

3-2-1 - Student
Student
Student

A-B-C Summary
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Acting Out a
improve their

Affinity -- A
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Agreement
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Alternative
Some ideas:
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Anticipator
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Anticipator
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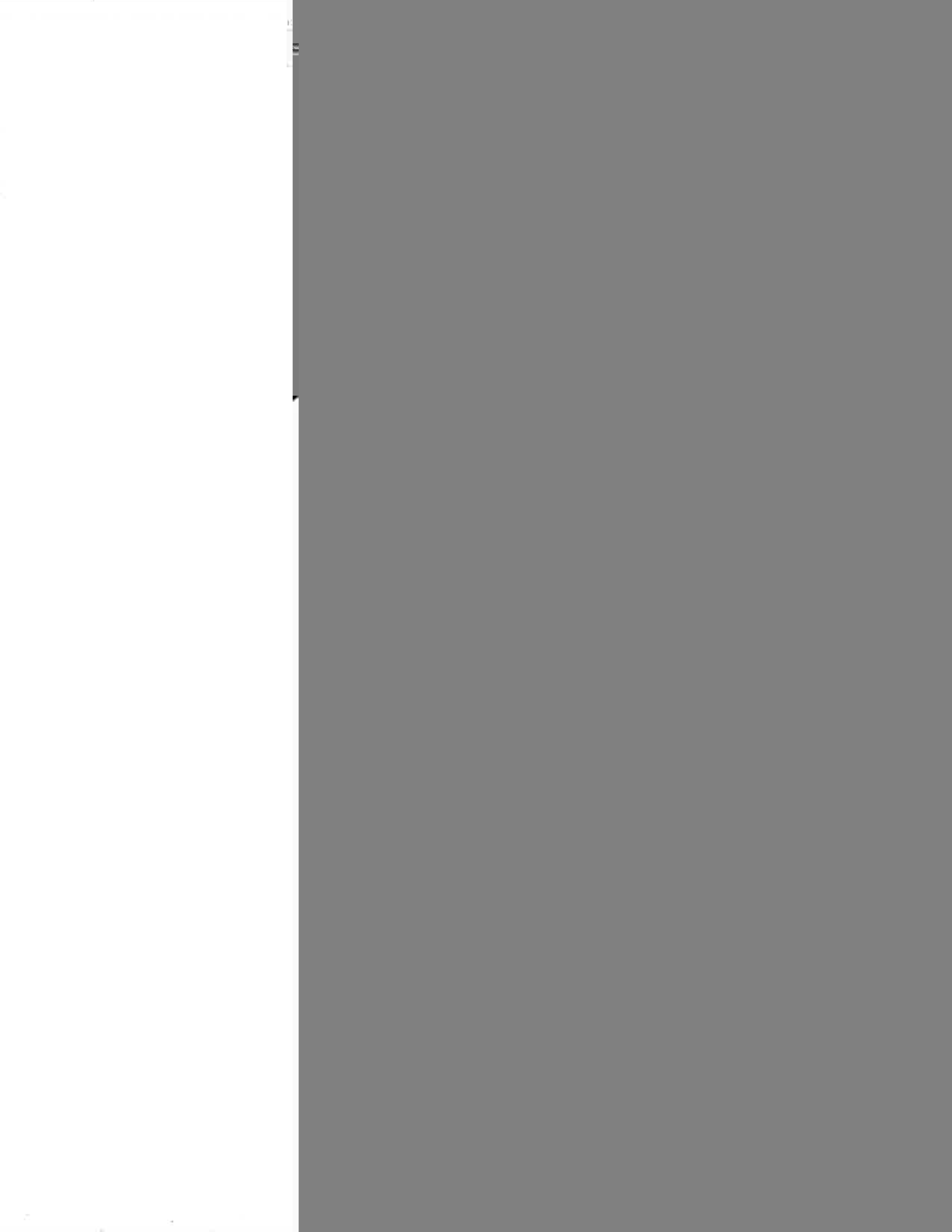
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Clustering/Webl
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which are also cir

Comprehension
teacher asks for v
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and Search, On M

Concentration (
Step 1: Pr
Step 2: Pr
Step 3: Pr

Directions: Print
matching the defi
partner matches t

Concept Definiti
center circle may
organized to resp
is it important?"

Ex: Concept □

What

Overthrow of Government

Revo

American Revolution

French

Can be violent

Often successful

Usually violent

*May result in
changed systems*

Revolution

What are some examples?

