




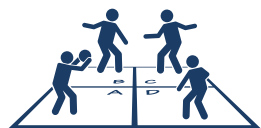
















# CONNECT STRATEGIES

<p><b>30-15-5</b></p> <p>Designated time intervals for all students to express their thoughts.</p> 	<p><b>APPOINTMENT CLOCK</b></p> <p>Students work with different partners at scheduled times.</p> 	<p><b>IDEA STORM</b></p>  <p>Rapidly generate and record all ideas on a given topic.</p>	<p><b>CHORAL RESPONSES</b></p> <p>Responding to a question/ prompt in unison.</p> 
<p><b>FIND YOUR MATCH</b></p> <p>Answer questions or describe information to find a matching pair</p> 	<p><b>FOUR SQUARES</b></p>  <p>Grouping students quickly &amp; easily into groups of 4 for collaborative activities</p>	<p><b>GALLERY WALK</b></p> <p>Rotating from one project or assignment to another, providing feedback.</p> 	<p><b>EXPERT GROUPS</b></p> <p>Assign different sections of a reading/topic for students to become experts.</p> 
<p><b>QUESTION MINGLE</b></p> <p>Answering questions while mingling around the classroom to different students, engaging in deeper learning of the content.</p> 	<p><b>COLLABORATIVE REFLECTION STRATEGY</b></p> <p>Sharing responses to questions &amp; prompts with a partner then with the whole class.</p> 	<p><b>PHYSICAL RESPONSES</b></p> <p>Use a physical gesture or movement to indicate understanding or response to a question or prompt.</p> 	<p><b>POLLS</b></p> <p>Gather students' opinions &amp; preferences on a question or topic.</p> 
<p><b>PORTABLE RESPONSE BOARD</b></p> <p>Students can write their individual responses on a board.</p> 	<p><b>QUICK WRITES</b></p> <p>Give students a specific amount of time to write a short &amp; focused response.</p> 	<p><b>STICKY NOTES</b></p> <p>Students respond to reading or engage in discussions using sticky notes.</p> 	<p><b>TALKING CHIPS</b></p> <p>Allows active participation and equal opportunity to contribute to group discussions.</p> 
<p><b>THINK-PAIR-SHARE</b></p> <p>Give time for students to think independently, discuss with a partner, and share ideas/responses to the class.</p> 	<p><b>THINK-WRITE-PAIR-SHARE</b></p> <p>Give time for students write their response before discussing and sharing ideas.</p> 	<p><b>TURN + TALK</b></p> <p>Students are paired or grouped to discuss their thoughts on a prompt/question.</p> 	<p><b>WARM CALLING</b></p> <p>Giving students time to think and discuss ideas before randomly calling on them.</p> 

## *Connect Strategy:* **30 - 15 - 5**

<b>Why:</b>	The 30-15-5 activity provides students with designated time intervals to express their thoughts and ideas in response to a question or prompt. It ensures that all students have the opportunity to engage, to participate actively, and to share their understanding.
<b>How:</b>	<ol style="list-style-type: none"><li><b>1. Explicitly model the activity:</b> Introduce the 30-15-5 activity by explaining its purpose and how it works. Demonstrate the process by choosing a simple question and by modeling the activity with a partner. Assign one student as Partner 1 and the other as Partner 2. Partner 1 responds to the question for 30 seconds while Partner 2 actively listens. Then, Partner 2 responds for 15 seconds while Partner 1 listens. Finally, Partner 1 sums up both responses in 5 seconds.</li><li><b>2. Practice with simple questions:</b> Provide opportunities for students to practice the 30-15-5 activity using simple questions or prompts. For example, say, "Describe a game you play," or ask questions like "What is your favorite book and why?" Encourage students to take turns as the speaker and as the listener, adhering to the designated time intervals.</li><li><b>3. Purposefully plan:</b> Review your Lesson Plans, and identify suitable moments to incorporate the 30-15-5 activity. Consider using it during activities that involve active reading, such as when students are responding to a text or reflecting on their learning. This tool can enhance engagement and ensure that every student has an opportunity to contribute.</li></ol>

