups.

5. Conclude the activity by comparing the issues as you, the teacher, see them. Allow for follow-up reaction and discussion.

Variations

1. Instead of a group-on-group debate, pair up individual students from different groups and have them argue with each other. This can be done simultaneously, so that every student is engaged in the debate at the same time.
2. Line up the opposing groups so that they are facing each other. As one person concludes his or her argument, have that students toss an object (such as a ball or a bean bag) to a member of opposing side. The person who catches the object must rebut the previous person's argument.

23) Reading Aloud

Overview

Surprisingly, reading a text out loud can help students to focus mentally, raise questions, and stimulate discussion. This strategy is much like a Bible study session. It has the effect of focusing attention and creating a cohesive group.

Procedure

1. Choose a text that is sufficiently interesting to read aloud. Limit yourself to a selection of less than 500 words.
2. Introduce the text to the students. Highlight key points or issues to be revised.
3. Section off the by paragraphs or some other means. Invite volunteers to read aloud different sections.

4. As the reading progresses, stop at several places to emphasize certain points, raise or entertain questions, or give examples. Allow brief discussions if students show an interest in a certain portion. Then proceed with the examining what is in the text.

Variations

1. Do the reading yourself if you feel it will enhance the presentation of the text or you have concerns about the reading skills of students.
2. Have pairs read to each other, stopping for clarification and discussion as they see fit.

24) Card Sort

Overview

This is a collaborative activity that can be used to teach concepts, classification characteristics, facts about objects, or review information. The physical movement featured can help to energize a tired class.

Procedure

1. Give each students an index card containing information or an example that fits into one or more categories. Here are some examples:
   - ☑ Types of deciduous trees versus types of evergreens
   - ☑ Characters in various Shakespearean play
   - ☑ Power of the executive, legislative, and judicial branches of government
   - ☑ Symptoms of different illness
   - ☑ Information that fits into varied parts of a job resume
   - ☑ The characteristics of different metals
   - ☑ Noun, verbs, adverbs, prepositions

☑ Book by Dickens, Faulkner, Hemingway, and Updike

2. Ask students to mill around the room and find others whose cards fits the same category. (You may announce the categories beforehand or let students discover them).
3. Have students with cards in the same category present themselves to the rest of the class.
4. As each category is presented, make any teaching points you think are important.

Variations

1. Ask each group to make a teaching presentation about its category.
2. At the beginning of the activity, form teams. Give each team a complete set of cards. Be sure they are shuffled so that the categories into which they are to be sorted are not obvious. Ask each of team to sort into categories. Each team can obtain a score for the number of cards sorted correctly.

25) The Power of Two

Overview

This activity is used to promote cooperative learning and reinforce the importance and benefits of synergy – that is, that two heads are indeed better than one.

Procedure

1. Give students one or more questions that require reflection and thinking. Here are some examples:
   ☑ How do our bodies digest food?
   ☑ What is knowledge?
   ☑ What is "due process?"
   ☑ How is the human brain like a computer?

☑ Why do bad things sometimes happen to good people?

2. Ask students to answer the questions individually.
3. After all students have completed their answer, arrange into pairs and ask them to share their answer with each other.
4. Ask the pair to create a new answer to each question, improving on each individual's response.
5. When all pairs have written new answers, compare the answers of each pair to the others in the class.

Variations

1. Invite the entire to select the best answer for each question.
2. To save time, assign specific questions to specific pairs rather than having all pairs answer all questions.

26) Team Quiz

Overview

This team technique increases the students' accountability for what they are learning in a fun and nonthreatening way.

Procedure

1. Choose a topic that can be presented in three segments.
2. Divide the students into three teams.
3. Explain the format of the session and start the presentation. Limit it to 10 minutes or less.
4. Have a Team A prepare a short-answer quiz. The quiz should take no more than 5 minutes to prepare. Teams B and C use this time to review their notes.
5. Team A quizzes a member of team B. If Team B cannot answer a question, team C gets a shot at it.

6. Team A directs its next question to a member of Team C, and repeats the process.
7. When the quiz is over, continue with the second segment of your lesson, and appoint Team B as quizmasters.
8. After Team B complete its quiz, continue with the third segment of your lesson, and appoint Team C as quizmaster.

Variations

1. Give teams prepared quiz questions from which they select when it is their turn to be quizmaster.
2. Conduct one continuous lesson. Divide students into two teams. At the end of the lesson, have the two teams quiz each other.

27) Information Search

Overview

This method can be linked to an open-book test. Teams search for information (normally covered in a lecture-based lesson) that answers questions posed to them. This method is especially helpful in livening up dry material.

Procedure

1. Create a group of questions that can be answered by searching for information that can be found in resource material you have made available for students. the resource material can include:
2. Hand out the questions about the topic.
3. Have students search for information in small teams. A friendly competition can even be set up to encourage participation.

4. Review answer as a class. Expand on the answers to enlarge the scope of learning.

Variations

1. Create questions that forces students to infer answers from the resource information available rather than using questions that can be answered directly by the search.
2. Instead of hunting for answer to questions, give students a different task such as a case problem to solve, an exercise in which they have to match items, or a set of scrambled words that, if unscrambled, denote important terms contained in the resource information.

28) In the News

Overview

This is an interesting way to get students involved and arouse their interest in the topic even before they attend the class. This peer teaching approach will also result in a wealth of material and information that can be shared with all students.

Procedure

1. Ask students to bring to class articles, new items, editorials, and cartoon related to the topic of the class session. For example, a teacher can request that students bring in a newspaper or magazine story about weather, such as a discussion of global warming.
2. Divide the class into subgroups and ask them to share their items with each other and choose the two or three most interesting.
3. Reconvene the entire class and ask representatives from each subgroups to share their choice with other students.

4. As groups are reporting, listen for important points that you will address in the class and use that information to promote discussion.

Variations

1. Collect all items from the students, copy them, and distribute them as a follow to the class session. Or ask students to submit their items prior to the class. You could then copy them and send them to all students as pre-reading assignment.
2. Use the news items as case studies or the basis of role plays.

29) Mind Maps

Overview

Mind Mapping is a creative way for individual students to generate ideas, record learning, or plan a new project. Asking students to create a mind map enables them to identify clearly and creatively what they have learned or what they are planning.

Procedure

1. Select the topic for mind mapping. Some possibilities include:
2. Construct for the class a simple mind map using color, images, or symbols. One example would be a trip to the grocery store during which a person shop from a mind map that categorizes items needed according to the departments in which they are found (e.g., dairy, produce, and frozen foods). Explain how the colors, images, and symbols in your mind map promote whole brain thinking (versus right brain/left brain thinking). Invite students to

cite simple examples from their daily lives that they could mind map.

3. Provide paper, marking pens, and any other resources you think will help students to create colorful, graphic mind maps. Give students the mind mapping assignment. Suggest that they begin their maps by creating a pictorial center depicting the topic or main idea. Then, encourage them to break the whole into smaller components and depict these components around the periphery of the map (using color and graphics).**Urge them to represent each idea pictorially, using as few words as possible.** Following this, they can elaborate the details pop into their minds.
4. Provide plenty of time for students to develop their mind maps. Encourage the look at other people's work to stimulate ideas.
5. Ask students to share their mind maps. Conduct a discussion about the value this creative way to outline ideas.

Variations

1. Assign a team mind map instead of students working individually.
2. Use computers to generate mind maps.

30) Learning Journals

Overview

When students are asked to reflect in writing about the learning experiences they have undergone, they are encouraged to become conscious, through language, of what is happening to them. A widely used technique in this regard is a learning journal, a reflective log or diary students keep over time.

Procedure

1. Explain to students that experience is not necessarily the best teacher and that it is important to reflect on experiences to become conscious of what those experiences have taught them.
2. Invite students (or require them, if appropriate) to keep a journal of their reflections and learnings.
3. Suggest that they write, twice a week, some of their thoughts and feelings about (without worrying about spelling, grammar, and punctuation).
4. Ask students to focus on some or all of the following categories:
   - ☑ What's been **unclear** to them or what they **disagree** with
   - ☑ How the learning experience **connect** with their personal lives
   - ☑ How the learning experience are **reflected** in other things they read, see, or do
   - ☑ What they have **observed** about themselves or others since the learning experiences
   - ☑ What they **concluded** from the learning experiences

- ☑ What they would like to **do** as a result of the learning experiences

5. Collect, read, and comment on the journals periodically so that the students are held accountable for keeping them and so that you can receive feedback about their learnings.

Variations

1. Instead of a blank notebook, a structured form can be provided on which students can organize their journal entries.
2. Ask students to write during class time rather than after class.

31) What? So What? Now What?

Overview

The value of any experimental learning activity is enhanced by asking students to reflect on the experience they just had and explore its implications. This reflections period is often referred to as processing or debriefing. Some experiential teachers now use the term harvesting. Here are is a three stage sequence for harvesting a rich learning experience.

Procedure

1. Take the class through an experience that is appropriate to your topic. These experiences might include ant of the following:
   - ☑ A game or simulation exercise
   - ☑ A field trip
   - ☑ A Video
   - ☑ An action learning project
   - ☑ A debate
   - ☑ A role play

- ☑ A mental imagery exercise

2. Ask students to share **what** happened to them during the experience:
   - ☑ What did they do?
   - ☑ What did they observe? Think about?
   - ☑ What feelings did they have during the experience?
3. Next ask students to ask themselves, **"So what?"**
   - ☑ What benefits did they get from the experience?
   - ☑ What did they learn? Relearn?
   - ☑ How does the experience (if it is a simulation or role play) relate to the real world?
4. Finally, ask students to consider **"Now what?"**
   - ☑ How do you want to do things differently in the future?
   - ☑ How can you extend the learning you had?
   - ☑ What steps can you take to apply what you have learned?

Variations

1. Limit the discussion to **"What?"** and **"So what?"**
2. Use these questions to stimulate journal writing.

32) Billboard Ranking

Overview

Many learning situations contain no right or wrong content. When values, opinions, ideas, and preferences exist about a topic you are teaching, this activity can be used to stimulate reflection and discussion.

Procedure

1. Divide the class into subgroups of four to six students.

2. Give students a list of any of the following:
   - ☑ Values they may hold (e.g., 1. *Loyalty*. 2. . . . , etc.)
   - ☑ Opinions they may espouse (e.g., 1. *Crime prevention should be our major national concern,* 2. . . . , etc.)
   - ☑ Alternative solutions to a problem (e.g., *Save energy by:* 1. *Carpooling,* 2. . . . , etc.)
   - ☑ Attributes they desire (e.g., 1. *Good-looking,* 2. . . . , etc.)
   - ☑ Preferences they hold (e.g, 1. *Edgar Allan Poe,* 2. . . . , etc.)

   For example, students might be asked what qualities they want in a friend: *reliable, funny, cool, understanding,* etc.
3. Give each subgroup a Post-it™ pad. Ask them to write each item on the list on separate sheet.
4. Next ask the subgroups to sort the sheets so that the value, opinion, or action they most prefer is on top and the remaining are placed consecutively in rank order.
5. Create a "billboard" on which subgroups can display their ranks order preferences. (The Post-it notes can be attached to a blackboard, a flip chart, or a large piece of paper).
6. Compare and contrast the rankings across groups that are now visually displayed.

Variations

1. Attempt to achieve a class-wide consensus.
2. Ask students to interview members of groups whose ranking differ from theirs.

33) Role Models

Overview

This activity is an interesting way to stimulate discussion about values and attitudes. Students are asked to nominate well-known personalities they see as role models of traits associated with a topic being studied in class.

Procedure

1. Divide students into subgroups of five or six, and give each group a sheet of news-print and markers.
2. Ask each group to identify three people they would identify as representative of the subject under discussion. In music, for example, they might choose Pink, Adele, Bruno Mars, and Camila Cabello.
3. After they have identified the three well-known figures, ask them to make a list of the characteristics the three have in common that qualify them as examples or of the characteristics on newsprint and post on the wall.
4. Reconvene the entire class and compare lists, asking each group to explain why they chose the people they did.
5. Lead the class in a discussion of the varied perceptions among the students.

Variations

1. Instead of citing real people, ask students to choose fictional characters.
2. Assign each subgroup a specific list of people who are representative of the subject under discussion.

34) Nonthreatening Role Playing

Overview

This technique reduces the threat of role playing by placing the teacher in the lead role and involving the class in providing the responses and setting the scenario's direction.

Procedure

1. Create a role play in which you will demonstrate desired behaviors, such as handling a person who is angry
2. Inform the class that you will play the leading role in the role play. The students' job is to help you deal with the situation.
3. Obtain a student volunteer to role-play the other person in the situation (e.g., the angry person). Give that student an opening script to read to help him or her get into the role. Start the role play, but stop at frequent intervals and ask the class to give you feedback and direction as the scenario progresses. Don't hesitate to ask students to provide specific lines for you to use. For example, at specific point, ask "What should I say next?" Listen to suggestions from the audience and try one of them out.
4. Continue the role play so that students increasingly coach you how to handle the situation. This gives them skill practice while you do the actual role playing for them.

Variations

1. Using the same procedure, have the audience coach a fellow student (instead of the teacher).
2. Videotapes the entire role play. Play it back and discuss with students other ways to respond at specific points in the situation.

35) Rotating Roles

Overview

This activity is an excellent way of giving each student an opportunity to practice skills through role playing real-life situations.

Procedure

1. Divide the class into groups of three spread throughout the room with as much space between groups as possible.
2. Ask each trio to create three real-life scenarios dealing with the topic you have been discussing.
3. After each trio has written its three scenarios on the three separate sheets of paper, one team member from each group delivers the scenarios to the next group and is available as the group members read the scenarios to clarify or provide additional information if necessary. The student then returns to his or her original group.
4. On a rotating basis, each member of the trio will have an opportunity to practice the primary role (e.g., a parent), secondary role (e.g., a child), and observer.
5. Each round should consist of at least 10 minutes of role playing, with 5 to 10 minutes of feedback from the observer. You will determine the length of each round on the basis of your time constraints, the topic, and the students' skill level.
6. In each round, the observer should concentrate on identifying what the primary player did well in using the concepts and skills learned in the class and what he or she can do improve.

7. After all three rounds have been completed, reconvene the entire group for general discussion of the key learning points and value of the activity.

Variations

1. You can prepare scenarios instead of having each group write them.
2. Prepare an observer feedback sheet identifying specific skills and techniques the observer should look for.

36) Modelling the Way

Overview

This technique gives students an opportunity to practice, through demonstration, specific skills taught in the class. Demonstration is often an appropriate alternative to role playing because it is less threatening. Students are given ample time to create their own scenarios and determine how they want to illustrate the skills and techniques just covered in the class.

Procedure

1. Following learning activities on a given topic, identify several general situations where the students might be required to use the skills just discussed.
2. Divide the class into subgroups according to the number of participants necessary to demonstrate a given scenario. In most cases, two or three people will be required.
3. Give the subgroups 10 to 15 minutes to create a specific scenario illustrating general situation.
4. The subgroups will also determine how they are going to demonstrate the skill to the group. Give them 5 to 7 minutes to practice.

5. Each subgroup will take turns delivering its demonstration for the rest of the class. Allow the opportunity for feedback after each demonstrations.

Variations

1. You can create subgroups of more people than are necessary for the demonstration, with those not performing serving as creators of the scenarios, directors, and advisers.
2. You can create the specific scenarios and assign them to specific subgroups.

37) Practice-Rehearsal Pairs

Overview

This is a simple strategy for practicing and rehearsing any skill or procedure with a learning partner. The goal is to ensure that both partners can perform the skill or procedure.

Procedure

1. Select a set of skills or procedures you want students to master. Create pairs. Within each pair, assign two roles: (1) **Explainer** or **demonstrator** and (2) **checker.**
2. The explainer or demonstrator explains and/or demonstrates how to perform any specified skill or procedure. The checker verifies that explanations and/or demonstration is correct, encourages, and provides coaching if needed.
3. The partners reverse roles. The new explainer/demonstrator is given another skill or procedure to perform.
4. The process continues until all the skills are rehearsed.

Variations

1. Use a multiple skill or procedure instead of a set of several distinct ones. Have the explainer/demonstrator perform one step and have the partner the next step until the sequence of steps is competed.
2. When the pairs have completed their work, arrange a demonstration before any group.

38) I am the _____

Overview

This is a simple strategy for practicing and rehearsing any skill or procedure with a learning partner. The goal is to ensure that both partners can perform the skill or procedure.

Procedure

1. Choose the role you want students to perform. Here are some examples:
2. Prepare written instructions explaining one or several tasks that might be assigned to that role. For example, a mayor might be asked to bring a bill to the city council.
3. Pair up students and present the assignments to each pair. Give them a time allotment to finish the assignments. Provide reference materials to support them as they attempt to deal with the assignments.
4. Reconvene the full class and discuss the assignments.

Variations

1. Allow students to leave the classroom and obtain coaching from below employees who can act as resources to them.
2. Have students do the tasks alone, without the support of a partner.

39) Curveballs

Overview

This is a dramatic way to practice job-related skills. It places students in difficult situations which they must figure how to escape or resolve.

Procedure

1. Select a situation that is common to the job being studied by students. Example might include:
   - ☑ Leading a meeting
   - ☑ Giving an assignment to an employee
   - ☑ Getting an assignment from a manager
   - ☑ Making a presentation
   - ☑ Giving a report to manager
   - ☑ Talking to a customer
2. Recruit a volunteer who is willing to role-play a specific situation. Be sure to explain the situation in detail.
3. Hand out instructions to other students that direct them to throw "curveballs" at the volunteer. Specify some actions that can be taken to give the volunteer a difficult time handling the situation. Do not let the volunteer see the "curveball" instructions.

   In a job interview, for example, the applicant can be asked to reveal personal information (which is illegal). The applicant needs to decide how to respond.
4. Allow the volunteer to cope with the situation. Applaud his or her efforts. Discuss with the entire class ways to deal with the unanticipated events.
5. Recruit new volunteers and present different challenges to them.

Variations

1. Invite the students to select their own "curveballs" to throw at the volunteers.
2. Instead of using volunteers, demonstrate yourself how to handle the "curveballs" thrown by students.

40) Advisory Group

Overview

This is a strategy for obtaining ongoing feedback during ant multisession class. All too often, teachers solicit student feedback after the course is over – too late to make any adjustments.

Procedure

1. Establish after-class times when you would like to obtain feedback from students.
2. Ask for a small group of volunteers to meet with you. Tell them job is to solicit the reactions of other students before the meeting time.
3. Use question such as these:
   - ☑ What has been helpful? Unhelpful?
   - ☑ Which have been unclear?
   - ☑ What would help you to learn better?
   - ☑ Are you ready to move on to new material?
   - ☑ Am I relating the material enough to your life?
   - ☑ What would you like more of at our next class?
   - ☑ What would you like less of?
   - ☑ What would you like to continue?

Variations

1. Try out a teaching strategy with the "advisory group" that you are planning to use for the entire class. Obtaining reactions.
2. Use other alternatives for obtaining ongoing feedback, such as post-meeting reaction survey of students' reactions.

UNIT IV
How to Make Learning Unforgettable

Tell me and I forget. Teach me and I Remember. Involve me and I learn.
(Benjamin Franklin)

This unit contains ways to conclude a class so that the student reflect on what he or she has learned and considers how to apply it in the future. The focus is not on what you have told them, but what they take away. The techniques are designed to do one or more of the following:

- ☑ **Review:** Recalling and summarizing what has been learned
- ☑ **Self-assessment:** Evaluating changes in knowledge, skills, or attitudes
- ☑ **Future Planning:** Determining how the student will continue the learning after the class is over
- ☑ **Expression of final sentiments:** Communicating the thoughts, feelings, and concerns students have at the end

41) Topical Review

Overview
This strategy gently challenges students to recall what was learned in each of the topic or units of the class. It is an excellent way to help students revisit the content you have covered.

Procedure
1. At the end of class, present students with a list of the topics you have learned you have covered. Explain that you want

to find out what they remember about them and what they have forgotten. Keep the atmosphere informal so that they will not feel threatened by the activity.

2. Ask students to recall what each topic was about and as many things they can remember about it. Ask questions such as these:
   - ☑ What does this topic refer to?
   - ☑ Why is it important?
   - ☑ Who can give me an example of what we learned in this topic?
   - ☑ What value does this topic have for you?
   - ☑ What were some of the learning activities we experienced with each topic

   If little is recalled, handle their forgetting humorously, or blame yourself for not making the topic "unforgettable".
3. Continue in chronological order until you have touched on all the course material (or as much of it as you have time and student interest).
4. As you proceed through the content, make any final remarks you wish.

Variations

1. Have partners or subgroups discuss each topic with one another instead of a full-class process.
2. If there are ten or fewer students, invite them to gather around a list of the course topics on a chalkboard or flip chart and conduct their own review of the material. To give them the sense that the review is not a test, consider leaving the room while the process is going on. This well empower them to use the time as they see fit.

