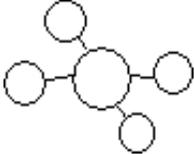


75 EFFECTIVE ACTIVITIES

- 1 **Assessment Cards** Distribute 3x5 cards to each student. Ask questions about instruction, poll questions, class satisfaction, etc. Students submit answer without writing their names. The teacher then reviews the cards with the class and decides on changes or future direction of the class.
- 2 **Authentic forms** Students are asked to complete real-life forms such as applications, checks, check registers etc.
- 3 **Authentic Readings** Students are asked to read newspapers, completed forms and other authentic material and answer questions or complete a chart.
- 4 **Back-to-Back** A video technique where student A watches a video without sound while his/her partner is facing away from the video. Student A describes what he/she sees to Student B.
- 5 **Best Idea** Each pair or group discusses solutions to a problem - Then they report to class their best idea.
- 6 **Brainstorming** Used to generate ideas about a topic or to find out what the students know. All ideas are valid and not discussed immediately. Ideas can be recorded or listed with graphic organizers.
- 7 **C&R** Consequences and Results. Critical thinking construct where students are asked to look to the future and identify what would happen if a decision was made. See also **PMI** and **CAF**.
- 8 **CAF** Consider all Factors. A critical thinking construct where students are asked to brainstorm an issue to make sure all factors are being considered before a decision is made. See also **PMI** and **C&R**.
- 9 **Case Studies** Students read about people and their experiences perhaps relating to them. They are then given a task. The task could be **matching, classifying, ranking, Identifying and labeling**, etc.
- 10 **Classifying** Learners classify vocabulary in various ways often using charts in order to practice using the target vocabulary. See also **Classifying Ideas** and **Kinesthetic Classifying**.
- 11 **Classifying Ideas** Learners give opinions about concepts and ideas by classifying them in charts giving them an opportunity to think critically. Often there is no one correct answer. Can be done in groups, pairs or individually. Is often used as a pre-conversation activity. See also **Classifying** and **Kinesthetic Classifying**.
- 12 **Clustering** A way to organize ideas into categories. Draw a central circle with a main idea or concept. The ideas that relate to the main concept are extended in a web fashion. Also called **Web** or **Mind Map**.
- 13 **Consensus** Students in groups reach agreement on decisions. Sometimes it is prudent to teach students consensus-building techniques such as compromise, turn-taking, etc.
- 14 **Corners** Students are asked to go to one of the four corners in the room. Each corner in the room corresponds to an opinion, characteristic, idea, concept, likes etc. This activity is often used to form groups or provide extra conversation or discussion once in corners.
- 15 **Definitions** Students are asked to give a definition of things or ideas that they may have taken for granted or have never really thought of before. They may also try to **Predict** what something means and give a definition. After sharing their ideas, the teacher gives a published definition. See also **Identify and Label**.

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- 16 Dialog Cards:** Students are given cards randomly that can be associated with other cards in the classroom. In ESL, the cards can be substitution information for a dialog. The card content is a secret that can only be revealed by responding to questions or performing a dialog in the case of ESL. See also **Find the Matching Card** and **Matching**.
- 17 Dialog Journal** Students write in their journals and the teacher responds in writing. A variation is when all students write in a common journal and the teacher reads and responds to the student's comments.
- 18 Drill** Drilling students in various ways gives students limited practice in pronunciation, grammar construction and vocabulary familiarity for ESL or memorization for other courses. Be careful not to overdo. Sometimes meaning becomes lost when too much emphasis is placed on memorization and drill.
- 19 Deuces are Wild** With a deck of playing cards, the teacher creates groups. The cards are passed out to students. All 4's for example could be in a group and black and red suits could pair up from there, etc. For uneven classes, the 2's would be wild. Those who get 2's would go to any group. See also **Numbered Heads**.
- 20 Eliciting Information:** A technique where most of the new information being taught is elicited from the students and the prior knowledge. Students can also be asked about themselves and apply their schemata to the lesson. The assumption is that students collectively may know something already about the topic.
- 21 Find the Matching Card** Students are randomly given 3x5 cards with information on them that corresponds to other cards. Students look for the match from others in the classroom. See also **Matching** and **Dialog Cards**.
- 22 Focused Listening** Learners learn strategies to listen for specific information and determine the main idea of listening passages that have NOT been simplified or slowed. This type of listening is often accompanied by a task. This activity is a precursor to note-taking.
- 23 Freeze Frame** A video technique where a frame of the video is frozen providing opportunity to predict, guess at meaning, etc.
- 24 4 Why's to Values** Students ask each other questions or the teacher asks questions about a student. With every answer, the teacher asks why. Eventually the answer will lead to identifying a value the student has, which can help him/her identify and focus goals. Sometimes the Why questions must be modified to reflect back to the person. See also **Goals in an Envelope** and **SMART Goals**.
- 25 Gallery Walk** Students in groups put a presentation together, do a task, or solve a problem and present their ideas on poster board or large Post-It paper. All groups have the same task with the anticipation of different outcomes. The posters are displayed in the classroom. The question might be open-ended so groups may have a variety of solutions. Student then walk around and look at the other displays and later discuss what they learned.
- 26 Goals in an Envelope** Students write goals and seal them away in an envelope. They open the envelope after a period of time to see how they are progressing. See also **SMART Goals** and **4 Why's to Values**.