### **Examples:**

- **Reading comprehension:** After students read a passage or article, pose a question related to the text. Have students pair up and use the 30-15-5 activity to share their understanding, insights, or favorite parts of the reading.
- **Reflecting on a lesson:** At the end of a lesson, ask students to reflect on the main concepts they learned. Pair them up, and let them use the 30-15-5 activity to summarize their understanding or to share their key takeaways.
- **Problem-solving discussions:** Present a problem or a challenging question to the class. Have students pair up and use the 30-15-5 activity to brainstorm and share possible solutions.
- **Personal connections:** Ask students to make personal connections to a topic or concept. Pair them, and use the 30-15-5 activity to discuss their experiences, examples, or opinions related to the subject matter.

### **Sum It Up:**

By implementing the 30-15-5 activity, the teacher provides structured opportunities for students to actively engage in sharing their knowledge and understanding. This activity ensures equal participation and encourages listening skills, summarization, and reflection.

## *Connect Strategy:*

# Appointment Clock

<b>Why:</b>	The Appointment Clocks activity ensures that students work with different partners at scheduled times during a day or week. It fosters engagement and collaboration, allows for varied interactions, and promotes a sense of community within the classroom.
<b>How:</b>	<ol style="list-style-type: none"><li><b>1. Explicitly model expectations:</b> Introduce the concept of Appointment Clocks by explaining its purpose and benefits. Model how students can use the clocks to schedule appointments with different partners.</li><li><b>2. Set up Appointment Clocks:</b> Provide each student with an Appointment Clock template or a piece of paper divided into time slots. Explain that they will schedule appointments with different classmates by writing their names in the corresponding time slots. For example, if Debbie asks Rob for a 12:00 appointment, both Debbie and Rob write each other's names in the 12:00 slot on their respective appointment clocks.</li><li><b>3. Practice with simple questions:</b> Start by having students practice meeting with their appointed partners using simple questions or prompts. This allows them to become familiar with the process and builds communication skills. For instance, they can discuss their favorite hobbies, books, or vacation destinations during their appointed times.</li><li><b>4. Scaffold instruction:</b> When setting up the Appointment Clocks, consider the abilities and needs of your students. Differentiate and scaffold the instruction by strategically pairing students based on their strengths and areas for improvement. This allows for targeted support and meaningful collaboration.</li><li><b>5. Purposefully plan:</b> Review your Lesson Plans, and identify suitable moments to incorporate the Appointment Clocks activity. Consider using it during active reading, writing, and discussion activities, allowing students to engage with different perspectives and to receive feedback from multiple partners.</li></ol>

## Examples:

- **Peer feedback:** After students complete a writing assignment, have them schedule appointments with different partners using their Appointment Clocks. Each partner can provide feedback on a specific aspect of the writing, such as organization, clarity, or supporting details.
- **Active reading discussions:** Divide a text into sections, and assign each section to a different time slot on the Appointment Clocks. Students read the assigned sections and then meet with their appointed partners to discuss the content, to share insights, or to ask questions.
- **Discussion-based tasks:** Schedule appointment times for students to engage in small group or whole-class discussions. Assign specific discussion prompts or questions for each time slot, allowing students to have focused conversations and to gather diverse perspectives.

## Sum It Up:

The Appointment Clocks activity provides students with structured opportunities for collaboration and varied interactions. By implementing this activity, the teacher creates an inclusive and supportive classroom environment that encourages active engagement, communication, and collaboration among students.

## Connect Strategy:

For additional resources and downloadables go to [www.strivetlc.com/literacy](http://www.strivetlc.com/literacy)

# Idea Storm

**Why:** The Idea Storm activity prompts students to rapidly generate and record all their ideas on a given topic or main idea. It encourages engagement in free thinking, in creative brainstorming, and in capturing diverse perspectives and insights.