42) Giving Questions and Getting Answers

Overview

This is a team-building strategy to involve students in the review of learning material from a previous class or at the end of a course.

Procedure

1. Hand out two index cards to each students.
2. Ask each student to complete the following sentences:
   Card 1: I still have a question about _____
   Card 2: I can answer a question about _____
3. Create subgroups and have each subgroups select the most pertinent "question to ask" and the most interesting "question to answer" from the cards of their group members.
4. Ask each subgroup to report the "question to ask" it has selected. Determine if anyone in the full class can answer the question. If not, the teacher should respond.
5. Ask each subgroup to report the "question to answer" it has selected. Have subgroup members share the answer with the rest of the class.

Variations

1. Prepare, in advance, several question cards, and distribute them to subgroups. Ask subgroups to choose one or more questions that they are capable of answering.
2. Prepare, in advance, several answer cards and distribute them to subgroups. Ask subgroups to choose one or more answer that they find helpful in reviewing what they have learned.

43) Crossword Puzzle

Overview

Designing a review test as a crossword puzzle invites immediate engagement and participation. A crossword puzzle can be completed individually or in teams.

Procedure

1. The first step is to brainstorm several key terms or names related to the course of study you have completed.
2. Construct a simple crossword puzzle, including as many of these items as you can. Darken spaces you do not need. (*Note:* If it is too difficult to create a crossword puzzle with these items, include fun items, not related to the class, as fillers).
3. Create clues for you crossword items. Use any of the following kinds:
   - ☑ A short definition ("a test used to establish reliability")
   - ☑ A category in which the item fits ("a kind of gas")
   - ☑ An example ("the phrase a *pleasant peace* is an examples of this")
   - ☑ An opposite ("the opposite of democracy")
4. Distribute the puzzle to students, either individually or in teams.
5. Set a time limit. Award a prize to the individual or team with the most correct items.

Variations

1. Have the entire group work cooperatively to complete the crossword puzzle.
2. Simplify the puzzle by deciding on one word that has been key to the entire course. Write it in horizontal crossword

squares. Use words that summarize other points in the training session and fit them vertically into the key word.

44) Reconsidering

Overview

One of the most effective ways to design a unit or course of study is to ask students to state their views about the class topic right at the beginning and then to reassesses these views at the end. There are several ways to accomplish this form of reconsideration.

Procedure

1. At the beginning of a unit or course of study, ask students to express their views on the topic. For example, ask about:
   - ☑ What makes a _____ effective (e.g., term paper)
   - ☑ What is the value of a _____ (e.g., constitution)
   - ☑ What advice they would give themselves to be _____ (e.g., better actors)
   - ☑ What solutions they could devise in dealing with a problem you pose (e.g., how to keep economic growth in check)

   Use any one of the following formats:
   - ☑ Group discussion
   - ☑ A questionnaire
   - ☑ An opening debate
   - ☑ A written statement
2. At the end of a unit or course of study, ask students to express their views again.
3. Ask students whether their views have remained the same or have shifted.

Variations

1. Discuss the factors that creates shifts in viewpoints.
2. Begin the course with an exercise in which students write down recent situations in which they were liked to be. End the course with an exercise in which students ask themselves how they would handle these situations more effectively in the future.

45) Gallery of Learning

Overview

This activity is a way to asses and celebrate what students have learned over a course of study.

Procedure

1. Divide students into groups of two to four members.
2. Ask each subgroup to discuss what its members are taking away from the class. These may include any of the following:
   ☑ New knowledge
   ☑ New skills
   ☑ Improvement in _____ (e.g., programming skills)
   ☑ New or renewed interest in _____ (e.g., poetry)
   ☑ Confidence in _____ (e.g., speaking Italian)
   Then ask them to list on large paper these "learnings". Ask them to title the list "What We are Taking Away".
3. Paper the walls with these lists.
4. Ask students to walk by each list. Ask that each person place a check mark next to learnings on lists other than his or her own that he or she is taking away as well.

5. Survey the results, nothing the most popular learnings. Also mention some that are unusual and unexpected.

Variations

1. If the size of the class warrants, ask each student to make his or her own list.
2. Instead of listing "learning", ask students to list "keepers" – ideas or suggestions given in the class that students think are worth keeping or retaining for future application.

46) Assessment Collage

Overview

This exercise uses the activity of making a picture collage to enable students to assess themselves in creative way.

Procedure

1. Gather several magazines. Have scissors, marking pens, and glue (or cellophane tape) available for students.
2. Ask students to create a collage that represents what they have learned and/or how they have changed in the class.
3. Make the following suggestions:
   - ☑ Cut out words from magazine advertisements that describe your current views, skills, or knowledge.
   - ☑ Paste visual images that graphically describe your accomplishments.
   - ☑ Use marking pens to title the college and to add your own words or images.
4. Create a gallery of the assessment collages. Invite students to tour the results and comment on the collages displayed.

Variations

1. Create them collages instead of individual ones.

2. Instead of a collage, have students create a "shield" or "coat of arms" that displays their accomplishments.

47) Keep on Learning

Overview

This strategy enables students to brainstorm ways to continue learning on their own the subject you have taught them

Procedure

1. Point out your hope that your students' learning won't stop simply because the class is over.
2. Suggest to students that there are many ways for them to continue learning on their own.
3. Indicate that one way to do this is to brainstorm their own list of ideas to "keep on learning".
4. Create subgroups. Have each subgroup brainstorm ideas. Here are some all-purpose suggestions:
   - ☑ Look for subject-related articles in newspapers, magazines, and so forth.
   - ☑ Take another course in the same subject are.
   - ☑ Create a future reading list.
   - ☑ Reread books and review notes taken in class.
   - ☑ Teach something you've learned to someone else.
   - ☑ Get a job or take an assignment that uses the skills you have learned.
5. Reconvene the class and ask each subgroup to share its best ideas.

Variations

1. Prepare in advance, a list of suggestions for the students. Ask them to check those they feel would be suitable for them.
2. Send students ideas to extend their learning a few weeks after the class is over.

48) Sticky to it

Overview

This is a procedure in which students make a serious commitment to apply what they have learned.

Procedure

1. Ask students to fill out a follow-up form at the end of the class containing statements as to show they plan to apply what they have learned or to continue learning more about the subject. Here is a sample form.

Future Planning Form

Describe how you plan to apply this course and tell when and how you plan to apply it. Be specific.

A. Situation: _____

_____

My plan to apply: _____

_____

B. Situation: _____

_____

My plan to apply: _____

_____

2. When the form is completed, inform the students that their future planning sheet will be sent to them in three to four weeks. At the time, they are sent the follow-up instructions.

   Please review your future planning sheet. Place the letter A next to those plans you have been able to apply successfully. Place the letter B next to those plans you are still working on applying. Place the letter C next to those plans you have not been able to do anything about. Explain what obstacles stopped your application.

Variations

1. Have students share their future plans immediately with an advisor. Suggest that they work together on a plan to help the student "stick to it".
2. Enlist the advisors' support of this plan **before** the class even begins.

49) Goodbye Scrabble

Overview

This is a technique that enables students to join together at the end of a class and celebrate what they have experienced together. This is achieved by creating a giant scrabble board.

Procedure

1. Create a large display of the tittle of the course or subject matter. Marge the words in the title if there are more than one. For example, "ancient history" becomes *ancienthistory.*
2. Give students marking pens. Explain, if necessary, how words can be created in Scrabble fashion, using the

displayed title as a base. Review the ways that words can be created:

- ☑ Horizontally or vertically
- ☑ Beginning with, ending with, and incorporating any available letters.

Remind students, however, that two words cannot merge with each other – there must be a space between them. Permit proper names as words.

3. Set a time limit and invite students to create as many key words as they can **that are associated with the subject matter or the learning experience that have taken place.**
4. Suggest that they divide up the labor so that some students are recording while other are searching for new words.
5. Call "time" and have the students count up the words and applaud the stunning visual record of their experience with one another.

Variations

1. If the group size is unwieldy for this activity, divide the class into subgroups that each create a Scramble board. Display the results together and tally the **total** number of words produced by the entire class.
2. Simplify the activity by writing the course title or subject matter vertically and asking students to write horizontally a verb, adjective, or noun that they associate with the title and that begins with each other.

50) Class Photo

Overview

This is an activity that acknowledge the contributions of every student while at the same time celebrating the total class.

Procedure

1. Assemble students for a class photograph. It's best to create at least three rows – one row sitting on the floor, one row sitting in chairs, and one row standing behind the chairs. As you are about to take their picture, express your own final sentiments. Stress how much active learning depends on the support and involvement of students. Thank students for playing such a large part in the success of the class.
2. Then, invite one of student at a time to leave the group and become the "photographer". (*Optional:* Have each participant.

Variations

1. Use the photography session as opportunity to review some of the highlights of the program.
2. Instead of a public disclosure of sentiments, ask students to write final thoughts on sheet of paper taped to the walls.

UNIT V
Introducing Graphic Organizers

Learning is more effective when it is an active rather than a passive process.
(Kurt Lewin)

A. Introduction

Karen Bromley, et all (1999:7) point out that a graphic organizer is a visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels. Actually, there are many varieties of other names for the graphic organizer, including semantic map, visual organizer, structured overview, or mind mapping.

Besides, some experts such as Bromely, Irwin-De Vitis and Moddlo (1995) believed that graphic organizers are wonderful strategies to get students actively involved in their learning. Because they include both words and visual images, they are effective with a wide variety of learners, including ESL, gifted, and special-needs students. They also present information in concise ways that highlight the organization and relationship of concepts. In addition, they can be used with any subject matter at any level. In the same way, Daniel H. Robinson (1998) reviewed the research on graphic organizers and suggests that teachers and researchers use only those organizers that are easily created by amateurs. In addition, he also suggest the use of variety of types of organizers chosen for their appropriateness for the content. They are effective tools in planning, instruction, and assessment.

B. The Objectives of Using Graphic Organizers

Basically, creating organizers are very easy because they can be constructed graphic on whiteboard, flannel boards, cardboard, chart paper, standardized-size paper (A4) that can be copied for each student, or for use with projectors. Moreover, the use of graphic organizers can be combined with various tools such as colored markers or pencils to highlight different topic or to identify individual contribution to a group organizer or computer software (e.g. *The Learning Tool, Mighty Draw, Mind Map, Sematic Mapper, etc*) to employ graphics and produce professional-looking flow charts and organizers.

The use of graphic organizers were supported by some experts or educators. Bromley et.al, assert that graphic organizers help teacher and students focus on what is important because they highlight key concepts and vocabulary, and the relationships among them, thus providing the tools for critical and creative thinking. Meanwhile, Vygotsky's (1962) states that graphic organizers serve mental tools. The information in a graphic organizer is visual as well as verbal; highlights the relationships between ideas; and focusses on the most important information. Thus, the learner is better able to understand and retain the material.

In learning process, individual students who use graphic organizers in the classroom develop their ability to use them independently as study tools for note taking, planning, presentation, and review. And according to Novak and Gowin (1984) constructing or evaluating graphic organizers requires student to be actively involved with the information. Both when working independently and working with others. Moreover, the

dialogue and decision making required to construct graphic organizers promote interaction with the material.

C. Types of Graphic Organizers

While there are many variations and possible combinations of organizers, most of them fall into four basic categories.

Conceptual	These types of graphic organizer include a main concept or central idea with supporting facts, evidence, or characteristics. Some common example are webs, Venn diagrams, and central question organizers.
Hierarchical	These organizers begin with a topic or concept and then include a number of ranks of levels below the topic. The key characteristic of the pattern is that there are distinct levels that proceed from top to bottom or bottom to top.
Cyclical	The cyclical organizer depicts a series of events without beginning or end. The formation is circular and continuous. An example is circle organizer.
Sequential	It arranges events in chronological order. This type of organizer is helpful when event have a specific beginning and end. It is also appropriate for cause-and-effect, process-and-product and problem-solutions text. the pattern is linear, as in a timeline. Examples are the pilot diagram and the multiple timeline.

Of course, the number of variations and combinations of these basic types are only limited by the ingenuity of the students and teachers who create them

D. Deciding What Type of Organizer to Use

The content and organization of material usually determines the type of organizer to be created. Another factor is the learning or cognitive style of the person creating the organizer. Individuals will often have a preference for one type of graphic organizer or another. The nonlinear and open-ended quality of the conceptual organizer is often appealing to more holistic, creative thinkers. The super-ordinate/subordinate structure of the hierarchical organizer and chronological structure of the sequential organizer may appeal more to those who think linearly and logically. More importantly, having experiences with a variety of organizers allows teacher and students to pick and choose the type most appropriate for the subject and purpose.

E. Grouping Students When Using Graphic Organizers

Students may create organizers individually, in groups, or in whole-class settings. When student are learning about graphic organizers, they will do best when teacher provides direct instruction and model the process for them.

As they become more knowledgeable, students will able to create organizer in collaborative groups and independently. It is best to begin with some of simple organizers. Conceptual and sequential organizers are often the easiest for students to understand and use. Of course, teacher will want to demonstrate graphic organizer on material that is familiar to teacher and students.

51) The Big Question Research Map

Overview

Using a central authentic question involves students in research and problem solving. Question should be provocative and relevant to students' lives. Because this organizer requires students to plan their research and exploration of a topic, it promotes their ability to learn and think independently.

Procedure

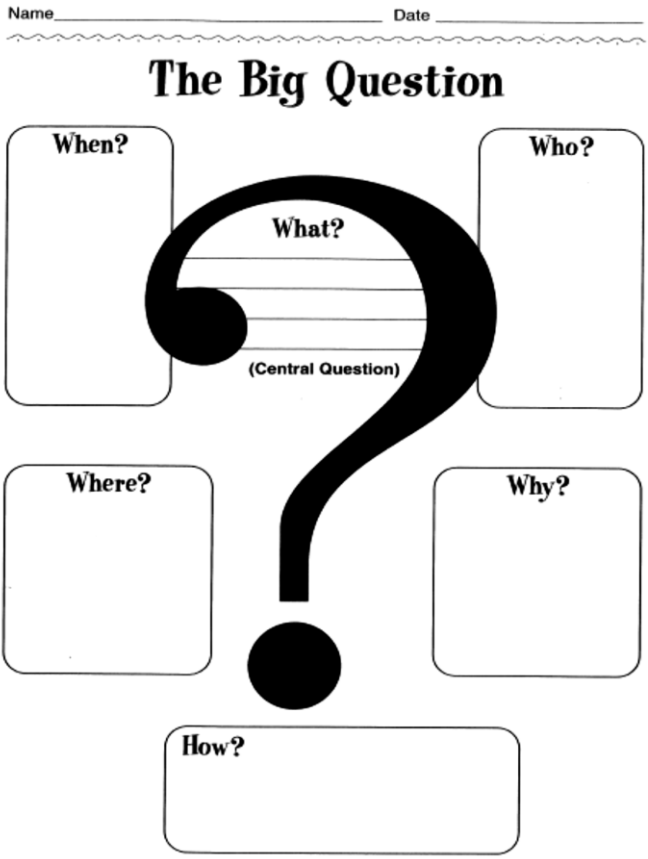
1. Use an authentic question, a question for which there is no easy, existing answer or solution. It should be generated by a student or a group of students independently or in collaboration with the teacher.
2. Brainstorm the strategies, procedures, and resources needed to answer the question. (You can think of the big question as the *what*, and brainstorm the *who*, *when*, *where*, *why*, and how).
3. Record the information on the map.
4. Add, delete, or change the organizer as needed throughout the process of answering the big question.

Variations

1. Provide the big question as a presenting activity. students will predict the *who, when, where,* and *why* they expect to find in the reading.
2. Use this organizer to explore issues of classroom community by framing problems as questions and inviting students to brainstorm solutions.

3. Introduce a topic and have individual or group decide what the big question is, and then contrast the ways in which the different questions call for different approach or resources.
4. Use the big question as a format for comparing how different author answer the same question, for example, "What are nightmares?" Then students can look at how a variety of authors describe nightmares in their books.

Example of the Big Questions:



52) Character Relationship Map

Overview

Students can understand the relationship among and between characters in a story with the map. By identifying and examining the feelings and emotions that accompany actions, students can better understand the complexities of individual character and their interactions with one another.

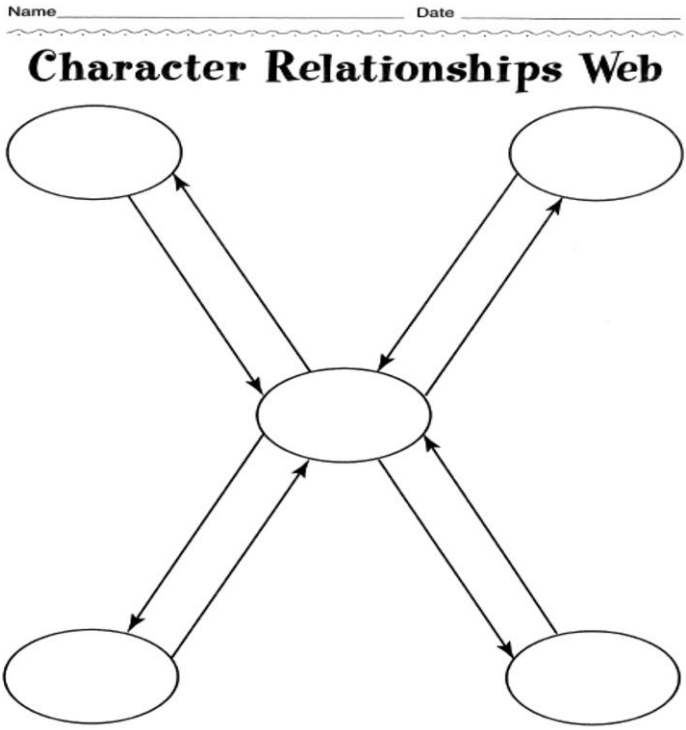
Procedure

1. Identify a main character from a book the class is reading or has just finished reading and put the character's name in the center circle on the template.
2. Put the names of secondary characters from the story in the other circles on the template.
3. Have students identify how the main character feels about each of secondary character.
4. Ask students to identify the actions or references from the text that support their ideas.
5. Record these ideas on the appropriate directional connector lines of the template.
6. Have students identify how the secondary characters feel about the main character and the actions or references involving the main character, and record these ideas on the appropriate lines.
7. Discuss with students how the interplay among characters' feelings and emotions can be both a cause and effect leading to characters' actions or inertia.

Variations

1. Use this map to help students relate to characters from historical fiction, a genre they may have trouble understanding because the stories are set in another time period and characters often speak in unfamiliar language patterns.
2. To develop story involvement and understanding, have each student put his or her own name in the center circle, filling in the other circle with characters form the story. Have students write their feelings toward these characters.

Example of Character Relationship Web:



53) Circle Organizer

Overview

This organizer shows the sequence of events in a process. In a sequence circle there is a consecutive flow of events with the last event cycling back to the first event. Sequence circle are only appropriate for processes that are continuous.

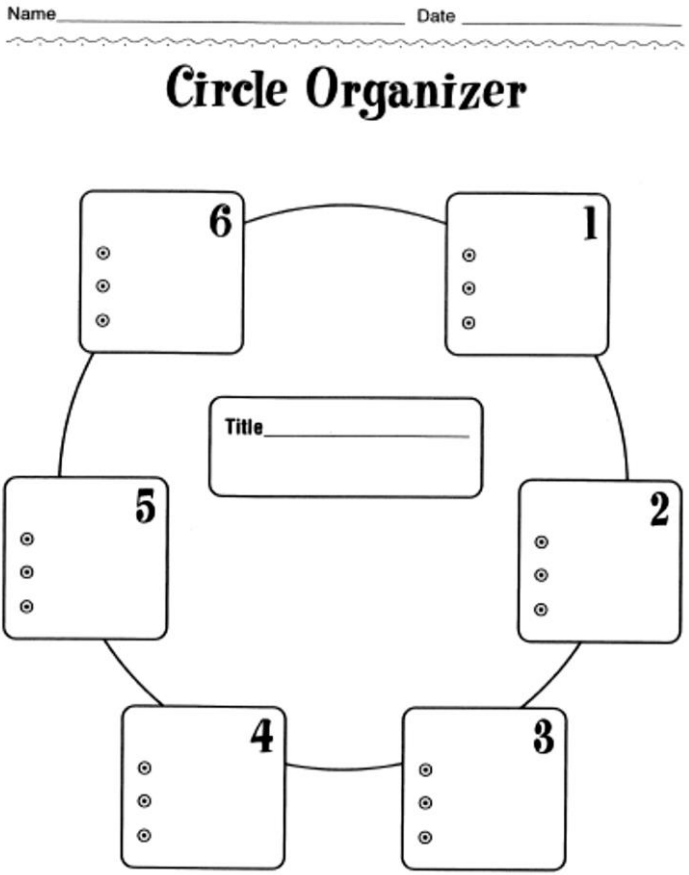
Procedure

1. Discuss a cycling process (for example, rain cycle or animal life cycle) with students. Encourage them to retell the sequence of events.
2. Add a label describing the process in the center of the template.
3. In clockwise order as the students relate them, write the events in the boxes provided. (Delete or add boxes as needed, depending on the process).
4. Have students use the events to explain the steps in the process.