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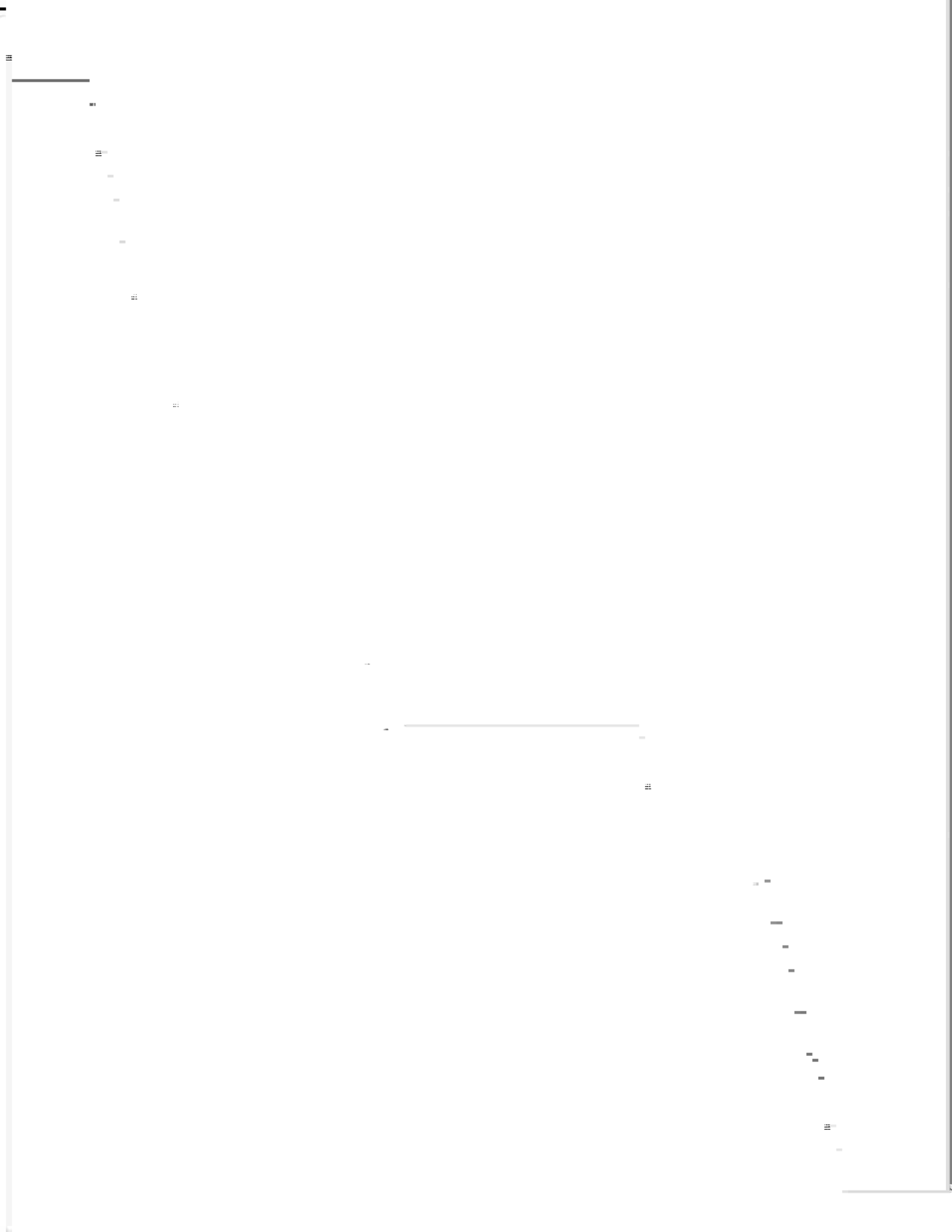
Cornell Notes
Notes as the
Students can

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- T = 7
- A = 1
- R = 1

Corners - C
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Students go

Dictogloss -

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9. List t
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Diner Menu
and select
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- D

Dinner Party
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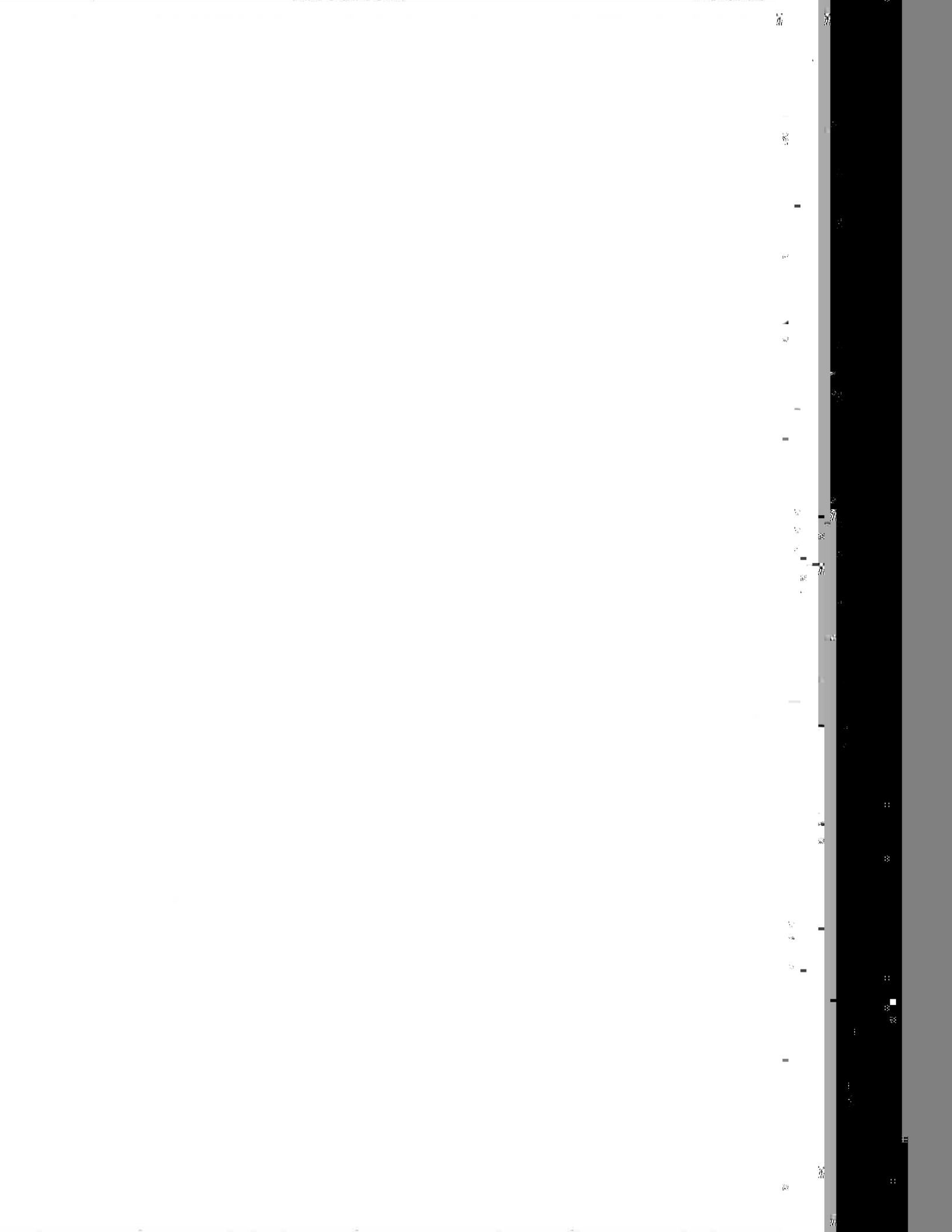
Directed Reading
content of
will read as
predictions