**How:**

- 1. Teacher explicitly models the activity:** Begin by explicitly modeling the Idea Storm activity. To model this activity, perform a think-aloud (metacognition), and allow them to observe your process. As you brainstorm ideas, ask for feedback, and answer these questions: "What do I do when I get stuck? What if I am out of ideas? Can I look at someone else's paper?"
- 2. Teacher sets the topic and timer:** Choose a topic or main idea relevant to the lesson. Clearly communicate the topic to the students. Set a timer to create a sense of urgency, and specify the time limit for idea generation. For example, say, "You have one minute to write down all the ways climate change impacts us."
- 3. Teachers encourage while students write their ideas:** Students individually write down as many ideas as they can within the allotted time. Encourage them to write freely, without worrying about grammar, spelling, or organization. The focus is on generating ideas quickly.
- 4. Students compare and add ideas:** After the time is up, students compare their ideas with a partner or in a small group. They can share their lists, discuss commonalities, and add any new ideas that they hadn't initially thought of.
- 5. Students utilize the ideas:** The generated ideas become a resource for upcoming activities such as discussions, writing assignments, or quizzes. Students can draw from their idea lists to support their arguments, develop their writing, or contribute to class discussions.
- 6. Teacher purposefully plans:** Review your Lesson Plans, and identify suitable moments to incorporate the Idea Storm activity. It can be used during active reading to generate questions or predictions, during writing activities to brainstorm ideas, or during discussions to gather a wide range of perspectives.

## Examples:

- **Reading response:** Before students start reading a text, have them do an Idea Storm to generate questions or predictions related to the topic. This helps activate prior knowledge and encourages engagement in the reading process.
- **Writing planning:** Use the Idea Storm activity to help students brainstorm ideas and support points for an upcoming writing assignment. They can quickly jot down arguments, evidence, or examples related to the given topic.
- **Discussion preparation:** Before a class discussion or debate, have students do an Idea Storm to generate ideas or arguments they want to contribute. This helps them organize their thoughts and actively participate in the discussion.

## Sum It Up:

By implementing the Idea Storm activity or "Idea Storming," the teacher fosters a culture of creative thinking, idea generation, and collaboration. This activity provides students with a valuable tool for engaging in active reading, writing, and discussion activities.

## Connect Strategy:

# Choral Response

<b>Why:</b>	The Choral Responses activity involves students responding to a question or prompt in unison. It promotes active engagement, encourages participation from all students, and creates a sense of unity within the classroom.
<b>How:</b>	<ol style="list-style-type: none"><li><b>1. Explicitly teach the routine:</b> Introduce the Choral Responses activity to your students by explaining its purpose and how it works. Teach them the steps involved in the routine, emphasizing the importance of listening and responding together as a group.</li><li><b>2. Practice questioning and cueing:</b> Provide opportunities for students to practice the Choral Responses routine. Ask questions or provide prompts, and give students think-time to process their responses silently. Then, cue the students to respond in unison by using a physical prompt, such as pointing at the class when you are ready for them to respond.</li><li><b>3. Provide feedback, and move forward:</b> After the students respond in unison, provide affirmation or corrective feedback as needed. This can be done through verbal reinforcement or gestures. Reinforce correct responses, and address any misconceptions or errors. Then, move on to the next question or prompt.</li><li><b>4. Purposefully plan:</b> Review your Lesson Plans, and identify suitable moments to incorporate Choral Responses as a tool for engagement. It can be particularly effective during blending or fluency routines, where students practice specific skills or concepts together as a class.</li></ol>
<b>Examples:</b>	<ul style="list-style-type: none"><li>● <b>Vocabulary review:</b> Provide students with a set of vocabulary words. Give them time to think about the definitions, or use the words in sentences silently. Then, cue them to say the definitions or sentences together as a class. This reinforces vocabulary understanding and promotes language usage.</li><li>● <b>Content knowledge check:</b> Ask students a question related to the lesson content. Give them think-time to formulate their answers. Then, cue them to respond in unison, sharing their responses. This allows for quick formative assessment and helps reinforce key concepts.</li></ul>
<b>Sum It Up:</b>	By implementing the Choral Responses activity, the teacher creates an inclusive and engaging classroom environment where all students can actively participate and contribute. This activity encourages unity, reinforces learning, and provides opportunities for formative assessment.