Variations

1. Let the map a blueprint for writing a story in which the events build on one another climax.
2. Encourage students to include drawings on their sequence circle to remind them of the steps of the process.

Example of Circle Organizer:



54) Clock/Time Organizer

Overview

This organizer helps students explore how they spend their time. By charting the time they spend on various activities, they can become better decision makers about using time wisely.

Procedure

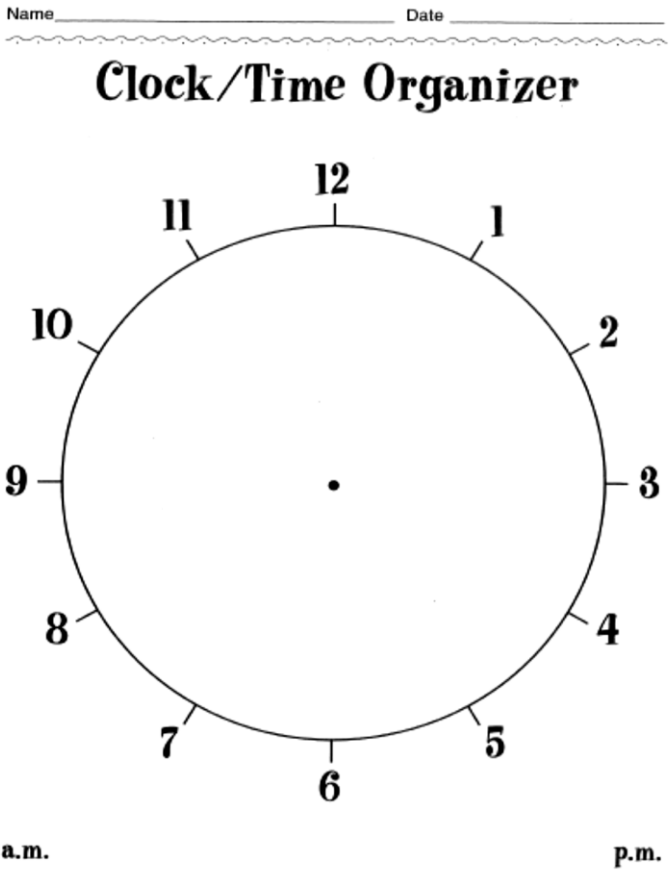
1. Ask students to keep a record of how they spend time. Activities may include: sleep, meals, school, homework, television, play, etc.
2. Discuss (or review) abbreviations for morning and evening.
3. Have students draw a line from the center of the clock to the time they begin and end each activity (a radius) on the template.
4. Students can record the name of the activity in that section of the clock.
5. Encourage students to discuss and evaluate how much time they spend on various activities and whether or not they would like to make any change.

Variations

1. Have students complete this exercise before and after a lesson or unit on time management.
2. Students can complete this exercise and then complete another template showing how they plan to spend their time in the future.
3. Ask students to imagine how someone their age who grew up in another historical period (or future) would spend his or her time.

4. Tell students to examine how other use their time. For instance, historical figures in social studies or those in various occupations in career studies.
5. Use the clock as the basic for a pie chart by outing the numerals. Pie chart can be helpful for understanding and sharing data.

Example of Clock/Time Organizer:



55) Coat of Arms Map

Overview

This organizer is a good way for students to introduce themselves to one another. It emphasizes students' strengths and the positive things in their lives. The organizer supports a positive self-image and self-esteem.

Procedure

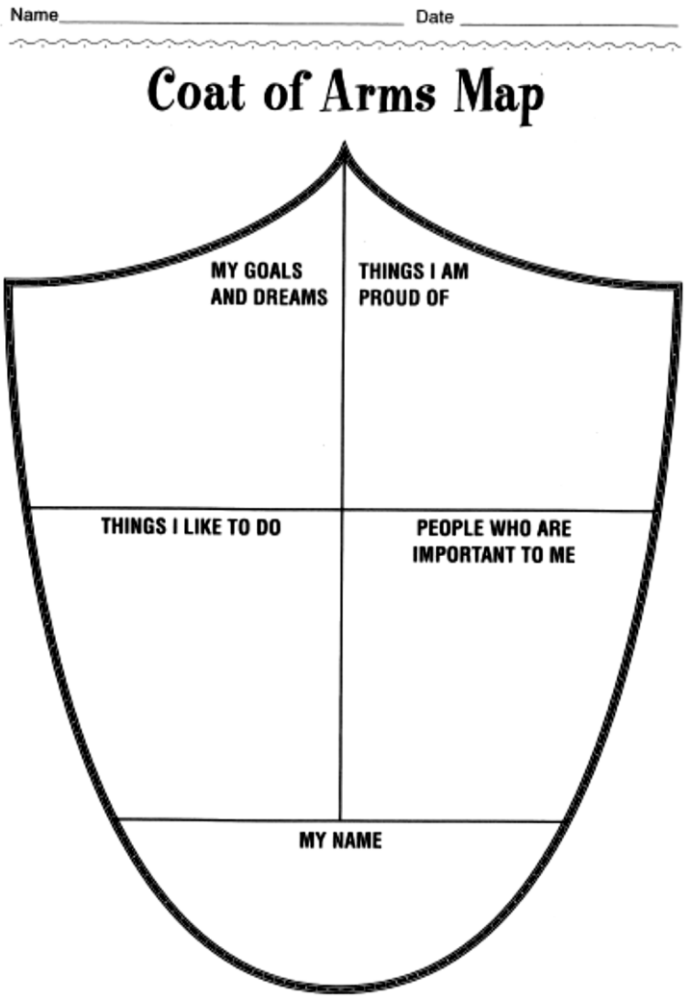
1. Have students fill their names in the bottom section of the template.
2. Ask students to think about each of the sections of the template and then fill in the information about themselves. The information can be written in or it can be represented by drawings or icons.
3. Encourage students to use color, drawings, and symbols and to be creative in completing the coat of arms.
4. Let students share the information with a partner or a small group so that they become comfortable talking about their individual coat of arms.
5. Have students share their coat of arms with the entire class.

Variations

1. Complete templates for historical and fictional character and give evidence for choice from the text.
2. Use the template to introduce concepts dealing with noble families and clans and history of the coat of arms.
3. Omit the name from the bottom of the coat of arms and have students try and guess the identity of the person from the rest of the categories.

4. Change the categories to reflect students' ancestry: place of birth, ethnicity, and family history.

Example of Coat of Arms Map:



56) Discussion Web

Overview

The discussion web (adapted by Alvermann (1991) from Duthie (1986) helps students look at both sides of an issue before drawing conclusions. Discussion web stimulate thinking and build on the notion that some of our best thinking results from a group's collective efforts. This strategy helps students develop the ability to listen, understand, accept other points of view, and enrich and refine their own understandings.

Procedure

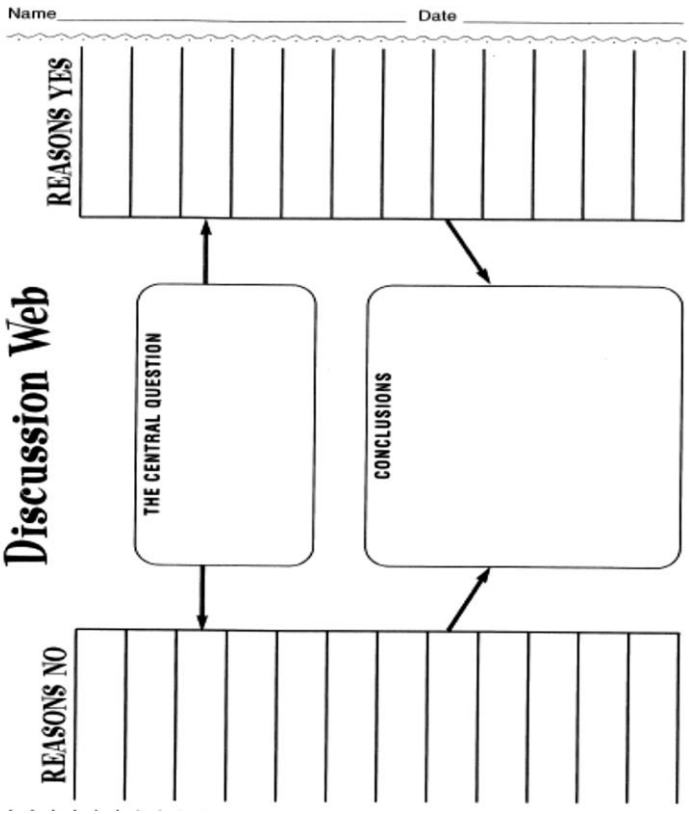
1. After reading a story or chapter from a content area textbook, discuss students' reactions and interpretations.
2. Identify an issue that is central to the reading and put it in the center square on the template in the form of a question.
3. Have students work in pairs to discuss the *yeses* and *nos* of the question and record their ideas in the appropriate boxes.
4. Pair one set of partners with another to compare answers as they work toward a yes or no conclusion(s).
5. Record the conclusion in the box at the bottom of the template. Have a spokesperson from each group use the template to explain its conclusion to the class.
6. Through discussion, try to arrive at a class conclusion.

Variations

1. Ask individuals to write their answers to the question. Post these responses in the classroom so students can read one another's ideas.

2. Use the activity across curriculum areas, for example, replace *yes* and *no* with famous people and cite their views on a historical or social issue (For Example, Mark Twain and Mildred Taylor on slavery).
3. Use the discussion web as a pre-reading activity to assess and organize prior knowledge and then use as a post-reading activity to show students how new information can change thinking.

Example of Drawing Web:



57) Finding Math Factors Organizer

Overview

This organizer is designed to help students understand various factors that can make up any given number. It is important for students to understand the associative and communicative properties of numbers.

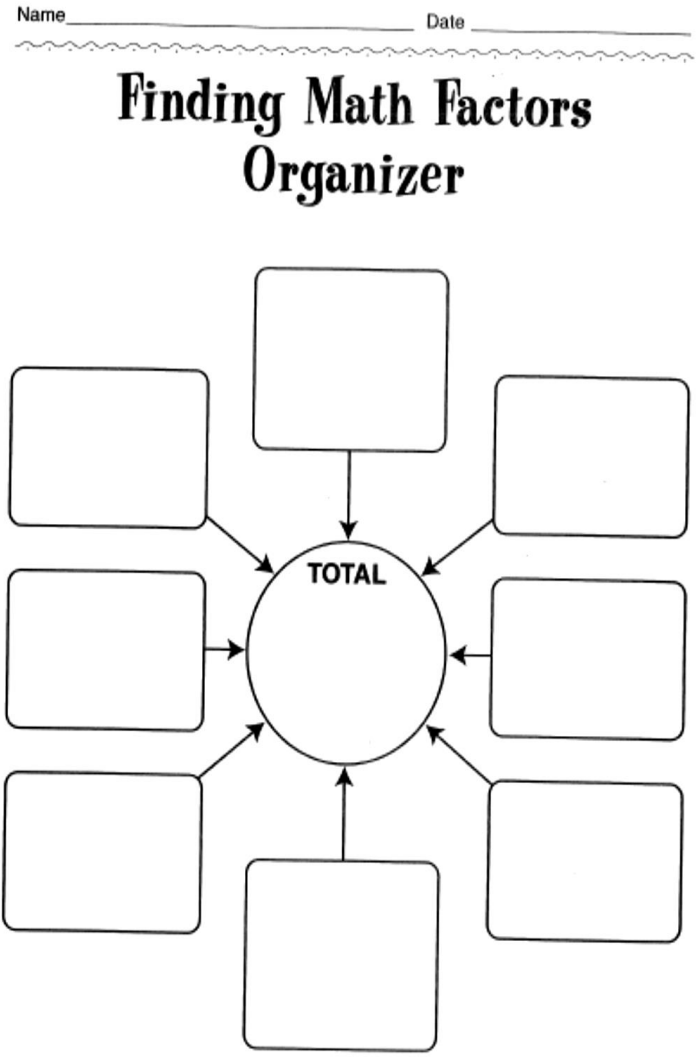
Procedure

1. Discuss the concept of factors in mathematics.
2. Have students write the number to be factored in the circle in the middle of the template.
3. Ask students to write all of the possible factors of the number in the boxes. Add or delete boxes as necessary.
4. Discuss the communicative property of numbers using the completed organizer.

Variations

1. Let students brainstorm all of the possible number addition (or subtraction) equations that can equal the number in the circle. Put an equitation in each box.
2. Have students having difficulty use manipulatives to complete the organizer.
3. Compare organizers to show the difference between numbers that can be factored and prime numbers.

Example of Finding Math Factors Organizers:



58) Icon Map

Overview

An icon is a symbol or picture that stands for a concept, idea, or object. As the saying "A picture is worth a thousand words" suggests, an icon often triggers more and different associations that a printed word. An icon map uses a picture to represent a central concept from which related ideas radiate. This map uses a "List, Group, Label" strategy (Readance, Bean, and Baldwin, 1998) to help students differentiate between superordinate and subordinate ideas/main ideas and supporting details. Use this map with students who enjoy drawing or have trouble distinguishing main ideas and supporting details.

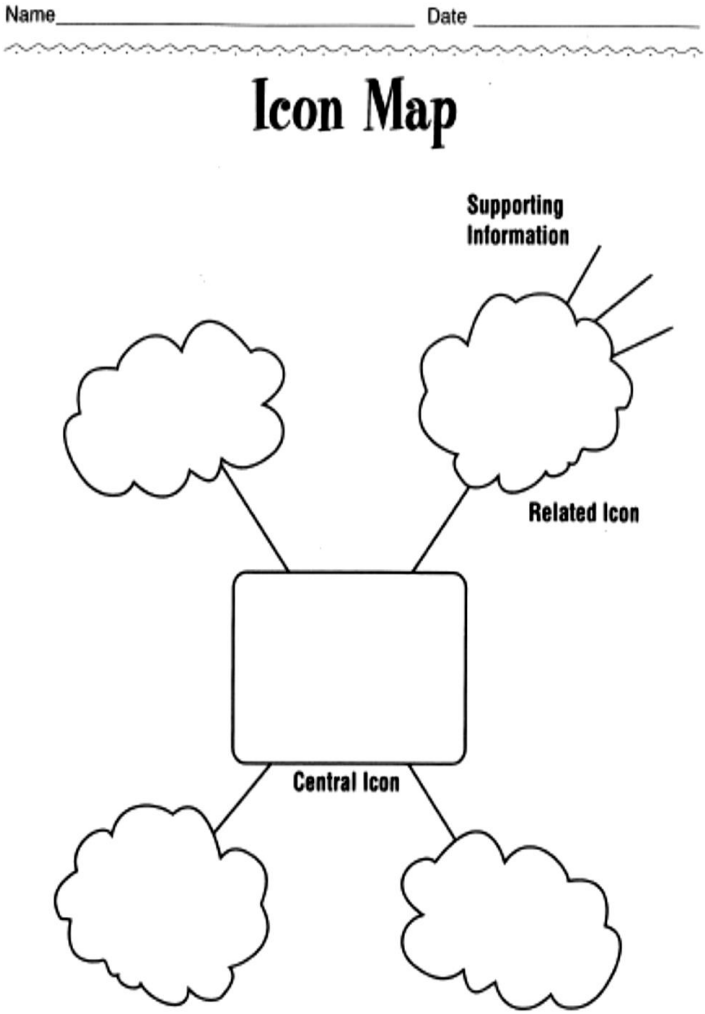
Procedure

1. Choose a picture or symbol that is central to reading selection or story and put it in the center of the template.
2. Brainstorm a list of issues, characteristics, or broad categories of information that relate to the icon.
3. Group similar words and ideas from the list together.
4. Draw an icon for each group and label it.
5. Record supporting information around each related icon

Variations

1. Use icon map in science, social studies, and math as an effective way to introduce a unit or chapter study.
2. To stimulate interest and activate prior knowledge before reading a story, provide students with an icon that is central to the story and brainstorm related ideas.

Example of Icon Map:



59) Math Sentences Organizer

Overview

This organizer helps students to see all of the direct number sentences (equations) that can equal one number. Because the organizer includes addition, subtraction, multiplication, and division, it facilitates an understanding of the relationship of these basic math concepts.

Procedure

1. Decide upon a number to put in the central square
2. Begin with the bottom section, marked addition, and brainstorm with students all of the number sentences that equal the number in the middle square.
3. Repeat this process for the addition, subtraction, multiplication, and division sections.

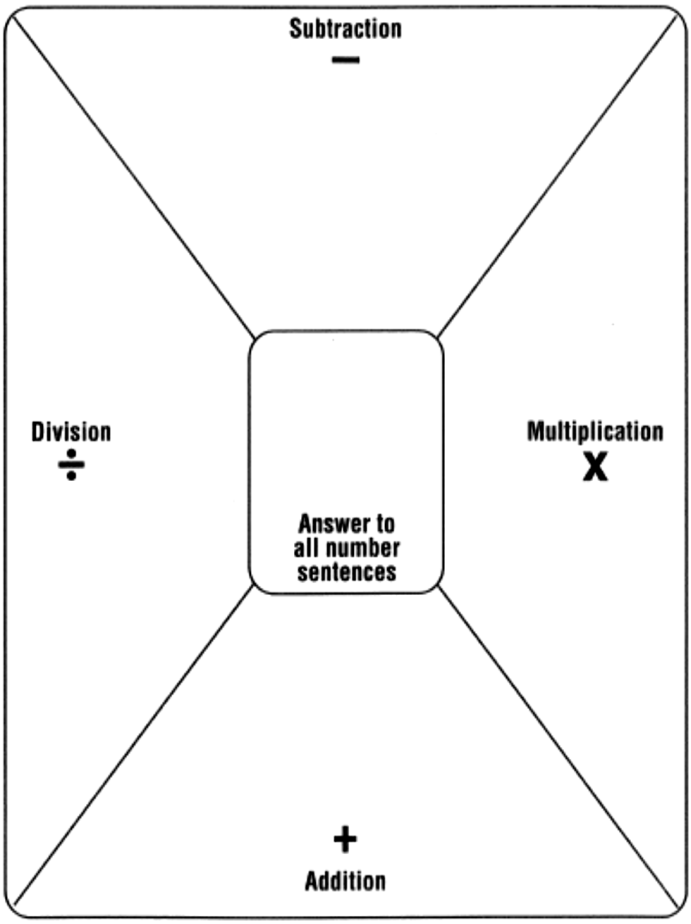
Variations

1. Put a money amount (such as $1.00) in the center box and change each symbol to the name of a coin (penny, nickel, dime, quarter). Have students calculate the number of coins of each type that equal amount in the middle.
2. For older students, a symbol (x) in the box, and have them generate equations in each of quadrants whose answer equals the symbol in the box. For example, (x+y)-y= ___.

Example of Math Sentences Organizer:

Name_____ Date _____

Math Sentences Organizer



60) Multiple Intelligence Planner

Overview

This organizer is designed to facilitate curricular planning using the multiple intelligence model developed by Howard Gardner (1993: 1997). Gardner the organizes that there are eight intelligence: spatial, bodily-kinesthetic, musical, linguistic, logical-mathematical, interpersonal, and naturalistic, which Gardner has recently added to his theory. The template may be used by a teacher, a team of teachers, or by a teacher with students.

Procedure

1. Decide upon a topic or theme that will be the organizing focus of the unit or project and record it in the circle at the center of the template. Record the learning objectives for the unit or project below the web on the template.
2. Review and discuss the various types of intelligences that are included in the Gardner model.
3. Brainstorm the types of meaningful activities related to the topic that draw upon each of the eight types of intelligence. Record the activities in the appropriate part of web.
4. Evaluate and discuss the balance of activities as they relate to the learning objectives recorded on the template. Modify, delete, or add activities to facilitate the objectives. Remember that there does not have to be an equal balance among the activities for each type of intelligence. Some topics will naturally favor one or more of the types of intelligence.