Expectations
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Famous People
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questions to

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**Find the
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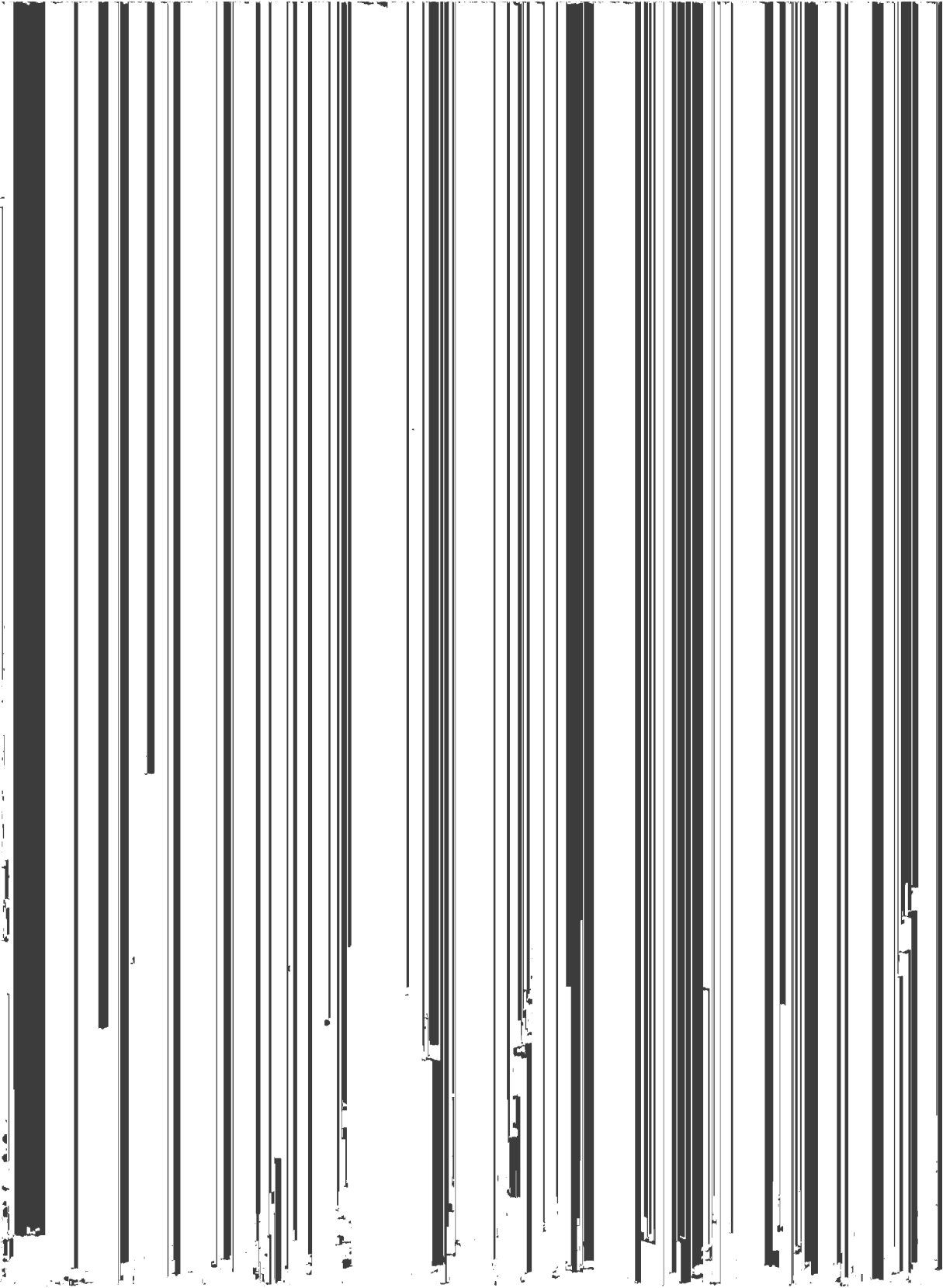
Gallery V
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GIST – Summary:

