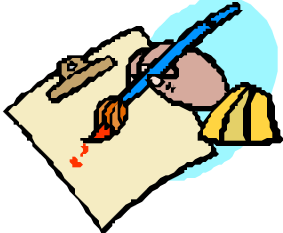








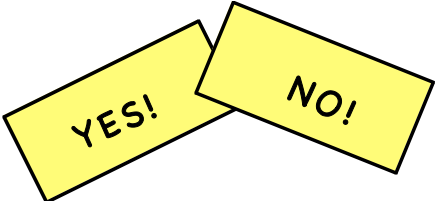

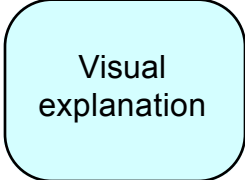


Activating Prior Knowledge

<p>Quick Write ~ Quick Draw</p>  <p>Take a few minutes to have students “show what they know”</p>	<p>Response Journals</p>  <p>Independent writing to make connections & reflect on learning</p>	<p>Turn & Talk</p>  <p>Turn and share ideas with a partner.</p>
<p>Think-Pair-Share</p>  <p>Think on your own ~ partner with another student to share and discuss ideas.</p>	<p>Brainstorming Bash</p>  <p>Small group brainstorming after independent think time.</p>	<p>Inspiration Web K - W - L Charts</p>  <p>Use of graphic organizers to visually map ideas</p>
<p>Sticky Note Connections</p>  <p>Write ideas or questions on sticky notes. Share & categorize as large group.</p>	<p>Paper Pass or Chart Carousel</p>  <p>Students have 1 min. to write what they know before passing paper to next student to add on.</p>	<p>Graffiti Wall</p>  <p>Students create a wall chart of what they know & add to it throughout unit.</p>
<p>Yes/No Cards</p>  <p>Students hold up cards in response to questions. Can help build interest in new topic.</p>	<p>Discussions</p>  <p>Stimulate connections through small and large group discussions.</p>	<p>Boxing</p> <p>What do I know?</p>  <p>How can I summarize this?</p>

For more information on these and more strategies:

Gregory, G. & Chapman, C. 2002. *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Corwin Press.

Best Practices: Pieces of the Puzzle - Online resource at http://www.saskschools.ca/curr_content/bestpractice/