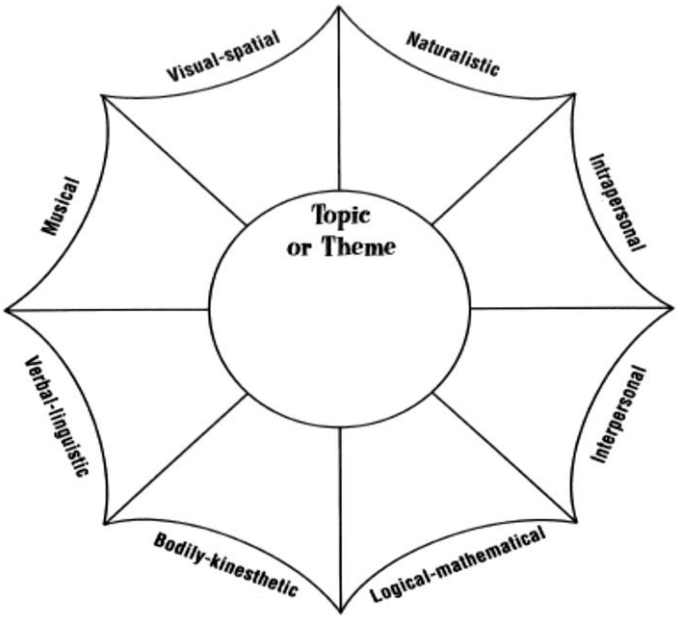
Variations

1. When planning with a team or group, decide which members will prepare each set of activities.
2. In a department situation, include the various subjects and teachers responsible for each activity.
3. Use the template to profile individuals according to the eight intelligences.

Example of Multiple Intelligence Planner:

Name_____ Date _____

Multiple Intelligence Planner



61) Pictograph

Overview

This pictograph helps students make comparisons understand proportion, percentages, and fractions. The picture (icons) help students understand the ways in which data can be depicted visually.

Procedure

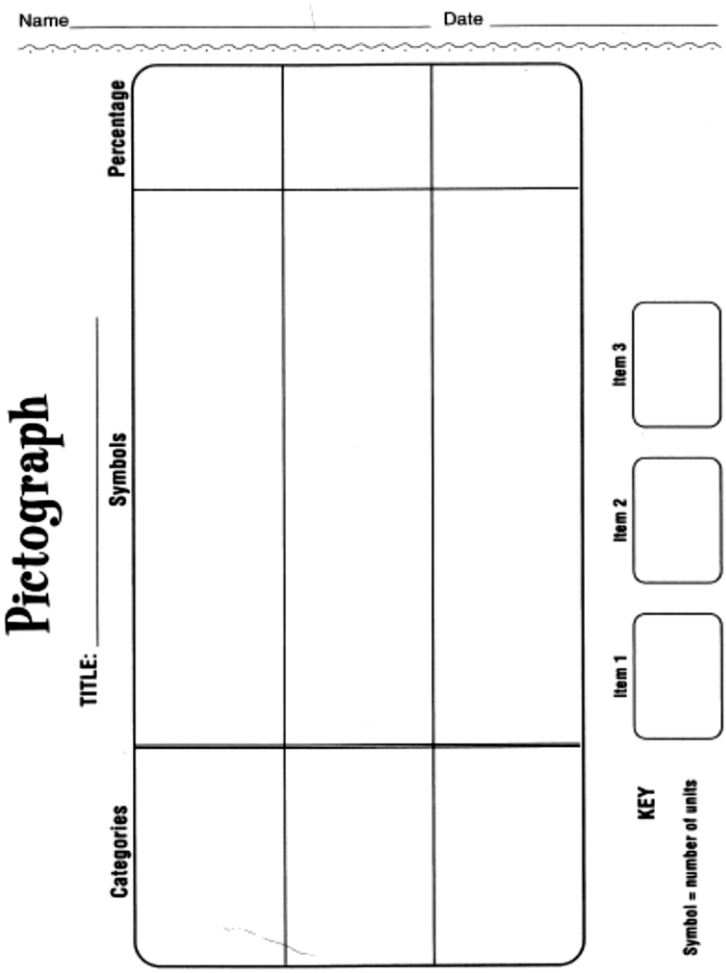
1. Have students decide what types of information they are going to count and compare. Choose a title and record it in the appropriate blank.
2. Decide upon drawing or symbol that will represent the item(s) and the number of units represented. Put the symbols(s) and number(s) in the Key box at the bottom of template.
3. Have students decide how many symbols are needed to represent each category and draw them in the appropriate row. The third row may be used to show the total.
4. When the pictograph is complete, have students determine the percentage of the total. Record in the box at the end of each row.

Variations

1. Implement the pictograph to practice fractions by letting the number of items in a row be the numerator and the total number of items be the denominator.
2. Let students use clip art and do the pictograph on the computer.

3. Use different symbols in each row to represent the products of country, demographic categories, or scientific population counts of various plants and animals.

Example of Pictograph:



62) Plot Diagram

Overview

This plot diagram helps students summarize and illustrate the pilot story. Students can depict their understanding of the event of the story by supplying statements for the terms *introduction, rising action, climax, falling action,* and *resolution.*

Procedure

1. Read the story and discuss students' interpretations and responses.
2. Construct the diagram and pre-teach or review the terms on the template.
3. Discuss the important events from the story.
4. Brainstorm this list on a chart.
5. Model, using an overhead transparency or large chart, how to write a concise summary statement for each event.
6. Work with students to place these statements on the plot diagram.
7. Add pictures or icons on the template where appropriate.

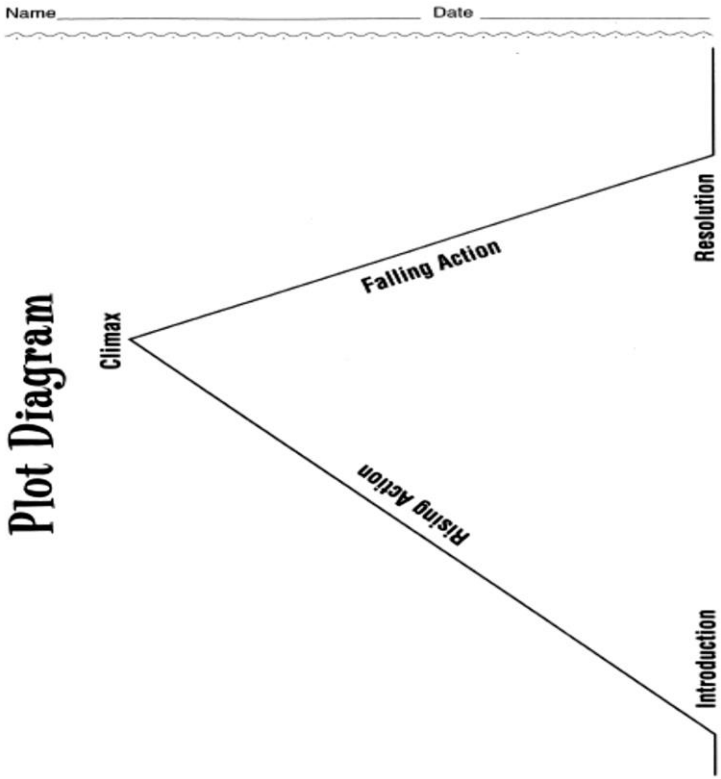
Variations

1. Use organizer as post-reading tool to assess students' comprehension of a study.
2. Provide pictures or icons to replace the written summary statements. Students must be able to justify their icons by referring to specific events in the story.
3. Students may work in cooperative groups to develop one plot diagram. They will experience the value of

negotiation as they attempt to reach consensus on important events.

4. Change terms to synonyms that are developmentally appropriate for older students. For example, *introduction, exposition, resolution* to *denouement.*
5. Use the plot diagram as the basis for retelling a story or writing a summary.
6. Use the plot diagram to plan a story, script, or video creation.

Example of Plot Diagram:



63) Read/View/Compare Map

Overview

This organizer helps students compare a book and video/movie according to several criteria. It can be used to record a discussion of the book and video/movie or a planning and organizing tool for comparison.

Procedure

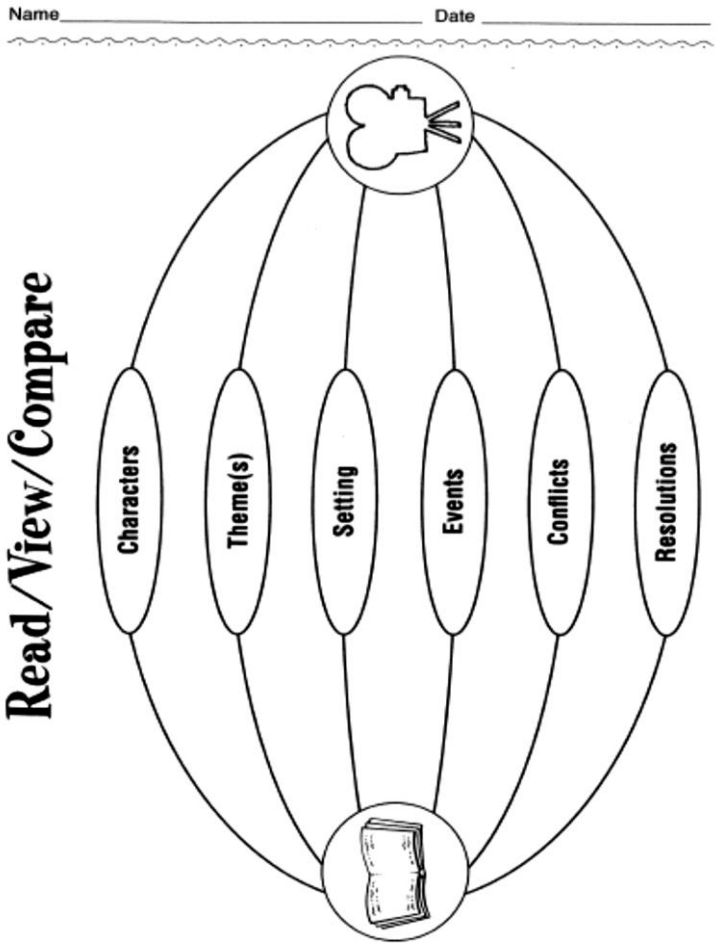
1. Identify a story that is in both book and video/movie form.
2. Have students read the book and view the video/movie.
3. On the template, write the title of the book on the book icon and the tittle of the movie on the camera icon.
4. Lead students in a discussion of similarities and differences between the book and video/movie.
5. Record information on the appropriate lines on the template, for example, put information about characters in the book on the line originating from the book and information about characters in the video/movie on the line originating from the camera, etc.

Variations

1. Produce a template with two book icons to compare two versions of the same story. For example, Cinderella variants like *Yen-Shen: A Cinderella Story from China* retold by Ai-Ling Louie and *The Rough-Face Girl* (Native American) by Rafe Martin, or two books by the same author, (*Bridge to Terabithia* and *park's Quest* by Katherine Paterson).
2. Create a template with two camera icons to compare two movie about the same topic.

3. Use the template to plan a movie, multimedia presentation, or play based upon a book (some of the criteria may remain the same, but other may vary).
4. Utilize the template to plan an updated version of a classic story.

Example Read/View/Compare Map:



64) See Shell Category Map

Overview

The see shell helps students identify a category or class and the examples that fit into it. This organizer is particularly helpful for students who are learning the concept of categorization. The organizer emphasizes clusters of vocabulary words that are linked. The examples are usually concrete nouns that are the easiest and first words we learn in acquiring a language.

Procedure

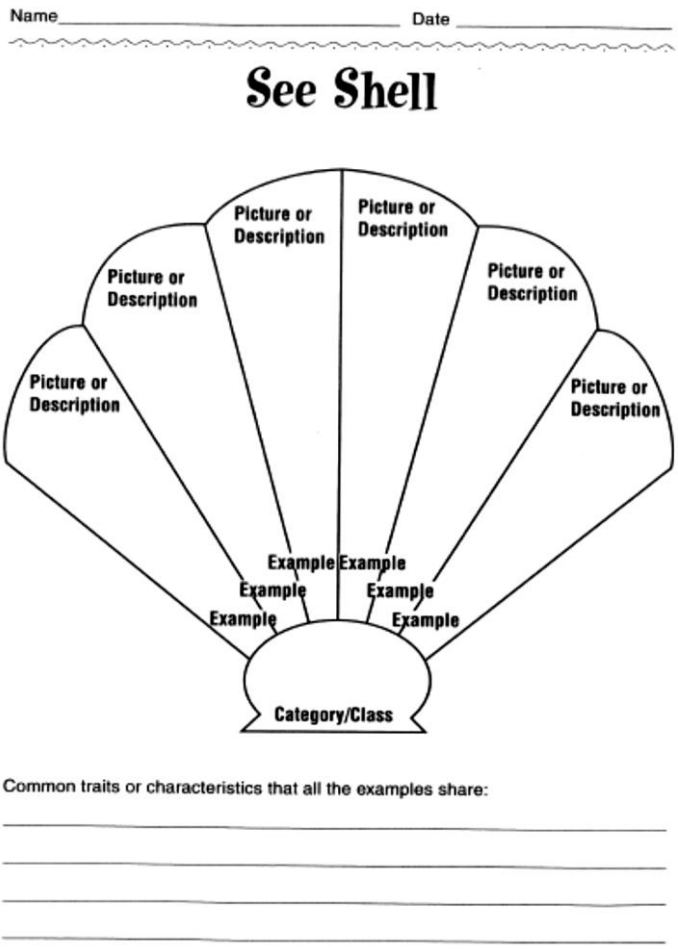
1. Choose the name of a category or class that has members which are familiar to you and your students.
2. Write the name in the base of the shell.
3. Brainstorm with the class a list of examples that fit into the chosen category.
4. Enter the name of one example inside each section of the shell.
5. Draw or write a description of each example above its name.
6. Discuss the characteristics that each of the examples share that define the category or class.

Variations

1. Provide a see shell containing several examples and descriptions and have the students name the category or class.
2. Introduce a number of objects belonging to several classes. Label a see shell template with each class name. have a group of students sort the objects and enter their names and descriptions on the appropriate see shell.

3. For ESL students, provide a see shell that has the name of the category/class and a picture of each example. Have them provide the label – in both English and their first language.

Example of See Shell Category Map:



65) Vee Map

Overview

The vee map developed by Novak and Gowin (1981) illustrates the process of scientific thinking and investigation. This organizer help students focus on the various steps and the types of knowledge needed for research investigations.

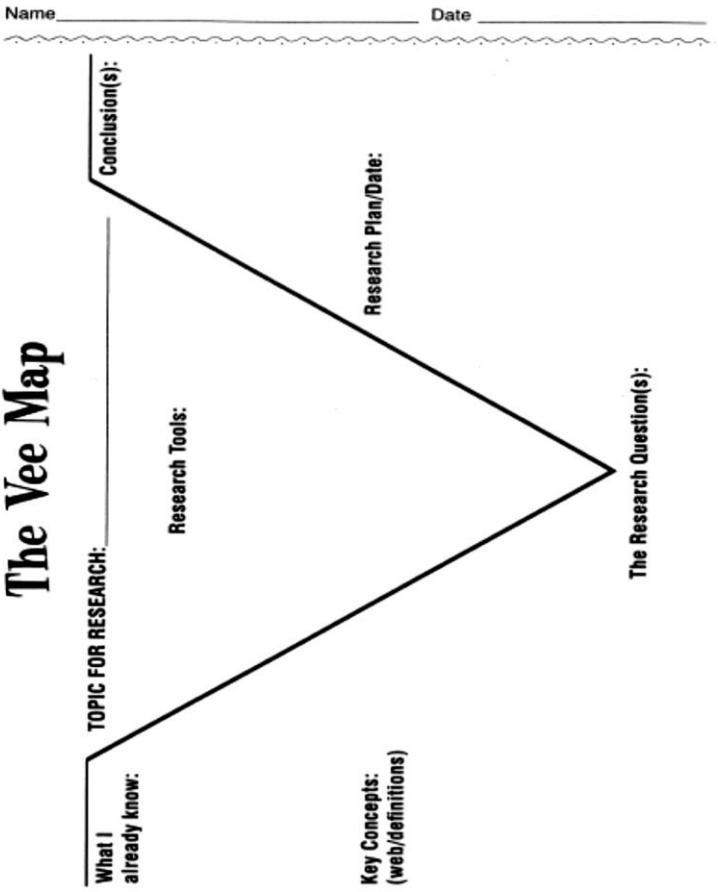
Procedure

1. Construct the vee and place the research topic at the top center.
2. Identify the key theories that form the basis of the investigation and write them at the top-left side of the vee.
3. Discuss and record the relevant principles and key concepts that are important in this investigation and put them in the appropriate spaces on the left side of the vee. You may wish to represent the concepts in a small graphic organizer.
4. At the bottom point of vee, identify and write the research question.
5. Place the tools that can be used to research the question in the center of the vce.
6. As the research is conducted, record the information or dta generated or collected at the bottom right. This can be done using words, symbols, or drawings.
7. Complete the right side of the vee by recording an analysis of the data, conclusions, and implications.

Variations

1. Provide all of the information except conclusions and implications to provide an opportunity for students to practice using scientific investigations as the basis for judgments and decisions.

Example of the Vee Map:



66) Venn Diagram

Overview

A venn diagram consist of two (or sometimes as many as five) overlapping circles. It is used to represent information that is being compared and contrasted. The venn diagram is one type of conceptual organizer that's highlights similarities and differences.

Procedure

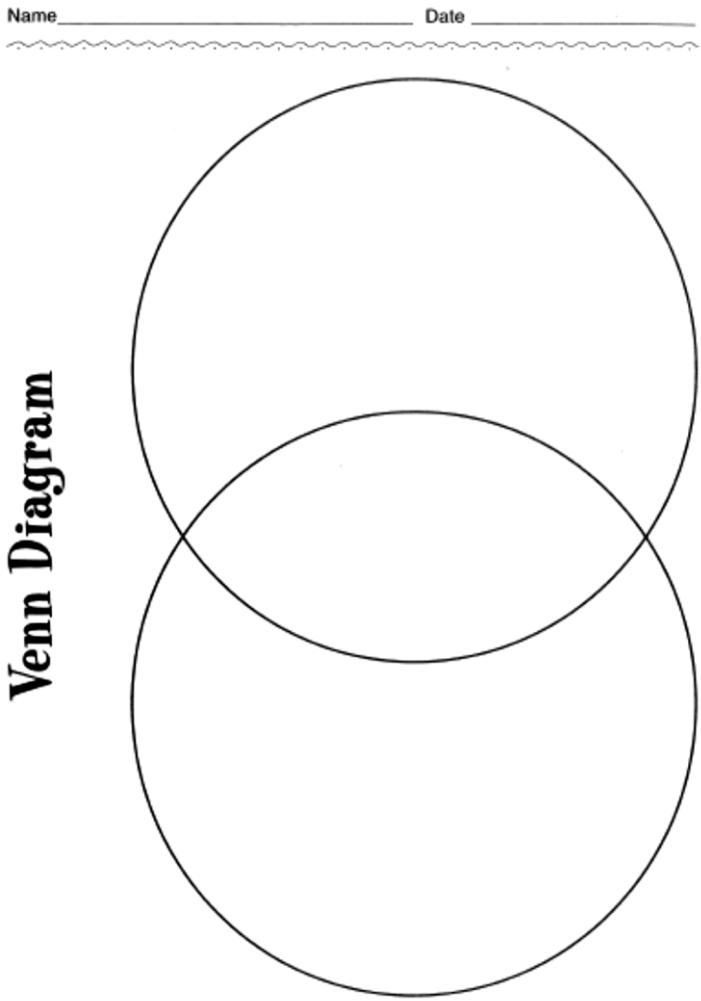
1. Copy the venn diagram template for students.
2. Identify and label above each circle the two people, place, or things to compare and contrast.
3. Discuss the similarities and differences with students.
4. Record shared traits or characteristics in the overlapping section of the circles.
5. Record unique traits list them in the appropriate circle.

Variations

1. Encourage students to reflect upon why they organized, sorted, and classified specific critical attributes. You might also have them think about the things omitted.
2. Use three to five overlapping circles to compare three to five topics in any content subject. For example, students could compare five world cultures.
3. Implement this organizer as a post-reading and viewing tool to assess students' comprehension.
4. Have students use the Venn diagram as a pre-writing strategy when writing a comparative paper.
5. From cooperative groups and have students share and compare the information listed on each Venn.

6. Encourage younger and ESL students to draw pictures to represent ideas.

Example of Venn Diagram:



67) Vocabulary Concept Organizer

Overview

This organizer displays visually the key components that were identified by Frayer as critical in the acquisition of new concepts (Frayer, Frederick, and Klausmeier, 1969). Often, students memorize definitions rather than engage in active negotiation of the meanings of various concepts. Frayer's model promotes a well-grounded understanding of the concept. While it is more time consuming than traditional approaches, it promotes deeper understanding and longer retention.