75 EFFECTIVE ACTIVITIES

27 Identifying and Labeling Half of the class is given a definition and they are asked to give what it is defining. The other half is given the item itself and asked to come up with a definition. Then the groups meet to discuss their answers. This can be also done with ideas and descriptions or other **Matching** type activities. See also **Definitions**.

28 Information Gap Pairs work to complete a dialog, chart, map, menu etc. Partner A has some of the information and Partner B has other information.

29 Inside/Outside Circle Students form two circles with equal number of students, one inside and one outside. The two circles face one another forming partnerships. Students are given something to discuss. After a set time, the instructor asks the inside circle to rotate to form new partnerships. When there is no room for this, create two lines with students facing each other. This is called **Facing Lines**.

Jahari Squares Four squares used to designate similarities and differences between two people (A and B) or concepts. This activity is similar to **VENN diagram** with an added twist.

30

A	A&B
B	Not A or B

31 Jigsaw or Group Jigsaw Groups each have information that is part of a bigger picture. If you were to put the information together, you would have the whole. Each group works to become an expert in the information. Then the groups are changed so that representatives of each group collaborate to put together the whole. There are many forms of this activity. The original is: 1) "home groups" split up the readings 2) each member of the group meet with an "expert group" with the same reading. 3) The expert groups answer questions about the reading provided. 4) Each expert goes back to home group to teach. See also **Pair Jigsaw**.

32 Kinesthetic Classifying A method of classifying information where students have 3x5 cards or post its and place the information on charts in the classroom. See also **Classifying** and **Classifying Ideas**.

33 Labeling A simple way to give students an opportunity to write new vocabulary words by giving them pictures and a word bank.

34 Learner Logs Students evaluate and record their personal progress in a log. These logs can be in the form of a checklist at the end of a unit or students record completion of goals in their journals.

35 Line up Effective ice breaker and practice activity where students form a line in the classroom in order based on something unique to them such as a birthday, the initial of their first or last name, number of years in the United States, etc. To form the lines, students must ask questions and in turn learn about each other.

36 Listening without Viewing A video technique where students listen without benefit of the video of a segment or an entire video. Students are then asked to attempt to guess at what the video shows. Then they watch the video and see if their predictions were right.

37 Matching Students match things that associate with one another usually using two columns and drawing lines from one column to the next. This can also be done physically by having students look for a partner that has information he/she needs. See also **Find the Matching Card**, and **Dialog Cards**.

38 Mind Maps See **Clusters**

75 EFFECTIVE ACTIVITIES

- 39** **Numbered Heads** Students are put into groups by the number. If there are 32 students in the class for example, the teacher counts students off 1-8 forming eight groups of 4. Once in groups, teachers can count students off 1-4 for example. In which case when the teacher wants answers, he/she can ask for the answers, do a task, or a report from a given number. "All 3's report." "All 2's please be the secretary." etc. See also **Deuces are Wild**.
- 40** **Order Strips** Students put strips of paper or merely items on a page in a logical order. The strips could be parts of a story, steps in a process, etc. Sometimes called **Story Strips** or **Sentence Strips**.
- 41** **Outlining** Students are asked to identify key points of a reading or a lecture by outlining important points. Outlining is also used as part of a prewriting process allowing students to organize their thoughts particularly when writing academic essays. This can be a precursor to note-taking or it can be something students do after taking notes.
- 42** **Pair Share** Consider Pair 1 as Students A and B. Consider Pair 2 as Student C and D. The pairs discuss personal things about each other or unique ideas. Then Pair 1 and Pair 2 come together in a group. A tells C and D about B, B tells C and D about A, C tells A and B about D, and D tells A and B about C.
- 43** **Partner Jigsaw** This activity is the same as group **jigsaw** but is more practical for smaller classes. Students divide up in the classroom. 1) Students pair up. 2) Partners are given 2 readings. 3) Partners split one going to one side of the room and the other to the other side as designated by the teacher. 4) Students on either side of the room discuss and answer questions given by the teacher or do a task. This is the expert group. 5) Experts now return to their partner and share what they have learned.
- 44** **PAVE** - A vocabulary method using cards that helps students predict the meaning of words, verify their prediction, evaluate, and then create an associative link to help them remember the word.
- 45** **PMI** Critical thinking construct where students given a problem identify the pluses, minuses, and interesting features of an idea from a "present perspective". Each plus and minus is weighted for importance. See also **C&R** and **CAF**.
- 46** **Polls** Students vote on opinions or ideas. This allows students to place value on something they may not have considered before. See also **Ranking**. Polls can also be used to create a class **Consensus**. See also **Assessment Cards**.
- 47** **Popcorn Reading** Students participate in an extended reading where they stand up when they want and read a small section of a larger whole. The teacher doesn't call students. They just stand when they feel like it and read. First up, reads.
- 48** **Prediction** Students are given preliminary information and are asked to predict what comes next. This is often in story format or from picture stories but can also be associate with cause and affect scenarios.
- 49** **Presentations** Students in groups or individually present a product or other information to the class or a group.
- 50** **Projects** Used to give the students an opportunity often in groups to apply what they have previously learned often completing a product in the process. Often projects are extended **Simulations**.
- 51** **Questioning Strategies** Teachers use questions from all parts of the Bloom's Taxonomy or Taba Taxonomy, meaning they ask yes/no questions to elaborate open-ended ones. Teachers incorporate the 10 Schiever's Principles as well such as proper wait time.