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2. After read deemed “r
3. List words
4. Together,
5. Write a top

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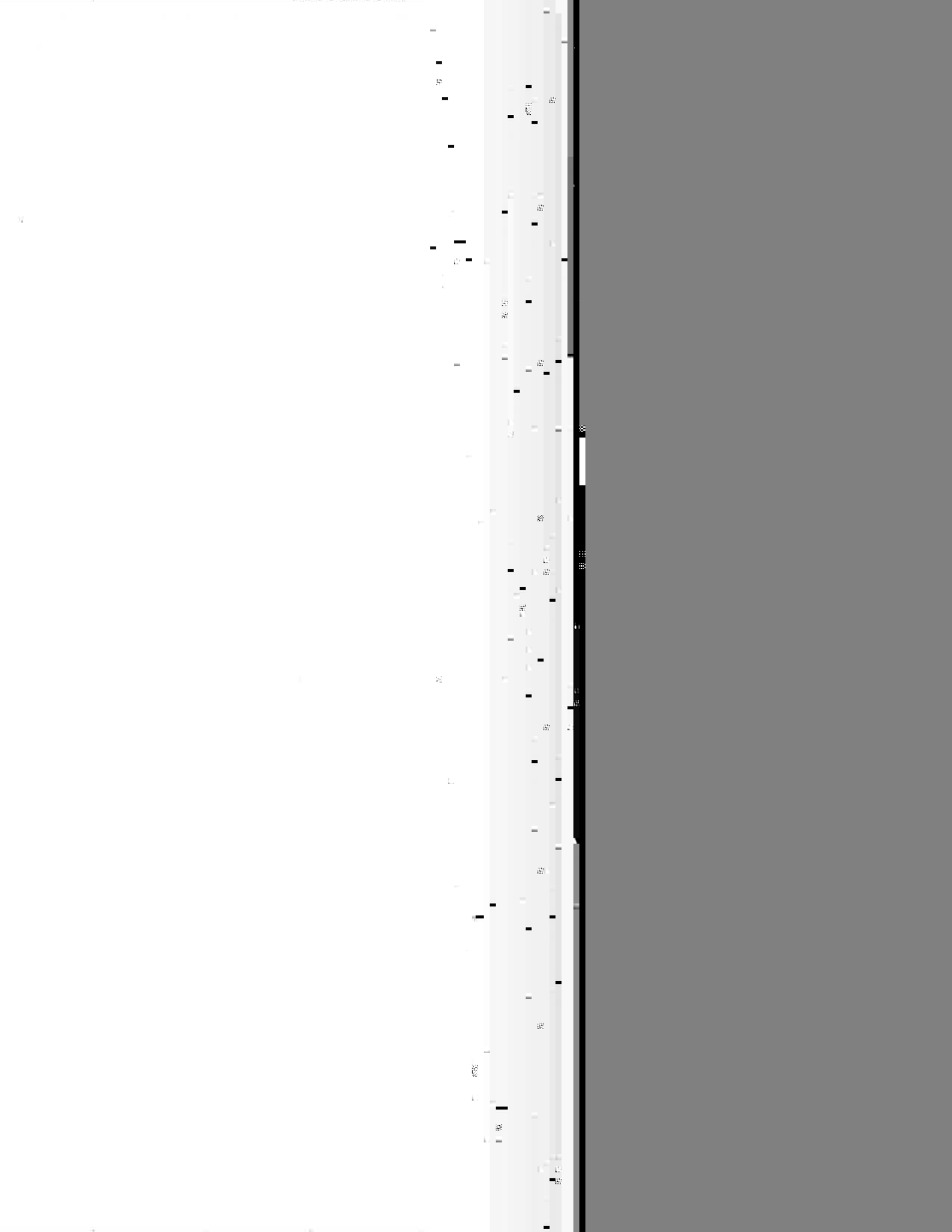