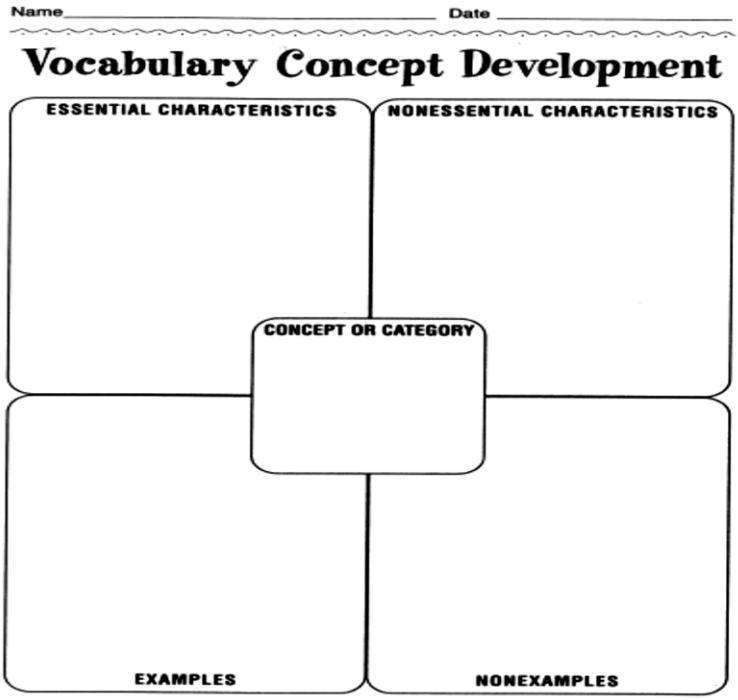
Procedure

1. Select a concept, put it in the central square in the organizer.
2. In the upper left box, have students identify and record the essential characteristics or attributes of the concept.
3. In the upper right box, have students identify and record the characteristics that might be mistakenly associated with the concept.
4. In the bottom left box, give students several the concept and discuss why they are examples. Then have students give their own examples of the concept.
5. In the bottom right box, provide several non-examples of the concept and discuss why they are not examples. Then have students think of non-examples and explain why they are non-examples.

Variations

1. Identify four to six key concepts for a lesson or unit. Divide the class into groups, one group for each concept. Have each group complete an organizer for its concept and discuss it with the group.
2. Provide an organizer that is complete except for the concept, and have students guess the concept.
3. Have students complete organizers of key concepts as a review procedure. Use completed organizers to assess students' understanding clarify misconceptions, and reteach, if necessary.

Example of Vocabulary Concept Organizer:



68) Introductory Map

Overview

This conceptual map shows icons that represent categories of information about a person. Students can use this map to introduce themselves to one another at the beginning of the year or when they first form small group to get to know each other better.

Procedure

1. Have each student write his or her name in the center of the template.
2. For each icon that represents a category of information, have students draw picture and/or label each with words to show supporting information.

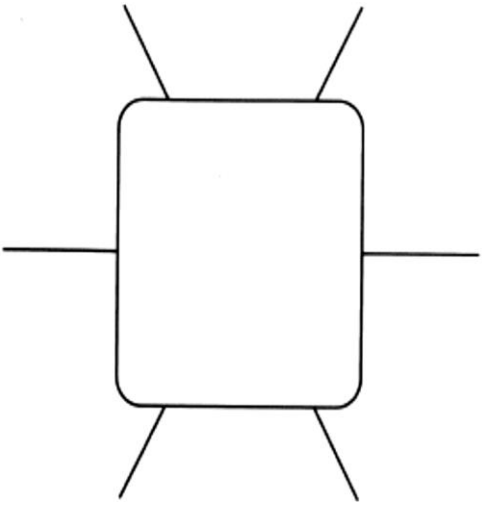
Variations

1. Add to or change this template by including different icons.
2. Have students use this template to write an autobiography.
3. Have students out their maps on overhead transparencies and share them.
4. Students can use this map to explore a character in a story, a historical figure, or a real person they are studying.
5. Read or have students read randomly chosen "Who Am I?" maps so the class can guess who the map is about.

Example of Introductory Map:

Name_____ Date _____

Who Am I?



69) Word Tree

Overview

A word tree contains the words that originate from a root or base word. Word tree show learners how related words "grow" from a common root or base (for example, Greek, Latin, and so on) and possess similar meanings because of their shared foundation. Creating word trees requires knowledge of structural analysis and syllabication skills, and encourages dictionary use.

Procedure

1. Begin by asking students to identify the root word that is the common element in three or four words. For example, *graph.*
2. Write the root word on the template at the base of the tree trunk.
3. Use a dictionary to find the meaning of the root.
4. Ask students for other examples of words that share the common root and discuss the similarities of their meanings.
5. Write each example on a separate branch of the tree.
6. Use the dictionary to determine word meanings and find other words containing the same root.

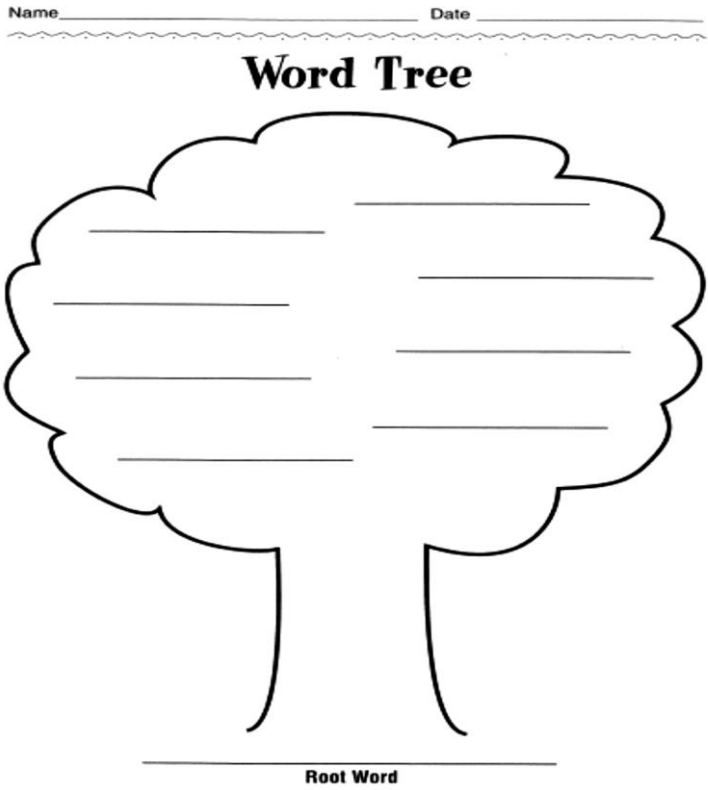
Variations

1. Write word meanings on the tree as a vocabulary activity.
2. Use this strategy in science or social studies with technical vocabulary from a unit of study.
3. Form cooperative groups and make dictionaries available for each group. Have each group create a word tree for different root or base. Have group share their word trees

with each member responsible for explaining some of the words group created.

4. Randomly assign root or base words to individual students or pairs who can then create their own word trees for display on a bulletin board for example, "Greek and Latin Roots," or inclusion in a class dictionary.
5. Use list of common prefixes and suffixes to help students create words from the root and write each on one of the tree's branches.

Example of Word Tree:



70) Assessment Y-Pie Map

Overview

The Y-Pie focusses self-assessment of a written draft. Using three questions, it moves the students from strengths to strategies for revision.

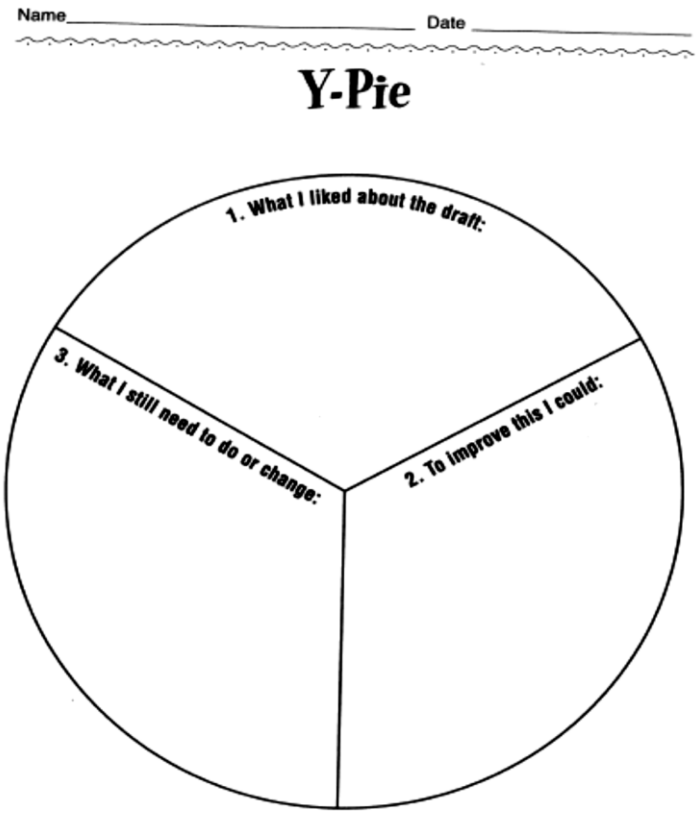
Procedure

1. Introduce students to the Y-Pie Map by modelling its use with one of your own compositions.
2. Have students reread their piece focusing on the three questions stated in the Y-Pie.
3. Use different colored pens or symbols to mark things students like and things to change.
4. Fill in sections 1 and 2 with specific characteristics and/or quotes from the piece.
5. Brainstorm strategies and specific options to improve the piece and record in section 3.

Variations

1. Generate ideas for the Y-Pie Map in a peer conference or a teacher-student conference.
2. Use the Y-pie to evaluate media presentations or projects.
3. By changing the questions in the Y, this can be used for a variety of product:
4. Place the Y-Pie with the rough draft in students' writing folders to document the writing process.

Example of Y-Pie:



71) QUESTIONING THE AUTHOR

By using this strategy, students will develop the following reading strategies:

☑ Activating Background Knowledge
☑ Connecting
☑ Predicting
☑ Making Inferences

This strategy was firstly developed by McKeown and Worthy on 1993. This strategy enables students to use a series of questions to determine the author's purpose and the extent to which the author was successful; through these questions, the students are required to make an effort to fully comprehend the passage.

By using this strategy, students will become more active readers as questions are considered during reading especially when they are reading textbooks. They are better able to focus the content and main ideas as well as concepts.

The Example of Questioning the Author:

Name Billy Johnson

Date 12-Oct-09

QUESTIONING THE AUTHOR

DIRECTIONS: Once you have read an assigned passage, respond to the following questions and respond in the same way that you think that the author would.

There is Another Sky By: Emily Dickinson

What is the author trying to tell you?	How beautiful the earth is and the sky is.
Why is the author telling you that?	To show you how beautiful the earth is and we must take care of it.
What would you say instead?	That it shows you how to observe the world.
How could the author have said things more clearly?	By taking out some of the rhymes.
Does the author say it clearly?	yes, she does.

72) QUESTION–ANSWER–RELATIONSHIP (QAR)

By using this strategy, students will develop the following reading strategies:

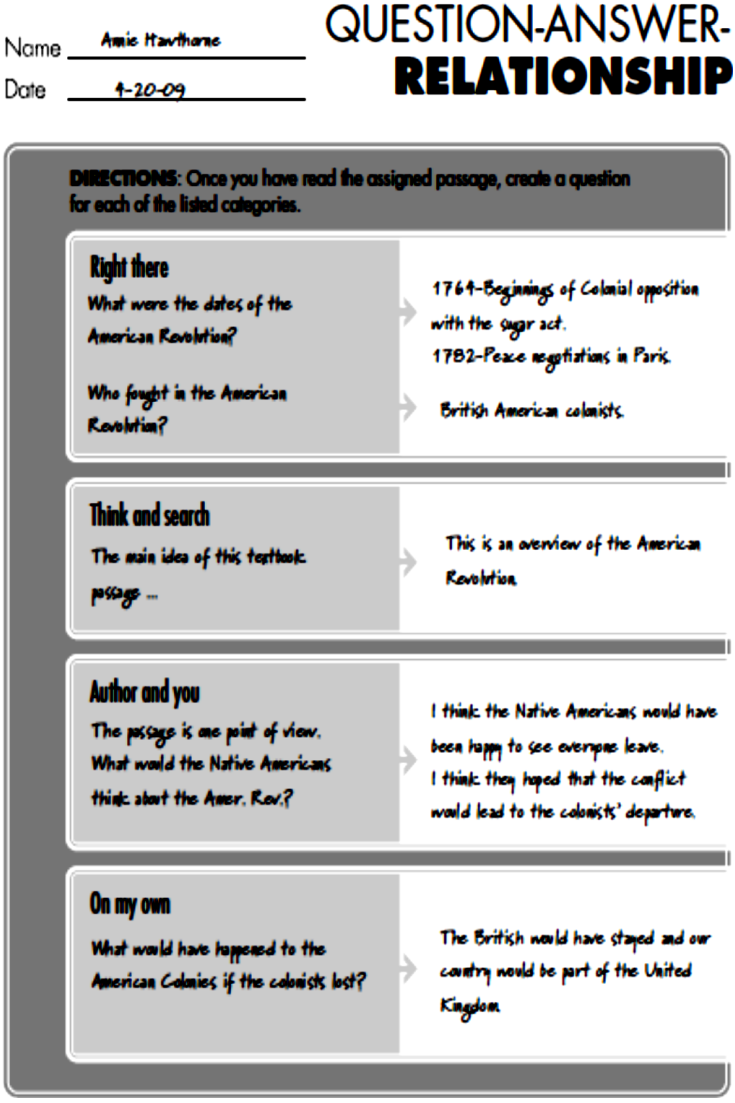
- ☑ Activating Background Knowledge
- ☑ Visualizing
- ☑ Connecting
- ☑ Monitoring
- ☑ Predicting
- ☑ Making Inferences

This reading strategy is originally developed by Taffy Raphael (1982). In this strategy, students are required to create questions of specific types which enables them to become more strategic in their comprehension because they will understand where the information that is needed to answer the question will come from.

Raphael in McKnight (2010:118) points out that QAR is one of the most challenging content reading strategy. Because beginning teaching this strategy by helping students understand that their questions will come from the text or their or their previous knowledge. Furthermore, Raphael refers to these as the core categories: **In the Book** and **In My Head**.

On the one hand **In the Cook** becomes the two organizer sections namely **Right There** (The answer is in the text), **Think and Search** (The answer is in the text but you might have to look in several different sentences to find it). On the other hand, **In My Head** consists of **Author and You** (The answer is not in the text. However you will use information from the text and what you may already know to respond to this type of question), **On My Own** (The answer is not in the text. The answer comes from you).

The Example of Question–Answer–Relationship:



73) GIST

By using this strategy, students will develop the following reading strategies:

☑ Monitoring
☑ Making Inferences

McKnight (2010:120) says that this strategy also develops students' ability to summarize the text. Based on McKnight's experience while using this strategy, she reveals that there is a competitive element in the students had to create a summary with the exact number of required words. The following is the procedure of Gist:

1. Students will preview the text, paying particular attention to headings, subheadings, and bolded vocabulary.
2. Both you and the students will create a first draft outline using an overhead projector, chalkboard, or LCD computer projector.
3. The students will read the text and use the outline as a guide for understanding the text.
4. When the students complete their reading, they will create the main idea statements and add important details. **Note:** Teacher should provide guidance and modelling for this step.
5. The students will create a summarizing statement for the entire text passage. They must use the exact number of words as prompted in the graphic organizer.

The Example of Gist:

Name Marvin Phelps

Date 12-Feb-09

GIST

Title of reading selection Nefertiti

DIRECTIONS: Preview the reading selection and write down the keywords and phrases in the space, *Keywords and phrases*.

Write a 20-word sentence summary using as many of the keywords as you can.

Keywords and phrases

Nefertiti was the great royal wife of Akhenaten, an Egyptian Pharaoh.

- She and her husband believed in the God, Aten.
- She is famous for her beauty.

20-word sentence summary

Nefertiti	was	the	wife
of	Akhenaten	a	Pharaoh
She	believed	in	Aten
the	sun	God	she
also	was	a	bust

74) SURVEY, QUESTION. READ, RECITE, REVIEW (SQ3R)

By using this strategy, students will develop the following reading strategies:

- ☑ Previewing
- ☑ Setting a Purpose
- ☑ Connecting
- ☑ Predicting
- ☑ Monitoring
- ☑ Making Inferences

SQ3R is the oldest reading method which developed by Francis Robinson in early 1940s. Artis (2008:131) stated that SQ3R provides a structured five steps to help students make sense of unfamiliar informational text. In line with Artis, McKnight (2010:122) also asserts that SQ3R is effective in supporting students in developing independent strategic reading skills.

The sequence of SQ3R steps are as follows:

1. **Survey.** Survey the chapter prior to reading. Look at the headings and subheadings, and skim the introduction and conclusion.
2. **Question.** Once you have identified the headings, turn them into questions.
3. **Read.** Read the section and work on answering the created questions.
4. **Recite.** Once you have completed the reading, close the text and orally summarize what you just read. You should take notes in your own words.
5. **Review.** Study the notes and use them to remember what the reading was about. (Brown, 2003:315)

The Example of SQ3R:

Name Erik Watterton

Date 30-Jan-09

SQ3R

Title Survey, Question, Read, Recite, Review (cont'd)
Topic Causes of the American Revolution

SURVEY Look at the headings and vocabulary. Make some predictions about what you will learn.

I will learn about the causes and the effects of the American Revolution. There were also a lot of legislative acts that provoked the colonists to rebel against British rule.

Take the headings and turn them into questions. Also write down vocabulary words.

Questions and vocabulary	Answers
What were the different acts?	Sugar Act, Townshead Act, Quartering Act.
What act was the worst one to the colonists?	The Quartering Act was the worst because the colonists had to give housing and food to British soldiers.
What event started the fighting?	Maybe the Boston Tea Party. There were actually several things that started the fighting.
How did the revolution finally end?	The peace talks in Paris.

READ the text and write down the answers to your questions.

RECITE and check your answers with a partner.

75) FIX-UP STRATEGIES

By using this strategy, students will develop the following reading strategies:

- ☑ Previewing
- ☑ Setting a Purpose
- ☑ Connecting
- ☑ Activating Background Knowledge
- ☑ Predicting
- ☑ Visualizing
- ☑ Monitoring
- ☑ Making Inferences

Frequently, as students read, they may run into difficulty to comprehend a text. The fix-up strategies reminds students of key strategies that can assist them to understand the text when they are struggling.

First of all, teacher should explain each of the fix-up strategies and model it for his/her students. Both teacher and students can add strategies. Besides, the students can also create a bookmark with these strategies or paste them inside their notebooks for an easily accessible reference.

The Example of Fix-Up Strategies:

Name Eric Stiles
Date 12/15/10

FIX-UP
STRATEGIES

PREVIEW
Get a sense of a text before reading.

I think this book is about teenage boys in gangs.

PREDICT
Guess what will happen.

They'll fight with the other boys and win.

SET A PURPOSE
Decide why you are reading.

For fun.
To learn more about high school kids.

VISUALIZE
Create a mental picture.

A bunch of boys, greased hair, standing around a cool old car.

CONNECT
Relate personally to what you read.

Ponyboy reminds me of my cousin, Ben.
Johnny is like my friend, Tony.

MONITOR
Check your comprehension as you read.

USE PRIOR KNOWLEDGE
Think of what you already know about the topic.

Boys in gangs usually have bad home lives.

MAKE INFERENCES
Develop logical guesses based on the text and your own experiences.

I bet Cherry will switch gangs to be with the greasers.

