

Top Ten Engaged Learning Strategies

<p>Turn and Talk</p>	<p>Instead of asking a question to the entire class and having one student answer or a couple of students shout out, have all students turn and talk to a neighbor about the question you ask.</p> <p>In order to keep them on task give them an amount of time like 10 seconds for a short response or 1 minute for a longer prompt. Use a timer if needed. Be sure to walk around and listen in when students talking.</p>
<p>Think-Write-Draw</p>	<p>Ask student to summarize graphically on an index card and use it teach to others.</p>
<p>Reaction Diagram</p>	<p>Have students draw what was just taught in graphic or pictorial form using key words.</p> <p>This can be used during instruction. Pause after some key information was given and have the students draw and then share their understanding.</p>
<p>Say Something</p>	<p>After the students have watched a video clip or have listened to some new information have them go around in a small group of 3 or 4 and say something about what they have learned. Each person speaks, no one can interrupt and no discussion can take place until each person has spoken.</p>
<p>5 Fingers</p>	<p>Have the students trace their hands, write a topic in the middle of their palm and then 5 attributes or responses on the fingers. For example, if reading a novel students would write a character in the palm and five attributes on the fingers, if studying history students could write the event in the palm and five events that led up to it on the fingers.</p>

<p>Write and Post</p>	<p>When the teacher poses a question to a group students each respond (either individually or in pairs) by writing their ideas on a post-it. They then post the sticky on the board in the front of the room. The teacher can then summarize and respond to the ideas that have been posted. The teacher can choose to make this anonymous or students can write their name on the post-it.</p>
<p>Whole Class Graffiti</p>	<p>After reading or discussing ideas students get up and draw or write key points, reactions, and details on the board. Students should write large enough for all to see the ideas being shared.</p>
<p>Toss a Question</p>	<p>Students take a piece of paper and fold it in half. On the top half they write their name and a question from the lesson. They then crumple the paper up and throw it across the room. Students then grab a random crumpled paper and write an answer to the question. They then return the paper to the student who wrote the question. Students can discuss their answers with a partner. Students can also do this in partners.</p>
<p>Blackboard Splash</p>	<p>Teacher divides the board into categories. For example, the teacher can put three columns on the board, one for each of the following: metamorphic, sedimentary, igneous. The teacher can then ask students to write what they know about each of these types of rocks on a post-it and then put it up for each of the categories. This can be used to assess prior knowledge, to check for understanding during a lesson, to give a personal reaction, and/or to have students highlight key points from a lesson.</p>
<p>Exit Cards</p>	<p>Students are all given an index card. Before they can leave for break or their next class they have to write a response to a prompt or question given by the teacher. They then give the card to the teacher as they leave or get up for a break.</p>

Kluth, P. & Udvari-Solner, A. (2008). *Joyful Learning*. Corwin Press.

Kluth, P. & Danaher, S. (2010). *From tutor scripts to talking sticks: 100 ways to differentiate instruction in K-12 inclusive classrooms*. Baltimore, MD: Brookes Publishing.