## Connect Strategy: Find Your Match

<b>Why:</b>	The Find Your Match activity involves students answering questions or describing information to find a matching pair. This activity promotes active engagement, reinforces understanding and remembering of content, and provides a springboard for deeper learning activities.
<b>How:</b>	<ol style="list-style-type: none"><li><b>1. Explicitly model expectations:</b> Begin by explicitly modeling the Find Your Match activity. Show students how to engage in the activity by providing clear instructions and by demonstrating how to answer questions or describe information to find the matching pair.</li><li><b>2. Distribute matching cards:</b> Prepare matching cards with pairs of information that align with the content being studied. For example, the cards could include word and definitions, generals and battles, stories and characters, or any other relevant pairs. Each student receives a card with one part of the pair.</li><li><b>3. Answer questions, or describe information:</b> Ask a series of questions, or provide prompts that require students to answer or describe information related to the matching pairs. Students should respond individually, using their own knowledge and understanding. Encourage them to think critically and to engage actively with the content.</li><li><b>4. Find matching pairs:</b> Once students have answered the questions or described the information, they move around the classroom and interact with their peers to find the matching pair. However, they should describe the information or ask questions about the content without directly reading what is on their own card. This promotes deeper engagement and understanding.</li><li><b>5. Reflect and discuss:</b> Once students have found their matching pair, provide an opportunity for reflection and discussion. Encourage them to explain how they arrived at their match; discuss the significance of the pairs, or share any insights they gained during the activity.</li><li><b>6. Purposefully plan:</b> Review your Lesson Plans, and identify suitable moments to incorporate the Find Your Match activity. It can be used as a tool for engagement during bell ringers, exit tickets, or other formative assessments to reinforce restating and gaining knowledge learning before diving into deeper learning activities with applying and extending knowledge.</li></ol>
<b>Sum It Up:</b>	By implementing the Find Your Match activity, the teacher promotes active engagement and reinforces surface-level learning while setting the stage for deeper learning activities. This activity encourages students to think critically, interact with their peers, and apply their knowledge in a meaningful context.



## Connect Strategy: Four Squares

<b>Why:</b>	The Four Squares activity involves grouping students quickly and easily into groups of four for collaborative activities. This activity facilitates diverse partnerships, fosters effective communication, and supports engagement during active reading, writing, and discussion activities.
<b>How:</b>	<ul style="list-style-type: none"><li>● <b>Place a four-square chart for each group of four.</b> This chart helps structure group interactions and ensures everyone has a role within the group.</li><li>● <b>Teach partner and group expectations:</b> Explicitly teach students the different partner and group configurations with whom they will be working. This includes "I do" (teacher-led), "we do" (teacher and student), and "you do" (student-led) activities. Clearly communicate expectations for each activity and the roles each student will play within their groups.</li><li>● <b>Introduce shoulder partners and face-to-face partners:</b> Introduce the concept of shoulder partners and face-to-face partners. Shoulder partners are the individuals seated on either side of a student (B, B &amp; A, A), while face-to-face partners are those seated across from each other (B, D &amp; C, A). Explain the different types of interactions and tasks students will engage in with these partners.</li><li>● <b>Implement group discussions:</b> Implement group discussions where all four students interact together. This can be done by mixing up the shoulder partners or face-to-face partners, forming new groups (B, A, &amp; C, D). These mixed groups allow students to share ideas, engage in collaborative problem-solving, or discuss topics related to the lesson.</li><li>● <b>Reflect and rotate:</b> After completing the group activities, provide an opportunity for reflection. Students can share their insights, discuss their experiences, or highlight the benefits of working with different partners. Consider rotating the groups periodically to promote new interactions and to foster a sense of inclusivity within the classroom.</li><li>● <b>Purposefully plan:</b> Review your Lesson Plans, and identify suitable moments to incorporate the Four Squares activity. It can be used as a tool for engagement during active reading, writing, and discussion activities and to apply and extend knowledge within the Teaching and Learning Progression (<b>restate</b> knowledge, <b>gain</b> knowledge, <b>apply</b> knowledge, <b>extend</b> knowledge). Consider utilizing it during partner reading, peer editing, collaborative projects, or group discussions.</li></ul>
<b>Sum It Up:</b> By implementing the Four Squares activity, the teacher creates an inclusive and collaborative classroom environment where students can engage with their peers, develop communication skills, and benefit from diverse perspectives. This activity promotes active learning, fosters cooperation, and encourages students to take ownership of their learning.	