76) READING CONNECTIONS

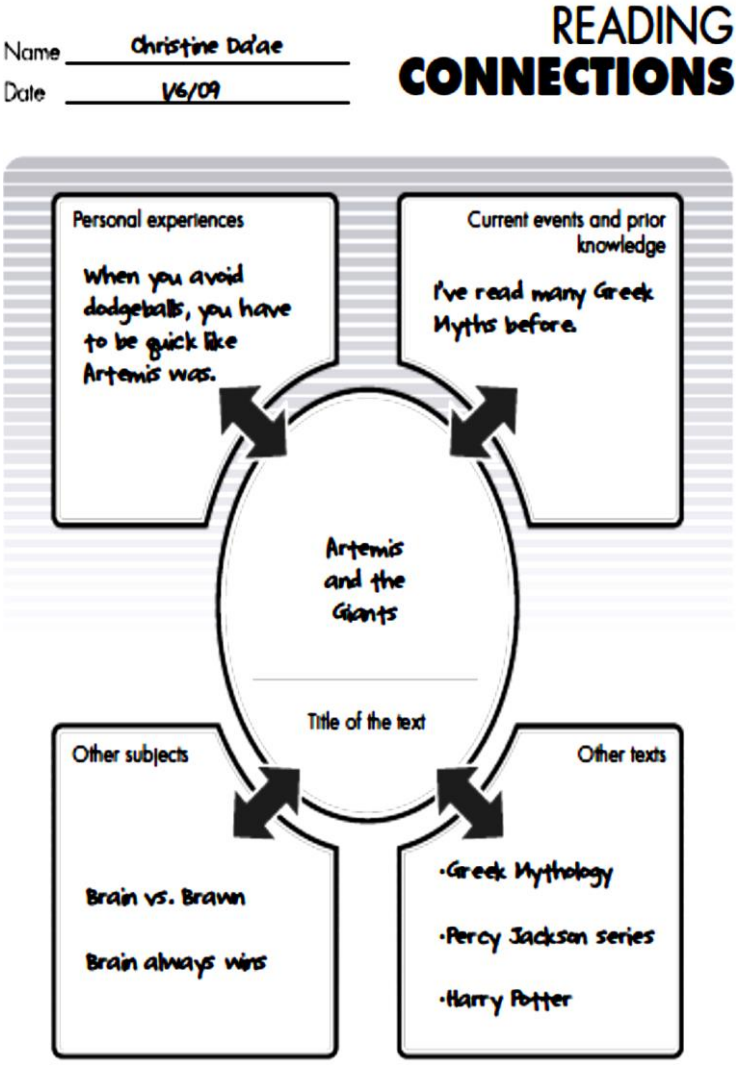
By using this strategy, students will develop the following reading strategies:

- ☑ Activating Background Knowledge
- ☑ Monitoring
- ☑ Connecting
- ☑ Making Inferences

Unconsciously, when students connect to a text, they are personally responding to it. And this graphic organizer encourages students to make four types of personal connections: to personal experiences, current events and prior knowledge, other subjects, and other texts.

When teaching this graphic organizer, teacher must make sure to explain to the students that the personal connections they make during their reading will help them with understanding of the text. Then, discuss the four types of personal connections that we can make with the texts. **Remember**: *effective and successful readers make connections both their personal lives and to the "real world."*

The Example of Reading Connections:



77) REQUEST

By using this strategy, students will develop the following reading strategies:

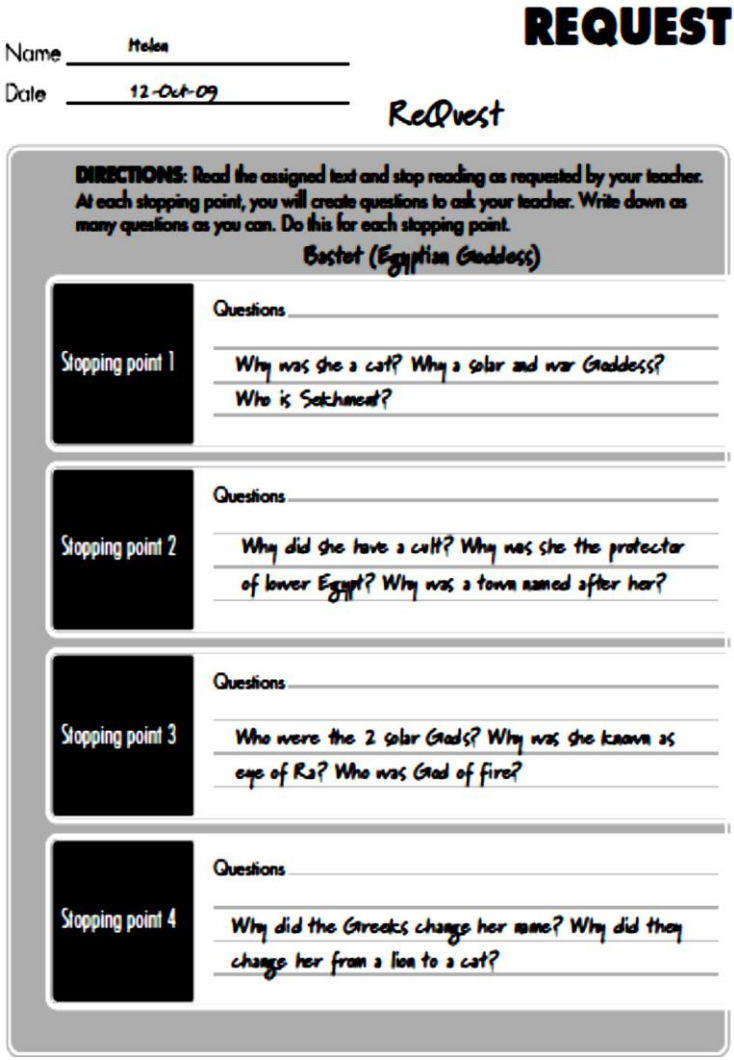
- ☑ Activating Background Knowledge
- ☑ Predicting
- ☑ Connecting
- ☑ Monitoring
- ☑ Setting a Purpose
- ☑ Making Inferences

ReQuest is a reading strategy which developed by Manzo, Manzo, and Estes in 2001. This strategy gives students the opportunity to ask questions of the teacher.

The procedures of ReQuest are as follows:

1. Choose a text that has easily identifiable stopping points for discussion and prediction. Prepare high-level (inferential, synthesis, and response) questions for each section of the text.
2. Preview the text prior to reading. Discuss background information and vocabulary.
3. Inform the students that they, not you, will ask questions about the text.
4. Have students read to a predetermined point. Net instruct the students to write down and ask as many questions as they can. You respond to students *without* looking at the text.
5. Once the students have asked their questions, everyone will close his/her book, and now you will ask students your prepared higher-level questions. At this point, you are serving as a role model for the students by asking these kinds of questions.
6. Repeat the reading-questioning cycle for each preselected stopping point for the text.

The Example of ReQuest:



REQUEST

Name Helen

Date 12-Oct-09

ReQuest

DIRECTIONS: Read the assigned text and stop reading as requested by your teacher. At each stopping point, you will create questions to ask your teacher. Write down as many questions as you can. Do this for each stopping point.

Bastet (Egyptian Goddess)

Stopping point 1	Questions Why was she a cat? Why a solar and war Goddess? Who is Sekhmeat?
Stopping point 2	Questions Why did she have a cult? Why was she the protector of lower Egypt? Why was a town named after her?
Stopping point 3	Questions Who were the 2 solar Gods? Why was she known as eye of Ra? Who was God of fire?
Stopping point 4	Questions Why did the Greeks change her name? Why did they change her from a lion to a cat?

78) STORY TRAILS AND HISTORY TRAILS

By using this strategy, students will develop the following reading strategies:

- ☑ Activating Background Knowledge
- ☑ Visualizing
- ☑ Connecting
- ☑ Making Inferences
- ☑ Predicting

Basically, this graphic organizer offers a structure for students to put events from a story or the stages of an historical events into chronological order. Indeed, an understanding of the key events facilitates greater exploration into the structure of the story.

It must be remembered, when teacher first introduces students to story tails. He/she should select the key events through a large group discussion. Then, as the students recall the events, arrange them in chronological order and instruct the students to reexamine these events for specific details that can be illustrated.

The Example of Story Trails and History Trails:

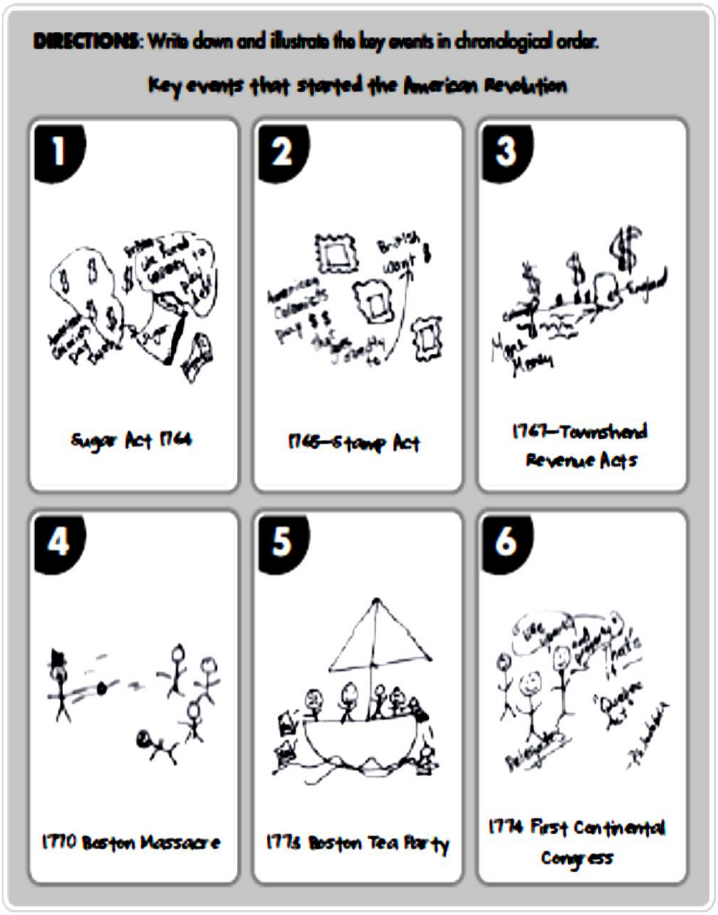
Name Katie Sullivan

Date 12-Oct-09

STORY TRAILS AND HISTORY TRAILS

DIRECTIONS: Write down and illustrate the key events in chronological order.

Key events that started the American Revolution



79) TEXT–THINK–CONNECT (TTC)

By using this strategy, students will develop the following reading strategies:

- ☑ Activating Background Knowledge
- ☑ Monitoring
- ☑ Connecting
- ☑ Making Inferences
- ☑ Predicting

McKnight (2010:138) says that this reading tools graphically represents the student's response to learning. And it has three columns of the graphic organizers and their purpose, that is:

1. **Text Facts.** In this column, students record important information. This information could include direct quotes or words and phrases that interest the reader.
2. **What Do You Think About The Text?** In this column, students record what they think about the text and the author's message. The students should record their impressions and make efforts to interpret the text.
3. **Connections.** When we read, we make personal connections with the text. We connect the text to our personal experiences, knowledge, and beliefs. In this column, students record what this text reminds them of in their personal lives.

The Example of TTC:

Name Sarah Smith

Date 1-Dec-09

TTC

Topic Text, Think, Connect (TTC)

DIRECTIONS: Use this graphic organizer to record information from your reading and how this information connects to your personal experiences.

"Newts"

Text facts	What do you think about the text?	Connections How does this information connect to what you already know?
Amphibian in the Salamandridae family found in North America Europe, and Asia. They have 3 distinct developmental life stages lizard-like bodies, either fully aquatic or semi-aquatic.	It was a very informative article about newts and about what they are.	It connects by-I know that they can live on land or water, and they live all over the world.

80) REAP

By using this strategy, students will develop the following reading strategies:

- ☑ Activating Background Knowledge
- ☑ Monitoring
- ☑ Connecting
- ☑ Making Inferences
- ☑ Predicting
- ☑ Author's Point of View

REAP is acronym from **Read, Encode, Annotate**, and **Ponder.** And principally, this hierarchical strategy is similar to GIST. This strategy is very appropriate for making summaries or notes takes practices.

The series of REAP is as follows:

1. **Read** the text.
2. **Encode** into your own language.
3. **Annotate** by writing the message. (The annotations can be personal connections, questions, notes, or a personal reaction to the text).
4. **Ponder** the meaning of the text.

The Example of REAP:

REAP

Name Bob Michelson

Date 2/3/08

Read the text	"The Lady or the Tiger"
Encode into your own language (summarize the passage in your own words)	A barbaric princess falls in love with a man, but her father hates this. The dad puts the man on trial where he has a choice of two doors, one with a lady (a reward) and a tiger (punishment) and the princess points to the one she wants the prince to open.
Annotate: Write down any connections, questions, or notes about the text.	It is interesting to look at the story because of your beliefs in human nature. I really wanted to believe the princess would save her beloved.
Ponder—What is this passage about?	It shows how good and bad humans can be.

81) PLAN

By using this strategy, students will develop the following reading strategies:

- ☑ Previewing
- ☑ Setting a Purpose
- ☑ Activating Background Knowledge
- ☑ Connecting
- ☑ Predicting
- ☑ Monitoring
- ☑ Making Inferences

Essentially, the PLAN strategy helps students visualize their reading. PLAN stands for ***Predict, Locate, Add,*** and ***Note.*** In the following lines will discuss the procedure of PLAN:

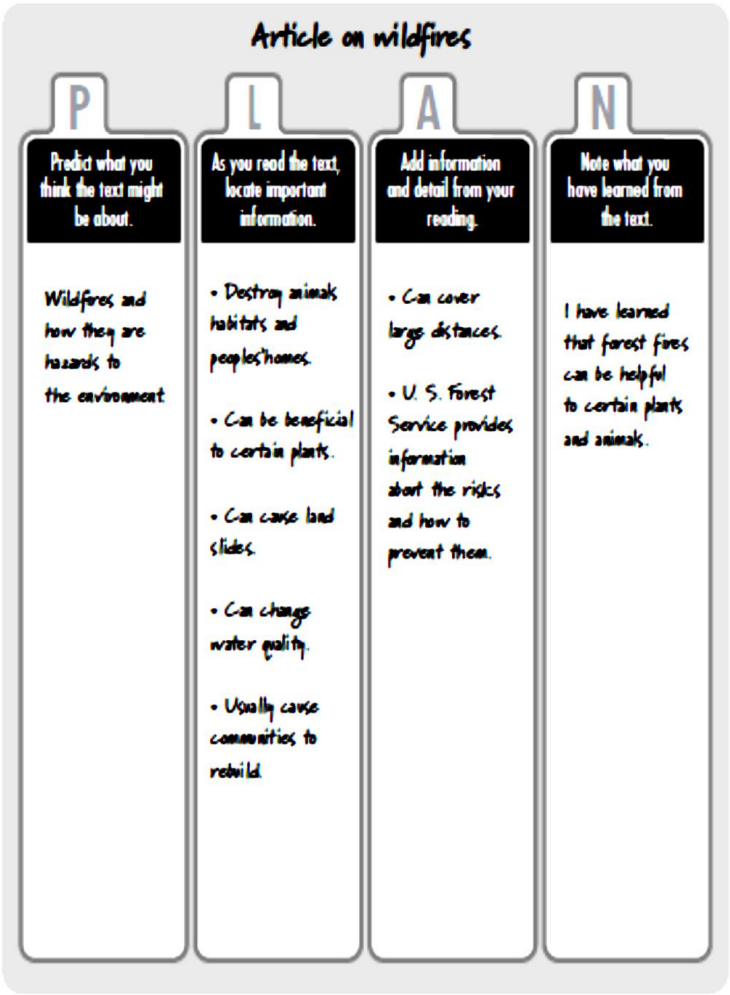
1. **Predict** what you might learn from reading text.
2. **Locate** important information as you read, using the following code: (?) for questions about the reading and (+) for what you think learned from the text.
3. **Add** details and information to the graphic organizer from your reading.
4. **Note** and reflect on what you've learned.

The Example of PLAN:

Name Ethel Robertson

Date 6/9/09

PLAN



82) PACA

By using this strategy, students will develop the following reading strategies:

- ☑ Previewing
- ☑ Setting a Purpose
- ☑ Activating Background Knowledge
- ☑ Connecting
- ☑ Predicting
- ☑ Monitoring
- ☑ Making Inferences

PACA is an acronym for ***Predicting*** and ***Confirming Activity.*** An active reader always makes predictions as they read. And this strategy prompts students to make predictions and look for confirmation in the text.

When a teacher introduces this strategy, he/she may give chance to student to predict what they might learn from the text. Besides, students also should about what they already know and record that information on the PACA organizer. Next, the students should read the text and confirm their predictions. If their prediction is confirmed, they should mark it with an (+); if the prediction is not confirmed, they should use a (-) sign. The last, students need to record the text that support their prediction.

The Example of PACA:

Name Marco Jolien

Date Nov. 5, 2008

PACA

Topic Predicting And Confirming Activity

"Mars, Meet Life"

Prediction	(+) if prediction is confirmed (−) if prediction is not confirmed	Support
Complicated for humans	+	Take 2 years to get to Mars, very cold (−60°c)
May be able to live there	+	Can make it warmer
Science is coming up with improvements	+	Use solar-powered engines (saves $)
Many problems	+	No water; only ice.
Some solutions	+	Release the carbon dioxide to create greenhouse effect = warmer

83) DRTA

By using this strategy, students will develop the following reading strategies:

- ☑ Previewing
- ☑ Setting a Purpose
- ☑ Activating Background Knowledge
- ☑ Connecting
- ☑ Predicting
- ☑ Monitoring
- ☑ Making Inferences

DRTA is an abbreviation from ***Directed Reading and Thinking Activity.*** McKnight (2010:146) states that this organizer prompts students to preview the text and make prediction.

When students are reading the text, they should take notes that can provide support and evidence for their predictions.

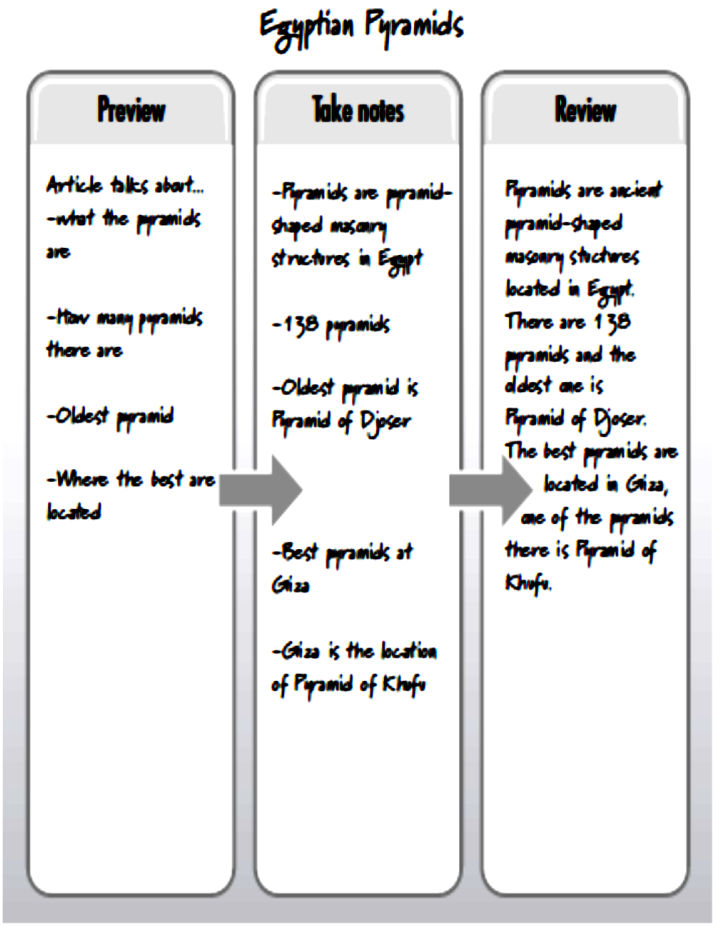
The Example of DRTA:

Name Jim Kaliney

Date 1-1-09

DRTA

Topic Generation with 6 ideas - Linear Model



)

84) TEXT STRUCTURE

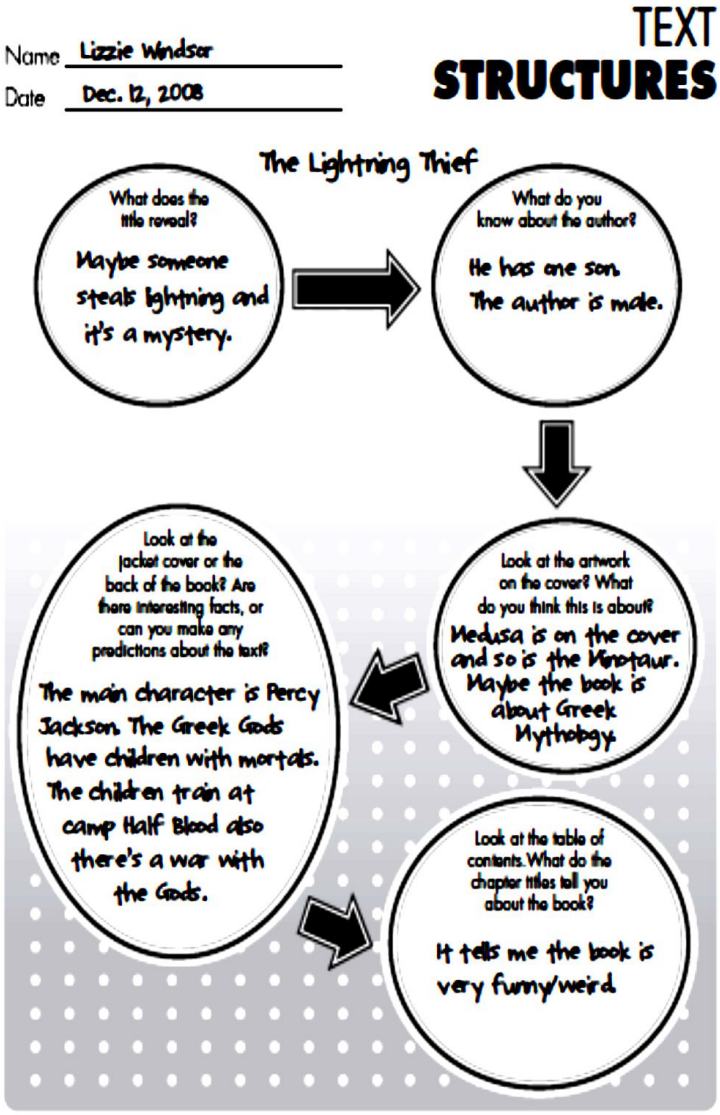
By using this strategy, students will develop the following reading strategies:

- ☑ Previewing
- ☑ Setting a Purpose
- ☑ Activating Background Knowledge
- ☑ Connecting
- ☑ Predicting
- ☑ Monitoring
- ☑ Making Inferences

Teacher can employ this organizer for student to test the format and structure of a text; doing so supports reading comprehension. Firstly, teachers should give the model of this organizers to students. Then, they can use it individually or in cooperate groups.