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In-Text Questions
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- Divide
- Each
- Each

group

The jigsaw method
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Jumbled Sentences
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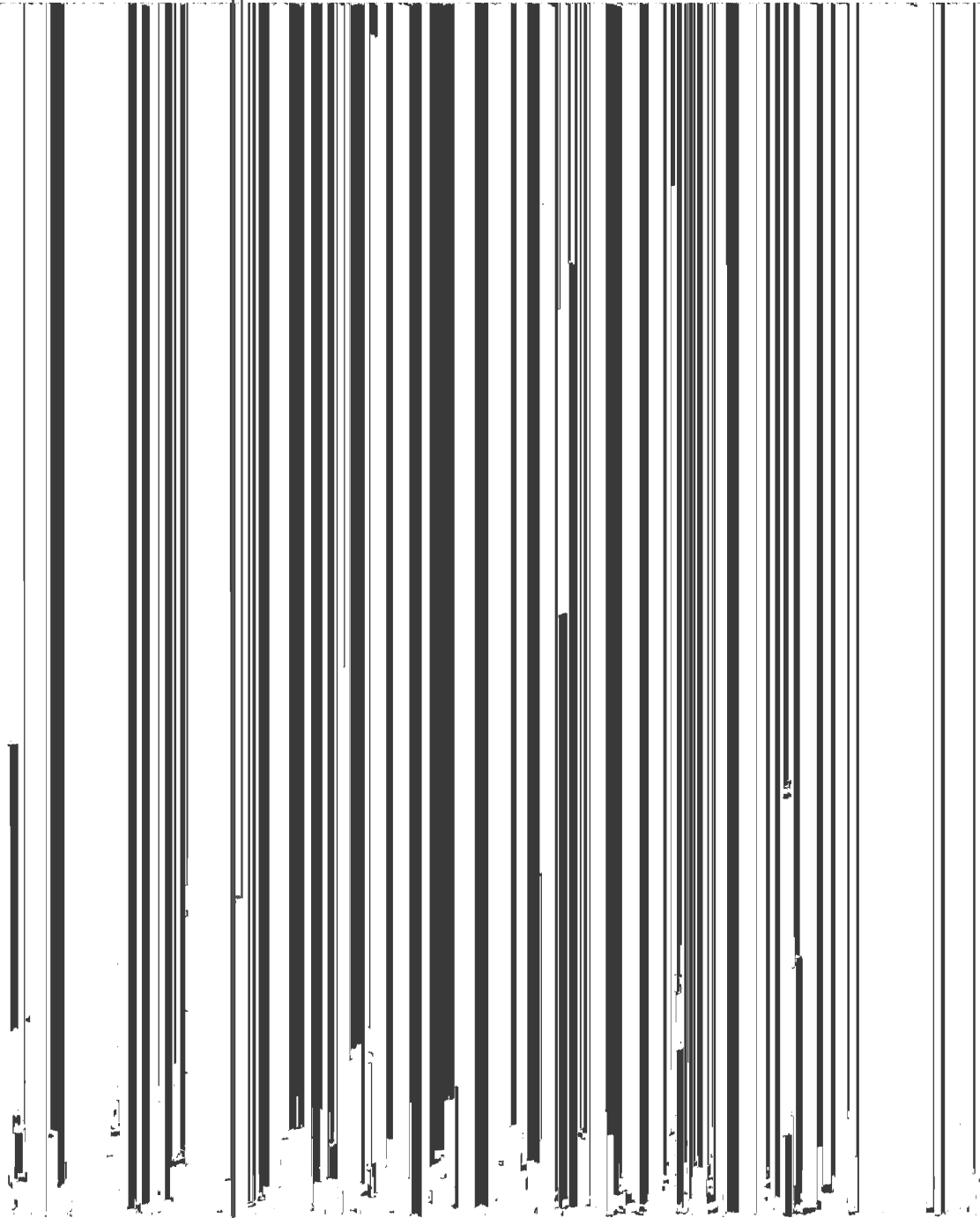
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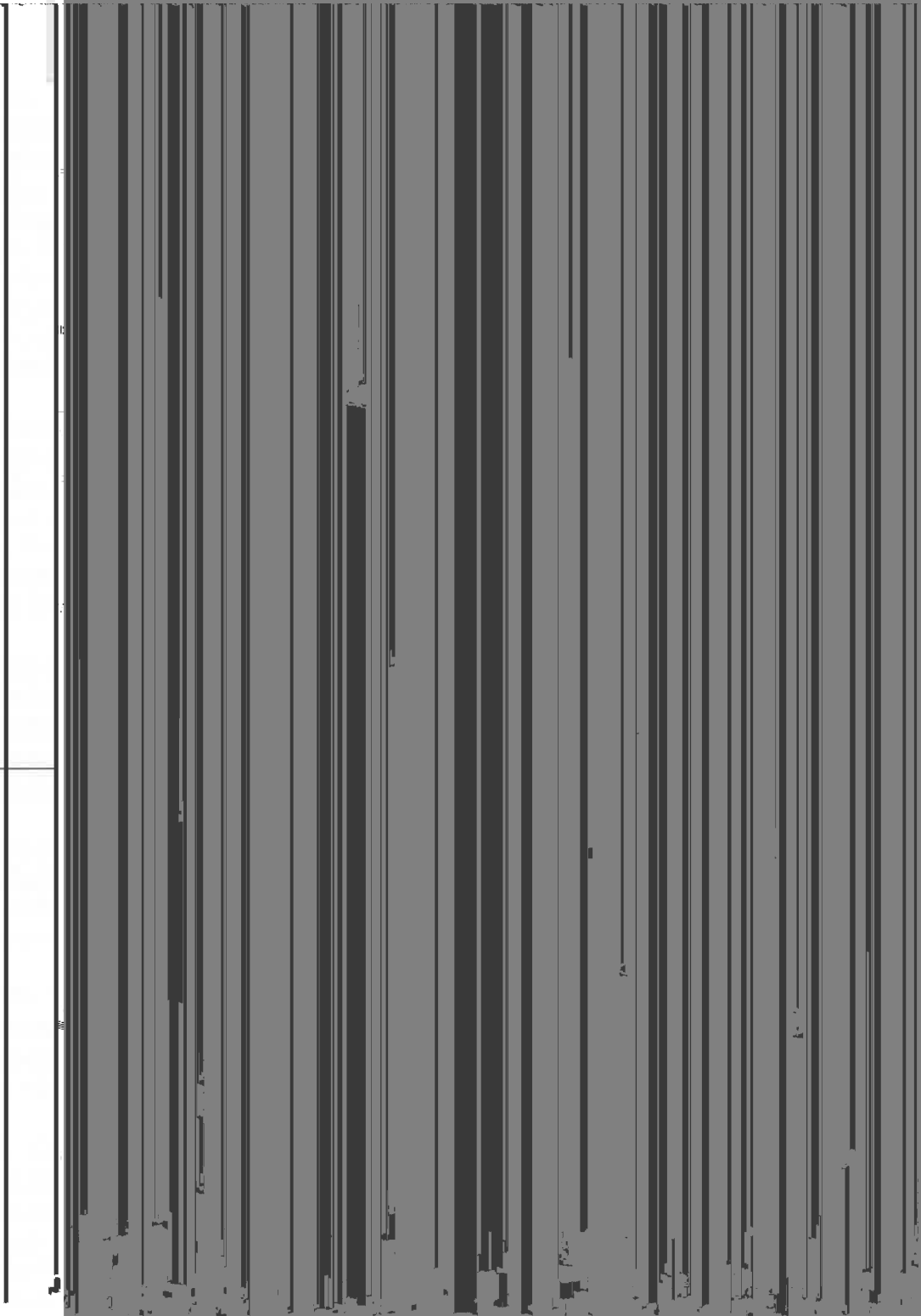
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- Movie Po complete
- Comic St
- Image an represent
- Advertise magazine

