

A-After (Post Reading)

Expert Jigsaw

An expert jigsaw breaks-up a large text into smaller pieces. It allows the students to become teachers but first gives them the confidence to do so by giving them time to consult with other students that read the same section of a given text.

How is it done?

1. Break a larger piece of text into smaller "chunks", each with enough content to cover an intact portion of the overall passage.
2. Various students are assigned to read the different sections of a text (all students will read a section, but only a few students read the same sections).
3. Readers use during-reading techniques, such as text rendering or response sheets to foster their individual comprehension.
4. The readers of the same portion of text form an "expert group", to discuss the main ideas and important points from the text.
5. One member from each of the "expert groups" is then grouped with one member from each of the other "expert groups".
6. Each "expert" then explains the main ideas and important points of his/her text chunk to the new group.
7. Each group shares aloud with the class all the information they received from the "experts" and teacher records on the board.
8. Clarify any misconceptions and add any missing information.

Reflection

For new learning to go into memory, students need time to think about what they've just heard, done, saw, or read. Reflection activities usually ask students to write a few lines in a journal or other record, and often a prompt or guiding question will be used to target their reflection. It is not the same thing as free-writing, where anything goes; it is most useful if the reflection prompt is anticipated when the teacher is planning the lesson, and when its purpose is meant to connect new learning to prior knowledge. Reflection doesn't always have to be shared, although it is sometimes affirming for students to discover that they are not alone in their perception, or conversely, that a classmate finds merit in their original thinking.

How is it used?

The teacher might set up a reflection page as a handout or a template for a journal. A question may be copied, or written on the board or overhead, which frames the focus of the reflection. Students have a few minutes to think and write their reflections. Reflections are not used as a graded product, although points may need to be awarded at first to get students to take it seriously. The value of reflection is evident when it brings about an awareness of new learning; it also helps if there is an opportunity for

the students to make use of their reflections in some future task, or when the teacher directs students to connect some reflections sequentially as part of a summarization activity.

Think-Pair-Share

Think-Pair-Share activity is a cooperative learning tool.

How is it used?

1. Students are given a topic or open-ended question to think about, recording their thoughts on paper. The "Do Now" works well as a Think-Pair-Share activity.
2. Students are then paired up and asked to share their thoughts with a partner.
3. The partners are asked to create one concise statement combining both group members' thoughts.
4. The combined statements are shared with the class.

Whip

1. A quick around-the-room activity that ensures everyone's participation; done to share many different responses to an open-ended question, **OR**
2. To complete a quick review of a concept (and find out if there are misconceptions or errors to clarify). A whip does not allow critical or corrective comments from either the teacher or other students that might dissuade students from sharing. It is a strategy for total participation and data gathering. It also provides weaker readers with other perspectives and models of text-based thinking.

How is it done?

After reading, instruct students to answer aloud, going up and down each row, responding to a given question that connects to the text, e.g. "Which paragraph offered the best visual description of _____?" or "Read aloud the phrase that stood out in your mind". Often, the Whip question follows the text rendering, so students are revealing some of their during-reading thought processes.

KWL Chart

KWL Chart is a three-column chart that helps encompass the before-during-after components of reading a text selection.

K = What you know, W = What you want to know, L = What you've learned

How is it done?

1. Create one as a class on the chalkboard or have students work individually on a template or a blank sheet of paper.
2. Create three columns labeled K, W and L.
3. A topic is introduced by name or title only.

4. Before reading some text, students complete the K column, listing everything they know about the given topic or title. This can be done silently or in unison, with teacher recording the ideas on the class chart.
5. Students are then to complete the W column, listing everything they might want to know about the given subject. This is done in unison at first; eventually students do this independently.
6. If done independently, have several students share their K and W columns aloud with the class before the text is read.
7. After reading the given text, have students complete the L column, listing everything they learned from their reading, especially paying attention to W questions that were answered by the text. Again, it is best to do this in unison the first few times. (The L column serves as a review of what was read and as notes to study later!)

I-Search

I-Search is a user-friendly research project that capitalizes on the students' inquiry. Students begin with a broad-based, open-ended question that THEY want to explore. They then gather information in a variety of ways to find answers to their inquiry. Students reflect on their findings and report them by writing a paper on the information they've gathered. While I-search papers are similar to research papers they differ in that the procedures involve less material (e.g., note cards) and reduce the possibility of plagiarism. The students end up re-presenting what they've learned in a personalized, original text.

How is it done?

1. Students first must choose a topic based on a broad and open-ended question they have about something.
2. Students complete a list of questions they have about their chosen topic.
3. Research a variety of sources to discover the answers to their questions. (A KWL chart would be a helpful tool for organizing their I-search paper)
4. Students begin writing the first section of the I-search paper by describing how and why they chose their topic.
5. The second section of the I-search completes a description of the search process the student used to answer the questions about the topic. (What sources were used, and where were they found?)
6. The third section of the I-search paper includes what the students discover about their topic. (What did they learn? They state it in the first person, so that it is their personal explanation)
7. The final section incorporates any conclusions the students reach about their topic.

For More Information: <http://www.edc.org/FSC/MIH/article.html>