In brief, when students understand how the text structures can develop and impact an author's message, it will supports their comprehension.

The Example of Text Structures:



85) REFERENCE FRAMES

By using this strategy, students will develop the following reading strategies:

- ☑ Previewing
- ☑ Predicting
- ☑ Setting a Purpose
- ☑ Visualizing
- ☑ Activating Background Knowledge
- ☑ Monitoring
- ☑ Connecting
- ☑ Making Inferences

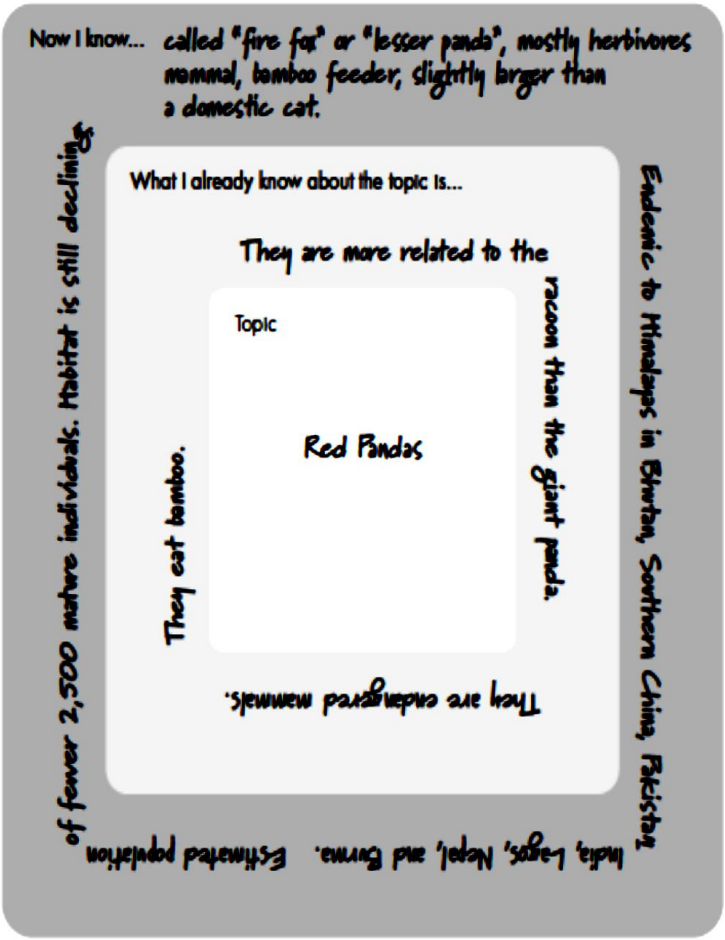
McKnight (2010:150) explains that this graphic organizer incorporates students' prior knowledge and pass experiences along with the new information. Actually, the rectangles facilitate the connections between previous and newly obtained information.

First, student should make Reference Frame organizer. Next, after filling out the Reference Frame organizer, the students can make questions for homework and compare their questions in class, either in pairs or through whole group discussion. In addition, McKnight (2010:150) believes that once the students have discussed their questions, they can develop them even more and create a thesis statement to generate writing.

The Example of Reference Frames:

Name Sally Tomlinson
Date 14-Oct-09

REFERENCE
FRAMES



86) PRIOR KNOWLEDGE

By using this strategy, students will develop the following reading strategies:

- ☑ Previewing
- ☑ Setting a Purpose
- ☑ Activating Background Knowledge
- ☑ Connecting
- ☑ Predicting

According to McKnight (2010:152), this graphic organizer encourages readers to think about what they already know about a topic and then apply it to the reading.

When using this graphic organizer, teacher should remind students that they know about many different things and this knowledge as well as information can help them with their reading activities. Then, as a whole class, they may complete a sample graphic organizer as a model.

The Example of Prior Knowledge:

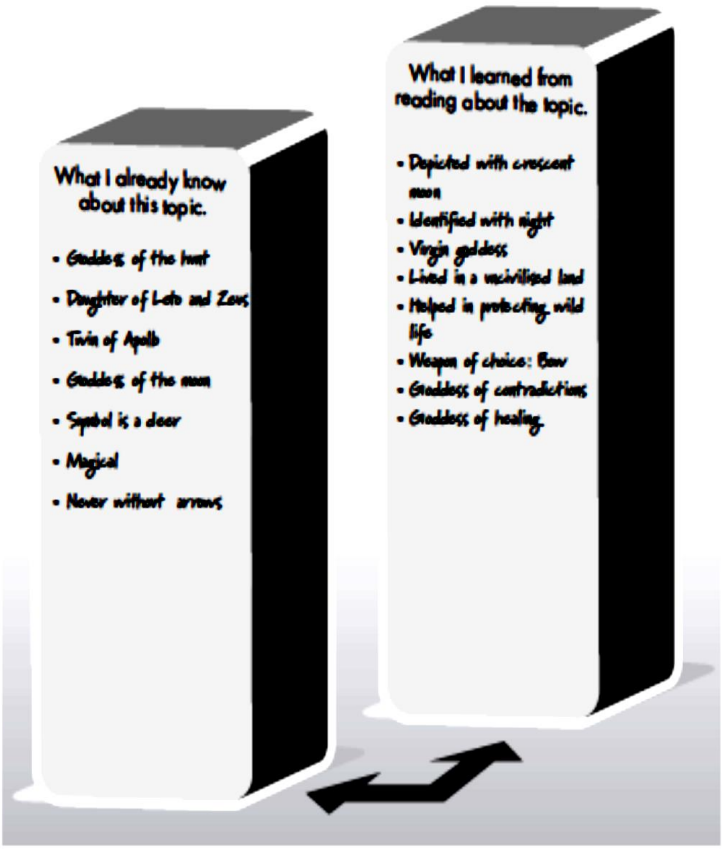
Name Lusma

Date May 29, 2009

PRIOR KNOWLEDGE

Title Artemis

Author Ron Leadbetter



87) INFERENCE PROMPTER

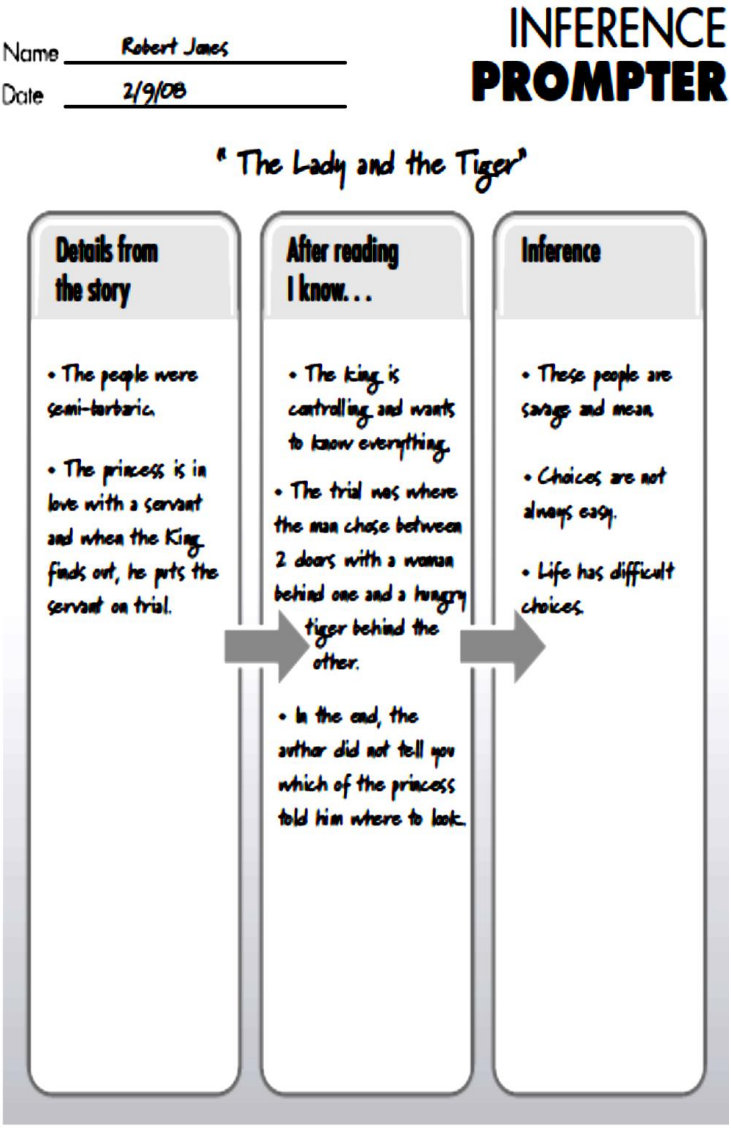
By using this strategy, students will develop the following reading strategies:

☑ Previewing ☑ Connecting

Unskilled readers often have great difficulty in making inferences. Inferences are logical guesses that are based on what is not directly stated or implied in a text.

When teacher want to utilize this graphic organizer, he/she must make sure that students understand the difference between making inferences and drawing conclusion. Basically, an inference is a step toward making a conclusion about a text.

The Example of Inference Prompter:



88) THINK–PAIR –SHARE

By using this strategy, students will develop the following reading strategies:

- ☑ Previewing
- ☑ Setting a Purpose
- ☑ Activating Background Knowledge
- ☑ Connecting
- ☑ Predicting
- ☑ Monitoring
- ☑ Making Inferences

In this strategy, students will draw on their prior knowledge and share it with others. Moreover, McKnight (2010:158) also emphasizes that active listening is also required. Structured discussion activities like Think– Pair– Share develop students' skills in being able to relate and discuss ideas.

When applying this strategy, the first teacher should pair the students and have each student recall all that he/she may already know

The Example of Think–Pair –Share:

Name Darrius Faygover
Date April 28, 2009

THINK-
PAIR-SHARE

TOPIC	Fractions
Partner 1 knows...	Partner 2 knows...
They can be top heavy or improper, numerator, denominator, two numbers that can be divided, translate into decimals and percents, part to part, are like ratios, are divided by a horizontal slash, they sometimes can be reduced. They can be multiplied, divided, added, or subtracted, part of math.	The numerator is the number above the line, the denominator is the number below the line. The line stands for division so $\frac{3}{4}$ is 3÷4. that is also how to find the decimal equivalent. Top-heavy fractions are when the numerator is of greater value than the denominator. Some fractions can be reduced. Mixed fractions are that number times the denominator.

89) THE FIVE Ws

By using this strategy, students will develop the following reading strategies:

- ☑ Activating Background Knowledge
- ☑ Monitoring
- ☑ Connecting
- ☑ Making Inferences
- ☑ Predicting

Asking the five 5 W questions is fundamental to any kind of inquiry. The five W questions consist of:

- ☑ What happened?
- ☑ When did it happen?
- ☑ Who was there?
- ☑ Where did it happen?
- ☑ Why did it happen?

McKnight (2010:160) strongly believes that these questions can encourage students to explore the different elements of their reading. And through these questions, students will be able to recognize the characters and plot elements which will lead them to determine the author's major theme and ideas.

Implementing this strategy is quite easy, teacher only needs to provide a model how to answer the five Q questions. Then, this graphic organizer can be used by students individually, in pairs, or in groups.

The Example of the Five Ws:

Name Bob Smith

Date Jan 11, 2008

THE FIVE **Ws**

DIRECTIONS: Respond to the following questions in the spaces provided.

"The Lady and the Tiger"

What happened?	A King has 2 doors 1 = tiger, 1 = marriage. A man flirts with his daughter & is punished the princess tells him to open a door, story stops unfinished.
Who was there?	Princess / Lady behind the door Lover King
Why did it happen?	Because the King found his daughter and a lover together.
When did it happen?	Medieval times / Ancient times
Where did it happen?	In a semi-barbaric country

90) K–W–L CHART

By using this strategy, students will develop the following reading strategies:

- ☑ Activating Background Knowledge
- ☑ Questioning
- ☑ Connecting
- ☑ Making Inferences

Ogle (1986) says that teacher can use K-W-L chart during thematic unit to activate students' background knowledge about a topic and scaffold them as they ask questions and organize the information they're learning.

Teacher creates a K-W-L chart by hanging up three sheets of butcher paper and labeling them **K, W,** and **L**; the letters stand for **"**What I **K**now", "What I **W**onder", and What I **L**earned". The detail procedures of K-W-L chart can be described as follows:

1. **Post a K–W–L.** teacher post a large chart on the classroom wall, divide them into three column and label them.
2. **Complete the K column.** At the beginning of a thematic unit, teacher asks students to brainstorm what they know about the topic and write this information in column K.
3. **Complete the W column.** Teacher writes the questions that students suggest in the W column. They continue to add questions to the W column during the unit.
4. **Complete the L column**. At the end of the unit, students reflect on what they've learned and teacher records this information in the L column.

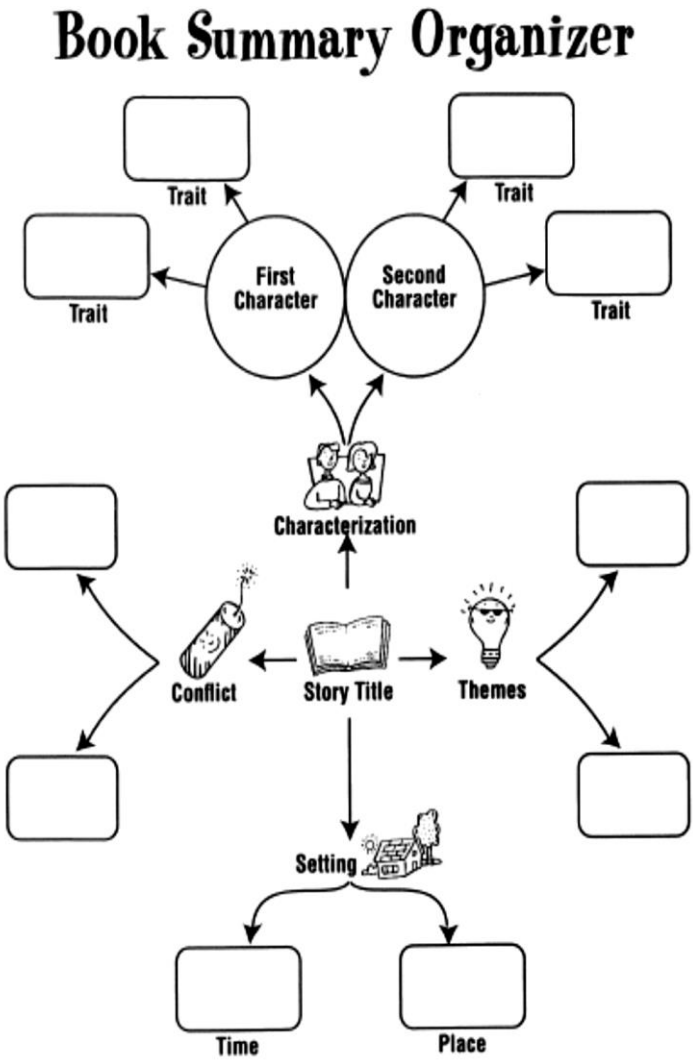
The Example of KWL Chart:

Name: Medina Aulia Yasmin Date: June 24, 2018.
Theme: Water

K–W–L CHART

K What I Know	W What I Wonder	L What I Learned
☑ Water is important. ☑ People, Animals and plants need water to drink. ☑ Water comes from the water pipes and the faucet in the kitchen. ☑ We can get water from the rain. ☑ Water sinks into the ground when it rains.	☑ Where does water come from? ☑ Is snow like rain? ☑ How does rain get in the clouds? ☑ Why are clouds white? ☑ What is the water cycle? ☑ Why does it rain? ☑ What would happen if it never rained?	☑ Water goes up into the air and makes clouds. ☑ The water cycle happens over and over. ☑ Water vapor goes up into the clouds. ☑ Another word for rain is precipitation. ☑ Water goes up, make a cloud, comes down, and it starts all over. ☑ Evaporation is when water changes from a liquid to a gas.