EXTEND: Have gro highlights of each p Wonder. Once rotati Wonders on their po

PQRST Study Stra

- Preview: Stu generalizatio
- Question: St reading.
- Read: Studer
- Summarize:
- Test: Studen author has er

Prediction – Studen answer to a multiple

Predict-O-Gram – Then have students : words associated wi *Functions of the Res Disorders of the Res*

Procedural Scaffold

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2. One-on-one
3. Small group student
4. Partnering or those with le



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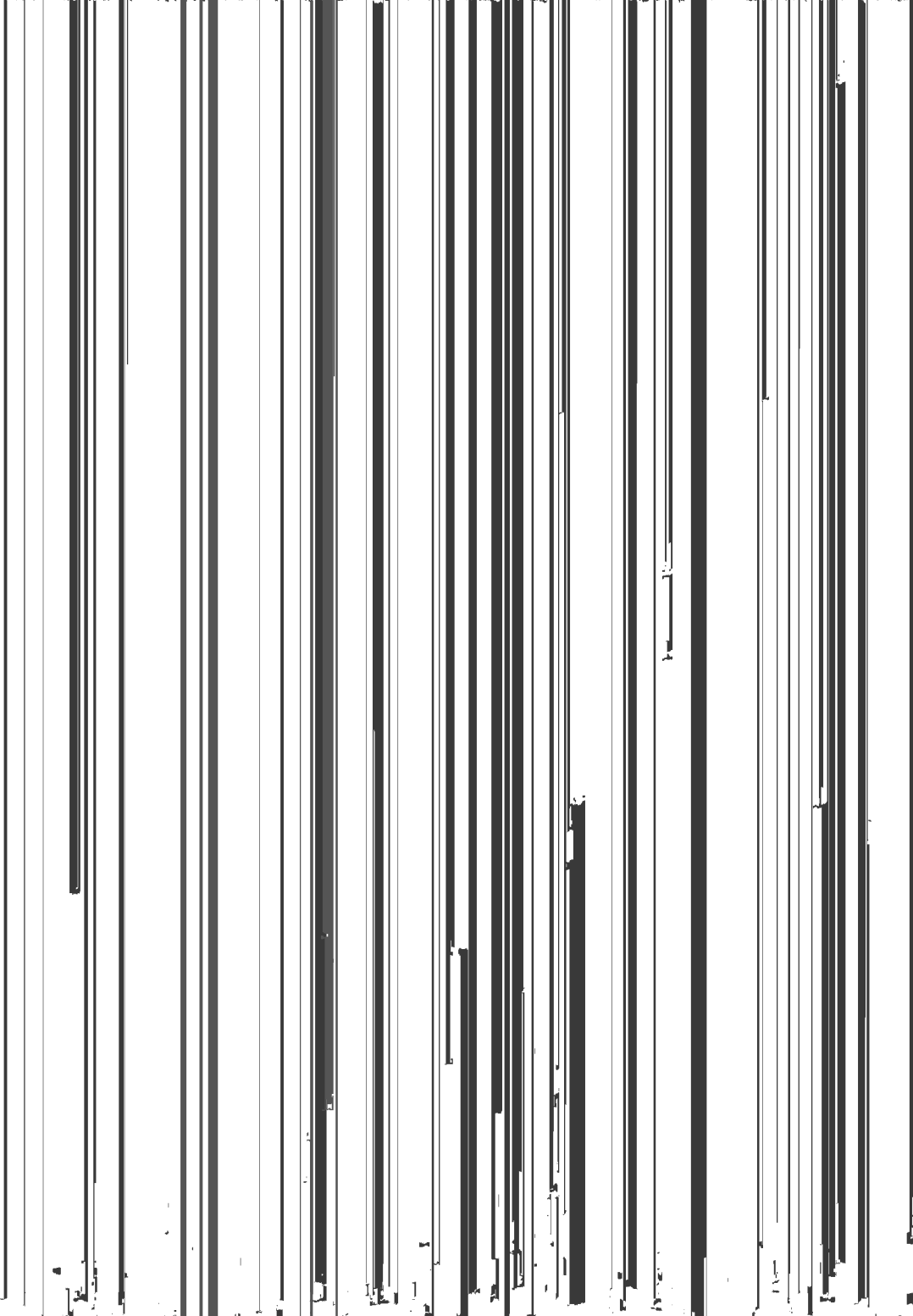
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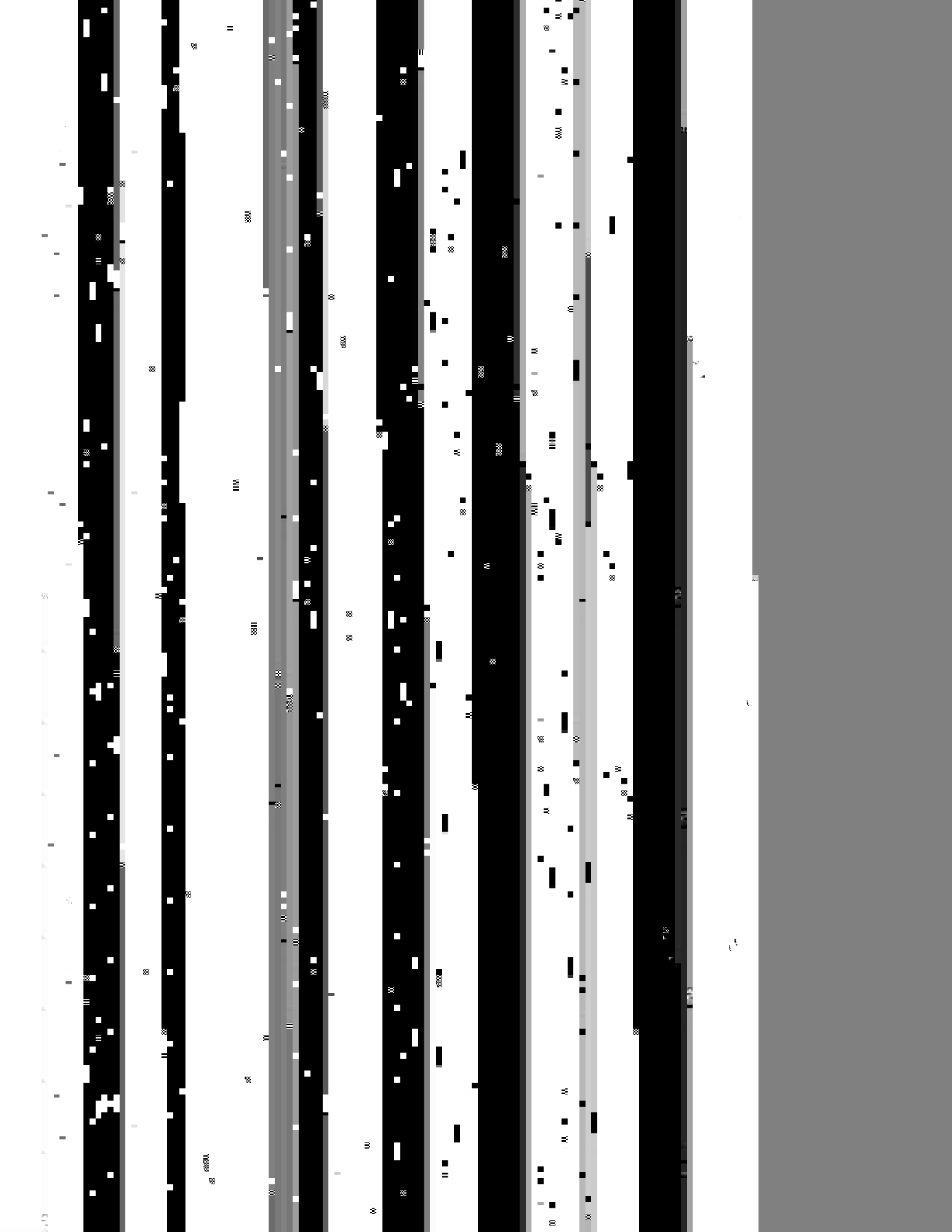
