<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
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| 3 -2 -1                  | 3 – Key Ideas  
2- Important Words  
1 – Summary statement or question to summarize the text                                                                                                           |
| ABCD Whisper             | Students should get in groups of four where one student is A, the next is B, etc. Each student will be asked to reflect on a concept and draw a visual of his/her interpretation. Then they will share their answer with each other in a zigzag pattern within their group. |
| Analogy Prompt           | (A designated concept, principal, or process) is like a ____ because __________.                                                                                                                               |
| Circle, Triangle, Square | (Circle) Something that is still going around in your head (Triangle) Something pointed that stood out in your mind (Square) Something that “Squared” or agreed with your thinking.                                      |
| Clickers                 | Electronic surveying devices that give instant feedback and data                                                                                                                                              |
| Entrance/Exit ticket     | Each student will be given a ticket to complete before leaving the room answering: What is the most important thing I learned today? What questions do I still have? These tickets can be given to the teacher when exiting the room or upon entering the next day. The teacher uses this information to guide the instruction. |
| Every Pupil Response     | Each student receives a pink and yellow card. Each color represents a specific response. Students raise the card to provide the correct response to a teacher directed question.                                       |
| Example/Non-Example      | Given a concept, students sort or write various examples/non-examples  
Given examples/non-examples, students determine concept                                                                                               |
| Flag It                  | Students use this strategy to help them remember information that is important to them. They will “flag” their ideas on a sticky note or flag.                                                              |
| Fist to Five/ Thumbs Up, Thumbs Down | Students communicate their level of understanding to teacher using their fingers                                                                                                                               |
| Give One, Get One        | Cooperative activity where the students write response to a prompt, meet up with another student and share ideas so that each leaves with something to add to their list.                                                 |
| Index Card Summaries and Questions | Periodically, distribute index cards and ask students to write on both sides, with these instructions:  
(Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. |
Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

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<thead>
<tr>
<th>Letters</th>
<th>Students write letters to one another describing the concept or how to perform the skill and why it is important.</th>
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<tbody>
<tr>
<td>Misconception Check</td>
<td>Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.</td>
</tr>
<tr>
<td>Pair Share</td>
<td>Given a prompt, students pair up and share their perspective for a given amount of time, taking turns.</td>
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<tr>
<td>Question Box or Board</td>
<td>Establish a location (e.g., question box, bulletin board, or e-mail address) where students may leave or post questions about concepts, principals, or processes that they do not understand. This technique may benefit students who are uncomfortable saying aloud that they do not understand.</td>
</tr>
<tr>
<td>Quick Writes</td>
<td>A timed writing in response to a question or prompt</td>
</tr>
</tbody>
</table>
| RAFT | R – Role of the writer  
A – To whom is the writer writing  
F – What is the format for the writing  
T- What is the focus of the writing |
| Rubric | A scoring guide using subjective assessments that is generally composed of dimensions for judging student performance. |
| Take and Pass | Cooperative group activity used to share or collect information from each member of the group; students write a response, then pass to the right, add their response to next paper, continue until they get their paper back, then group debriefs. |
| Tips | Students write what tips they would give someone who was learning how to perform the skill or learn the concept or what to do or what not to do |
| Triangular Prism (Red, Yellow, Green) | Students give feedback to teacher by displaying the color that corresponds to their level of understanding |
| Visual Representation (Web, Concept Map, Graphic Organizer) | Ask students to create or complete a visual representation to show the elements or components of a topic or process and their relationships to one another |
Use the following questions to model critical thinking and regularly check for understanding throughout a lesson

**Critical Thinking Questions**

- How is __________ similar to/different from _________________________________?
- What are the characteristics/parts of _________________________________?
- In what other ways might we show/show/illustrate ________________________?
- What is the big idea, key concept, moral in ________________________________?
- How does _______________ relate to ________________________________?
- What ideas/details can you add to _________________________________?
- Give an example of ________________________________________?
- What is wrong with _________________________________?
- What might you infer from _________________________________?
- What conclusions might be drawn from _________________________________?
- What question are we trying to answer? What problem are we trying to solve?
- What are you assuming about _________________________________?
- What might happen if _________________________________?
- What criteria would you use to judge/evaluate _________________________________?
- What evidence supports _________________________________?
- How might we prove/confirm _________________________________?
- How might this be viewed from the perspective of _________________________________?
- What alternatives should be considered _________________________________?
- What approach/strategy could you use to _________________________________?

**Follow-Up Probes**

- Why? - What do mean by _____________?
- How do you know? - Could you give an example?
- Do you agree? - Tell me more.
- Explain. - Can you find that in the text?
- Give your reasons. - What data support your position?
- But what about ____________________?

Technology Tools for Posting Assignments, Discussion, Sharing of Ideas

Edmodo
www.edmodo.com

Google Plus/Google Blogger
www.google

Make Animated Videos
http://goanimate.com/
http://www.voki.com/

Create and share stories
http://storybird.com/

Developing Questions for Critical Thinking
http://farr-integratingit.net/Theory/CriticalThinking/revisedcog-creating.htm
http://eductechalogy.org/swfapp/blooms/wheel/engage.swf

Bloom’s Taxonomy according to Andy Griffith and Seinfeld
http://www.youtube.com/watch?v=TrLWxa-cKKc
http://www.youtube.com/watch?v=NsBna5IVBYg

Checking for Understanding Strategy Video Demos
My Favorite No: Learning From Mistakes
https://www.teachingchannel.org/videos/class-warm-up-routine

The UPS Strategy

Evidence and Arguments: Ways of Experiencing and Text
https://www.teachingchannel.org/videos/literacy-analysis-lesson

Different techniques for Checking for Understanding
http://www.stemresources.com/index.php?option=com_content&view=article&id=52&Itemid=70
http://wvde.state.wv.us/teach21/LearningResponseLogs.html

Other
I choose C
http://www.youtube.com/watch?v=dY2mRM4i6tY

Rigor and Relevance
http://www.youtube.com/watch?v=Fs3EL9CWTII

Guide to Creating Rubrics

http://www.rubistar.com