91) Book Summary Organizer



92) Decision Making Guide

Decision-Making Guide

THE QUESTION: _____

_____

Option 1	Option 2	Option 3

Pros	Cons	Pros	Cons	Pros	Cons

Option chosen: _____

Reasons: _____

_____

_____

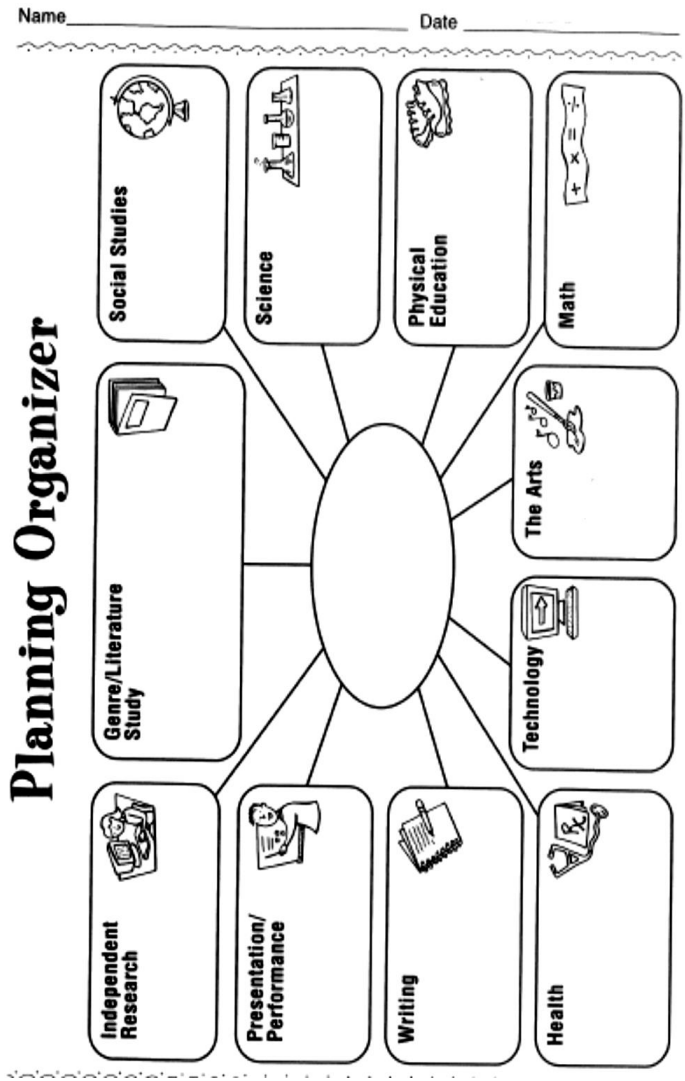
Predicted/possible outcomes: _____

_____

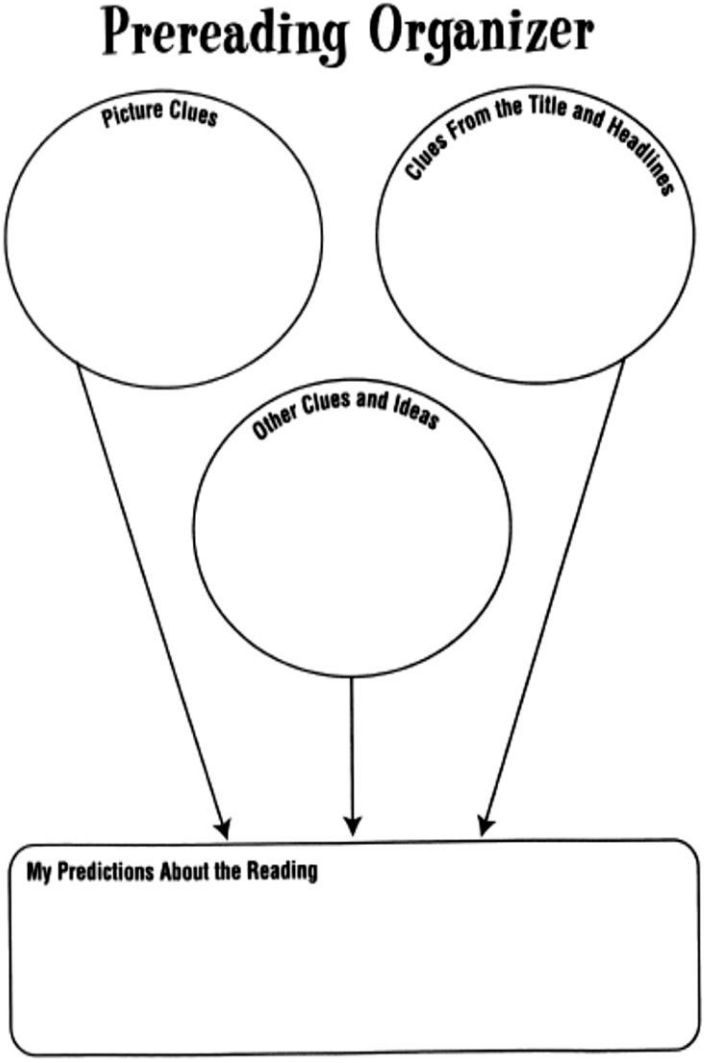
_____

_____

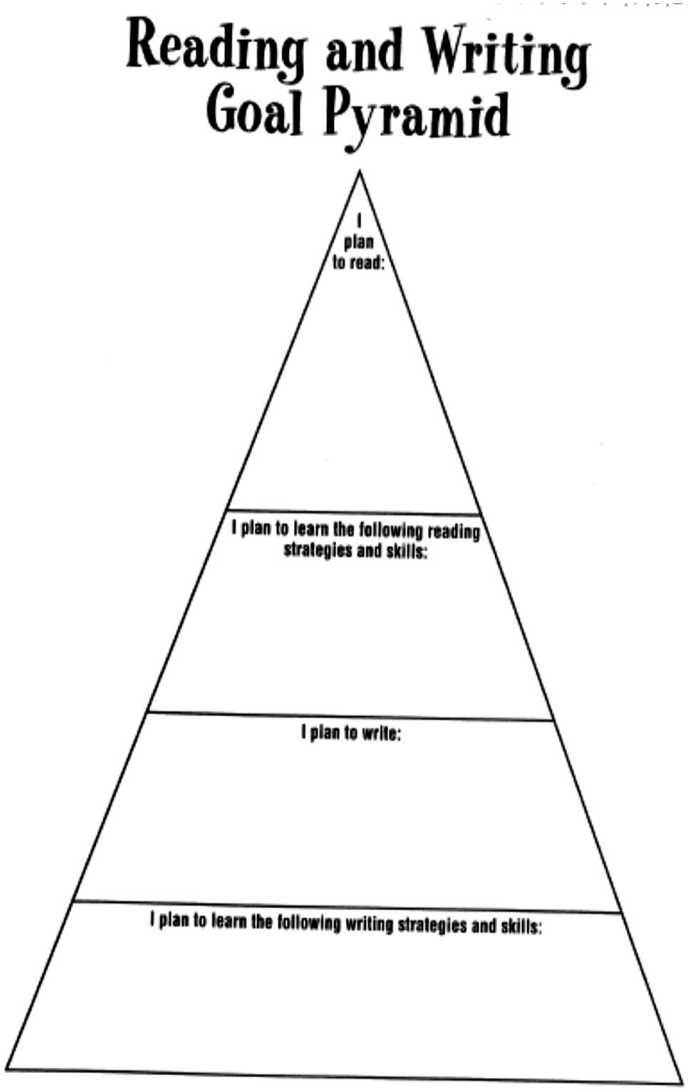
93) Planning Organizer



93) Pre-Reading Organizer

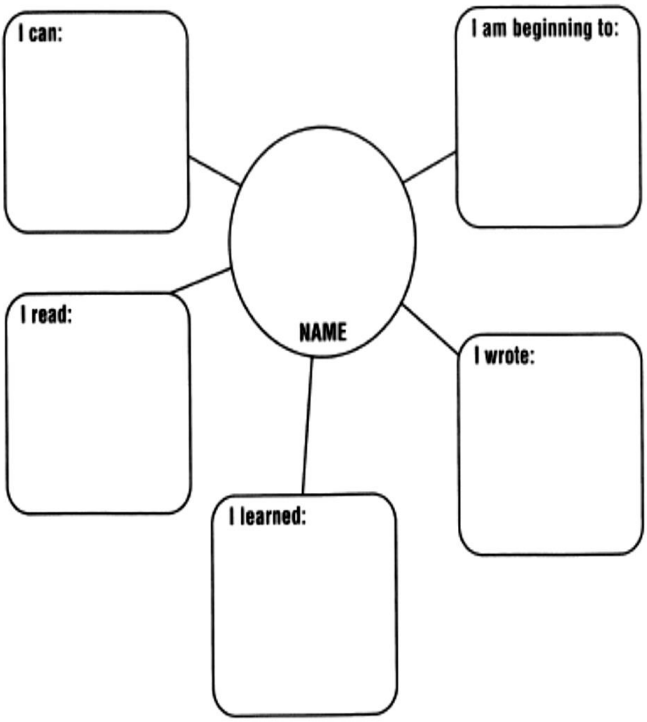


94) Reading and Writing Goal Pyramid



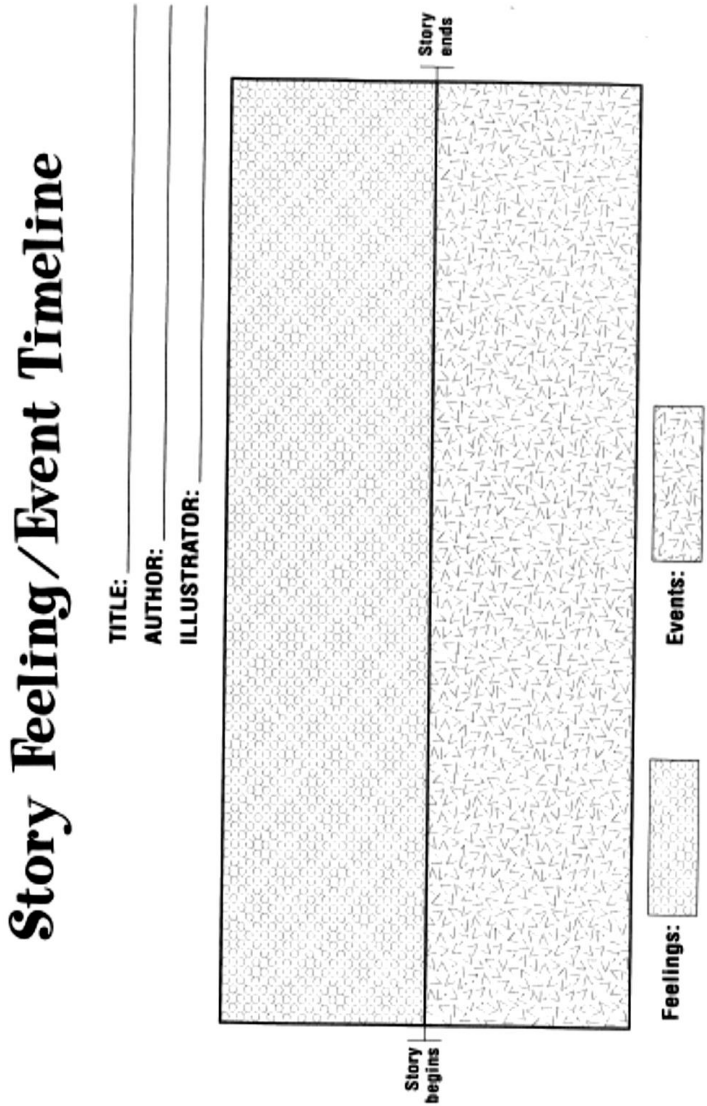
95) Self-Assessment Organizer

Self-Assessment Organizer

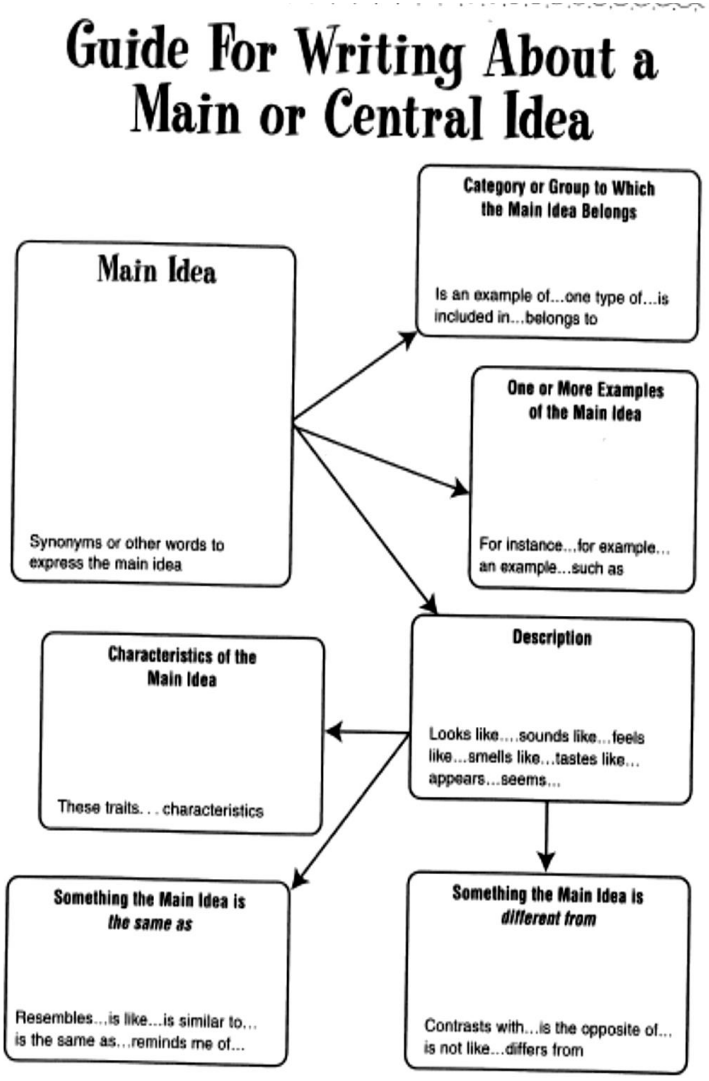


My goals for next time are:

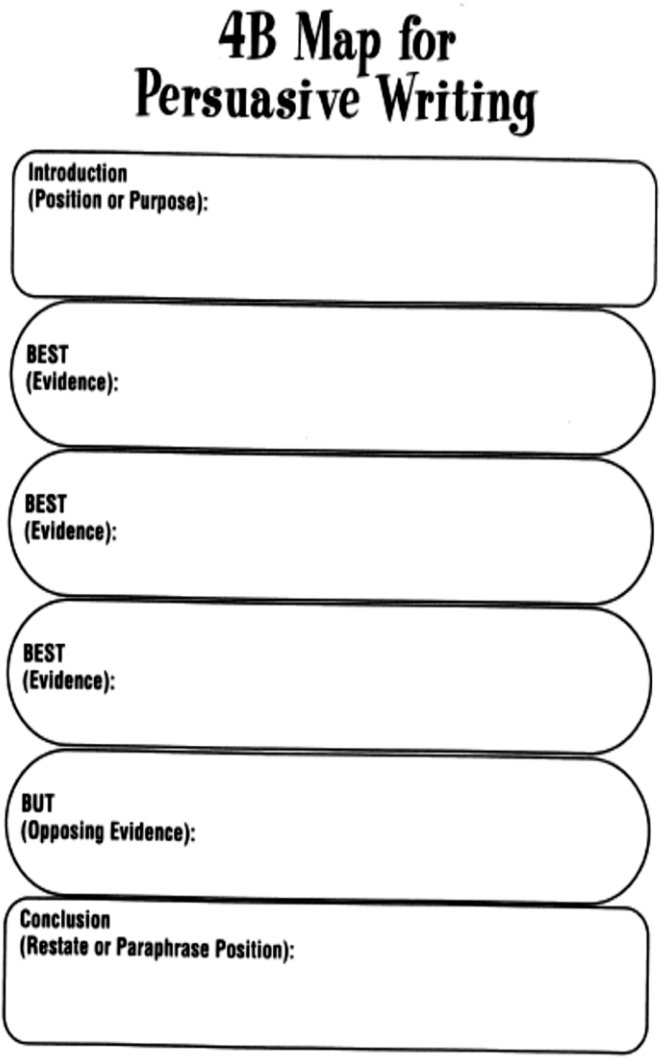
96) Story Feeling/Event Timeline



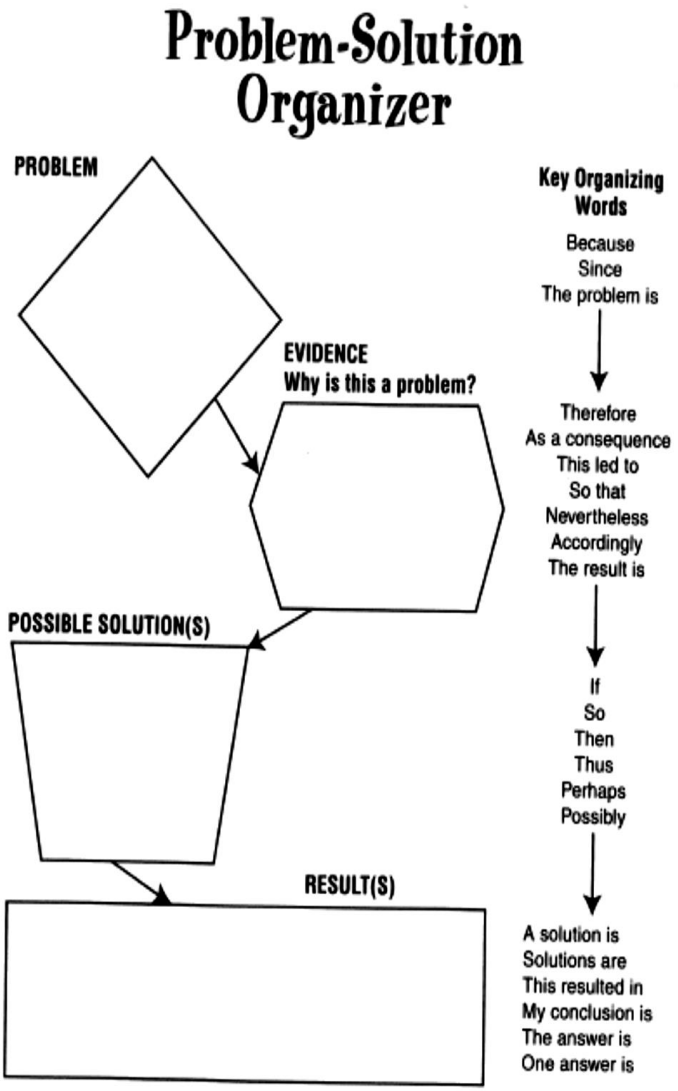
97) Guide for Writing about a Main Idea



98) 4B Map for Persuasive Writing



99) Problem-Solution Organizer



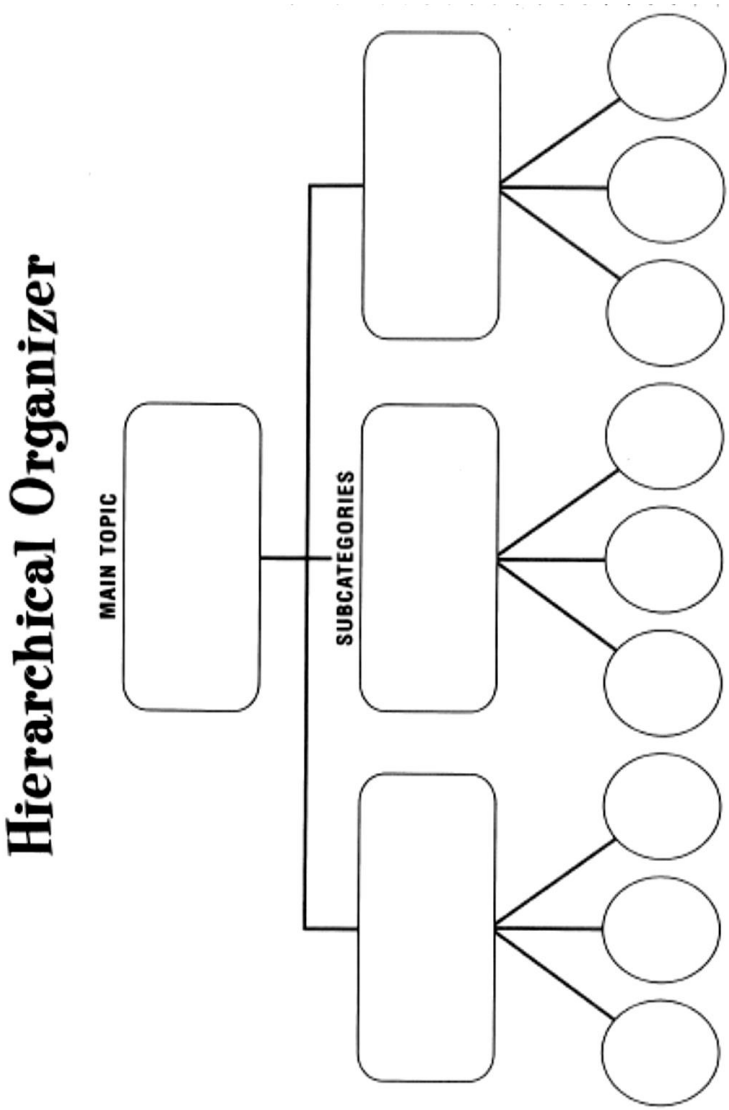
100) Writing about What Happened

Writing About What Happened

TITLE:_____

1	In the beginning On (date) First To begin with The start of It started when It began on (date)	
2	Not long after Second Next Then The second thing And then	
3	Next Third…fourth…fifth Now Then As And then	
4	After Finally Last At the end And the last thing After everything In conclusion	

101) Hierarchical Organizer



BIBLIOGRAPHY

Andrew Wright et al. 2006. *Games for Language Learning.* Cambridge: Cambridge University Press

Artis. Andrew B. 2008. *Improving Marketing Students' Reading Comprehension with SQ3R Method.* Vol 30, No 2. Sage Publication.

Bouchard, Margareth. 2005. *Comprehension Strategies for English Language Learners.* New York: Scholastic Inc.

Bromley, Karen et al. 1999. *50 Graphic Organizers for Reading, Writing, and More.* New York: Scholastic Inc.

Brown. H Douglas. 2001. Teaching by Principle; *an Interactive Approach to Language Pedagogy*. New York. San Fransisco State University.

Cassidy, J. 1991. *Using Graphic Organizers to Develop Critical Thinking.* Cambridge: Cambridge University Press.

Chamot, A., & O'Malley, J.M. 1994. *The CALLA Handbook.* Reading. Massachusetts: Addison-Wesley.

Fielding, L., & Pearson, P.D. 1994. *Reading Comprehension: What Works? Educational Leadership.* Massachusetts: Addison-Wesley.

Manzo, A., Manzo, V. & Estes, T. 2011. *Content Are Literacy: Interactive Teaching for Interactive Learning.* Hoboken: Wiley Inc.

Materna, L. 2007. *Jump-start the adult learner: How to Engage and Motivate Adult Using Brain-Compatible Strategies.* Thousand OAKS, CA: Corwin Press.

McKay, Penny and Jenni Guse. 2007. *Five-Minte Activities for Young Learners.* Cambridge: Cambridge University Press.

McKnight, Katherine S. 2010. *The Teacher's Big Book of Graphic Organizers.* San Francisco: Jossey-Bass.

McKeown, M.G., Beck, I. L., & Worthy, M. J. 1993. Grappling with Text Ideas: Questioning the Author. San Francisco: Jossey-Bass.

Merkley, D &Jefferies, D. 2001. *Guidelines for Implementing a Graphic Organizer. The Reading Teacher*, Boston: Pearson Education, Inc.

Ogle, D. 1986. *K-W-L: A Tecahing Model That Develop Active Reading of Expository Text. Reading Teacher*. Cambridge University Press.

Raphael, T. 1982. *Question-Answer Strategies for Children. Reading Teacher.* Boston: Pearson Education, Inc.

Silberman, Mel. 1996. *Active Learning: 101 Strategies to Teach Any Subject.* Massachusetts: A Simon 7 Schuster Company.

Tompkins, Gail E. 2011. *Literacy in the Early Stage; Third Edition.* Boston: Pearson Education, Inc.

Vygotsky, L.S. 1962. *Thought and Language.* Cambridge. Massachusetts: MIT Press.