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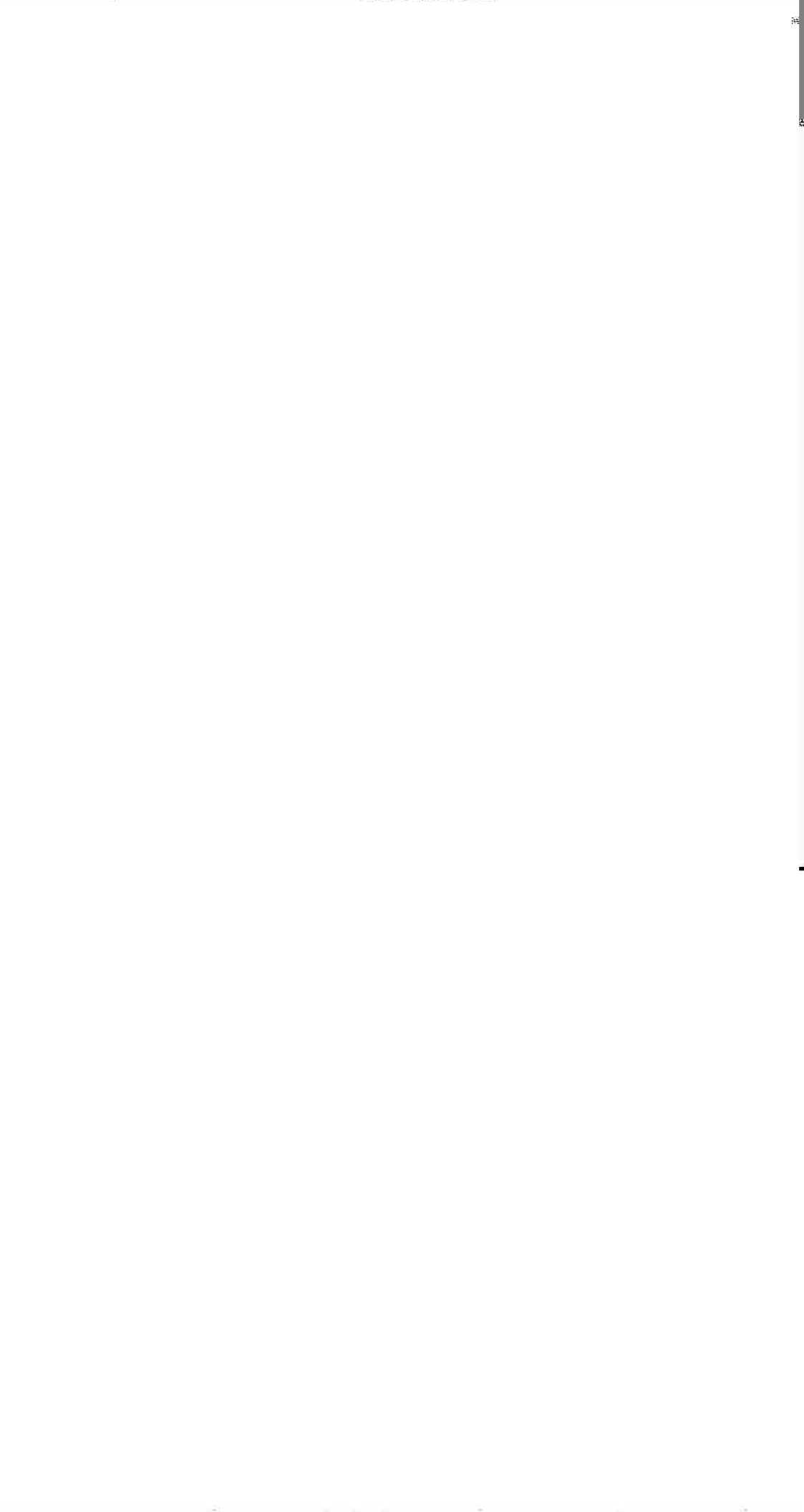
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Word Bank
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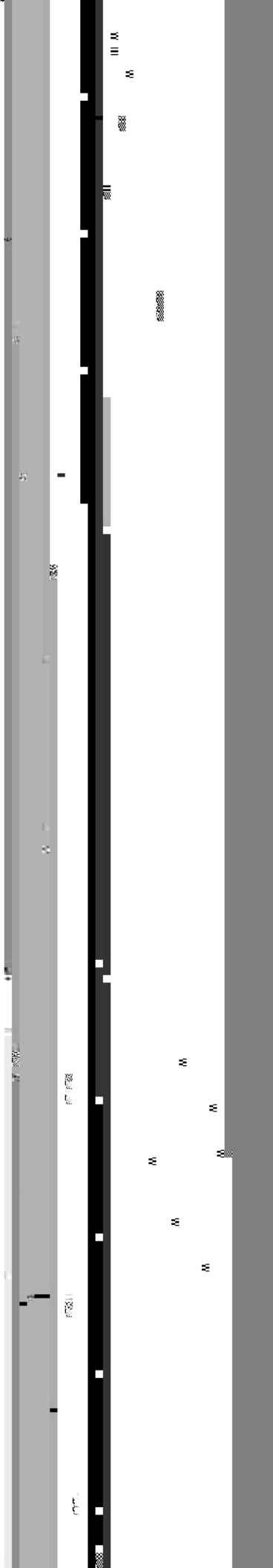
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