

# Student Services Toolbox of Classroom Strategies

## What We Know Works for ALL Students:

- ♦ **Social learning** - People learn and make sense of information by talking about it, working with it, wrestling with problems.
- ♦ **Learner-centered** - Student talk, student activity, student questions and solutions. The students should be working, the teacher facilitating.
- ♦ **Connection** - The brain functions by connecting new information to prior learning. Pre-teaching and scaffolding are essential.
- ♦ **Relevance** - Engagement increases when students understand how the concepts relate to the world outside the classroom.
- ♦ **Personalization** - High schoolers crave validation of their own experience and lives, and they respect teachers who connect with them.
- ♦ **Rigor** - Students engage in stimulating learning. Work should be challenging, but not to frustration. (Vygotsky's "zone of proximal development")

When students struggle, supplement with these targeted strategies to meet their needs and enhance instruction for all!



### Reading and Writing

Checks for understanding  
thumbs up/down, white board, cues  
Student oral retelling/summarizing  
Directions verbally and in writing  
Hard copy of notes  
Identifying main idea  
CEI: Linking evidence with the claim  
Reading guide  
Teach specific "fix-it" strategies  
Anticipation guides, KWL  
Warm-up writing  
Ticket out the door (closure)  
Pre-teaching new vocabulary, content  
Writing on-demand  
Process writing instruction  
conferencing, peer revision, mini-lessons  
Scaffolding questions  
1-2-3 (questions, predictions)  
Connection to prior learning  
Preferential seating  
**Models, models, models!**

### Critical Thinking

Applying a concept to a real-life or relevant context	Evaluation - Forming judgments, defending a stance
Interpretation - linking evidence to the claim	Identification of main idea
Analysis - Breaking down issues, concepts into key parts	Making a generalization
Synthesis - Creating; developing coherent plan, argument	Peer editing/revision
	Making predictions
	Generating questions
	Problem-solving

### Listening and Speaking

Checks for understanding  
Think-pair-share  
Group dialogue  
Clarify written directions  
Pre-alert questions  
Visuals to supplement verbals  
Model verbal answers  
Adjusted wait time  
Preview new vocabulary  
Student rephrase  
Warm-up  
Verbal closure activity  
Prompts/rephrase questions  
Index cards or other devices w/ names to hold all accountable  
Write down answers/questions before speaking  
Hard copy of notes  
Modeling use of grammar  
Cue cards, physical cueing  
Phonetic cueing (first sound of word)

### Executive Functions

Graphic organizers	Breaking large projects into parts w/ interval deadlines
Use of planner	Guided and independent practice (start homework in class)
Materials organizers	Cues, prompts, redirects
Test prep skills (how to study)	Consistent routines, procedures
Preferential seating	Short breaks for anxiety
"Chunking" new information into component parts	Have a visual for <u>everything</u>
"Centers" in classroom for picking up missed assignments	<b>Models, models, models!</b>

**It's all about RIGOR, RELEVANCE and RELATIONSHIPS!!!**