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- 52 Quick Writes** A writing technique where students are asked to write whatever comes to their minds for a short period of time. They are not to focus on form or spelling. This is more of a brainstorm activity.
- 53 Ranking** Students alone or by forming a consensus in a group, rank items. This activity allows students to place value on things and ideas that they haven't considered before. In groups, students are required to come to a consensus to maximize cooperation. See also **Polls** and **Assessment Cards**
- 54 Role Play** Students in a given a situation and pretend to be different people acting out a scenario or idea. See also **Simulation**.
- 55 Roundtable** In groups, students in turn share an idea in writing. For example one student in a group writes a sentence to start a story, and then the next student adds to the story, etc. This can also just be a turn-taking activity where each person in the group speaks to a subject, idea, etc. It can also be used as a game. See also **Round Robin** and **Share Around**.
- 56 Scanning** A reading technique where students are asked to read through a passage or data as quickly as possible and identify important information. Giving a time limit and asking students to close their books when time is up, facilitates this activity. See also **Skimming**. Another approach is to make it a contest to award which person or team can find specific information first.
- 57 Share Around** - Same as **Roundtable** or **Round Robin**
- 58 Silent Viewing** A video technique where students watch a video or a portion of the video and attempt to add their own dialog or guess at the story line. Then they watch the video with sound to see how close they were able to get.
- 59 Skimming** Reading technique where students are asked to read through a passage quickly to determine the main idea. See also **Scanning**. Giving a time limit and asking students to close their books when time is up, facilitates this activity.
- 60 SMART Goals** Goals that have the following characteristics: **Specific, Measurable, Attainable, Reasonable, and Time Bound**. See all **4 Why's to Values, Goals in an Envelope**.
- 61 Round Robin** Same as **Roundtable** except done orally.
- 62 Simulations** Extended role play where the role becomes more critical to decision making. See **Team Projects** and **Projects**.
- 63 Stand up and Share** The entire class stands up. Teacher asks one student to share an idea or to respond to a question. All students who agree or who have similar ideas sit down. The teacher continues to ask questions until all are seated. This can also be done in reverse, where students are seated and stand to share information
- 64 Summarizing** Students are asked to summarize a story or event in their own words either orally or in written form.
- 65 Surveys:** Students are asked questions in written form that can be kept confidential or shared in which they give opinions, and information about what they already know about an upcoming lesson. This serves to stimulate thought on the topic.
- 66 Task-based Activities** Students should as often as possible be given tasks to do that allow them to participate in the lesson beyond listening or observation alone.

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67 Team Projects A form of **Project-based learning** where students perform a simulation like owning a business or selling a house. Students in teams work together cooperatively to accomplish several tasks and create a product. Then they do a presentation. In these projects each student takes on a role related to the task like an owner, a publicity specialist, etc. However, students work on each task together being led by the person whose role is most relevant for a given task. See also **Simulations, Role Plays** and **Projects**.

68 Team Share A student from one group goes to other groups to share what his/her group or team has discussed. See also **Pair Share**.

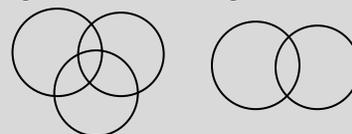
69 Think-Pair-Share Learner thinks of an issue or problem needing a solution. Learners are given time to think of responses. Learners share responses with partner. This can be extended to where pairs share with other pairs. See **Pair Share**.

70 3-Step Interview In groups of 4, student 1 speaks to student 2 and simultaneously student 3 speaks to 4. Next, students reverse roles. Finally student reports to entire group what they have learned. This can be similar to **Pair Share**.

71 TPR Total Physical Response. A way to encourage language learning by giving commands and having students respond.

72 Under-the-Line Students are asked to think about solutions to a problem or brainstorm ideas alone or in groups. They write their ideas on a piece of paper and draw a line under the ideas. Then they are asked to go around the room talking to other students adding to the list under the line. Students can only get one or two new ideas from each student in order to maximize speaking to various students.

73 Venn Diagrams Intersecting circles to designate things in common and differences. Where the circles intersect is where the students or what they are discussing have ideas, things, characteristics, etc. in common. See also **Jahari Squares**.



74 Web See Cluster

75 What's the Question Game where students give each other answers or the teacher gives an answer and students have to figure out what the question might be. This can also be done in a **Round Robin**.