## Connect Strategy: Gallery Walk

<b>Why:</b>	The Gallery Walk activity involves students rotating from project/assignment to project/assignment, providing feedback on the work of their peers. This activity promotes peer learning, constructive feedback, and student engagement in assessing and reflecting on their own and others' work.
<b>How:</b>	<ol style="list-style-type: none"><li><b>1. Explicitly model the process:</b> Begin by explicitly modeling how students should complete the Gallery Walk. Explain the expectations and guidelines for the activity. Model different scenarios, such as individual students, partners or groups, and discuss the process of rotating clockwise. Provide guidance on what and how to discuss, use of guiding questions or rubrics, and the types of feedback students should leave (positive and/or constructive).</li><li><b>2. Start at the first project/assignment:</b> Assign students to start at a specific project or assignment displayed around the classroom. Each project/assignment should have a designated area for feedback, such as sticky notes, a feedback document, or a rubric.</li><li><b>3. Discuss and reflect:</b> Encourage students to discuss the project/assignment they are viewing. They can share their observations, ask questions, and engage in meaningful conversations about the work. Encourage critical thinking and deeper analysis of the projects/assignments.</li><li><b>4. Leave feedback:</b> Students should leave feedback for individual, partner, or group work on the designated area. This feedback can be in the form of sticky notes, a feedback document, or using a rubric to score and provide constructive feedback. Encourage students to provide specific and actionable feedback that highlights strengths and areas for improvement.</li><li><b>5. Rotate to the next project/assignment:</b> After a set amount of time, give a signal for students to rotate to the next project/assignment. Students should move in a clockwise direction, ensuring they have the opportunity to view and provide feedback on multiple projects/assignments.</li><li><b>6. Rotate through multiple projects/assignments:</b> Repeat the rotation process as determined by the teacher. Students should have the opportunity to visit and provide feedback on multiple projects/assignments, gaining exposure to a variety of work and perspectives.</li><li><b>7. Review and reflect on feedback:</b> After the Gallery Walk is complete, students should take time to go back to their own project/assignment and to read the feedback left by their peers. Encourage them to reflect on the feedback received; identify patterns or common suggestions, and consider how they can use the feedback to improve their work.</li><li><b>8. Identify next steps:</b> As the teacher, identify next steps based on the feedback received. This may involve using the feedback to revise the project/assignment, providing specific guidance for improvement, or using the feedback as a foundation for future projects/assignments. Emphasize the value of feedback as a tool for growth and improvement.</li></ol>

### Sum It Up:

By implementing the Gallery Walk activity, the teacher provides students with opportunities to engage with their peers' work, develops their feedback skills, and reflects on their own progress. This activity encourages active participation, collaboration, and a sense of ownership in the learning process.



## Connect Strategy: Expert Groups

<b>Why:</b>	The Expert Groups activity involves assigning students different sections of a reading or topic on which to become experts. They collaborate within expert groups to consolidate information and then return to their base groups to share their knowledge. This activity promotes individual expertise, cooperative learning, and active engagement during reading activities.
<b>How:</b>	<ol style="list-style-type: none"><li><b>1. Explicitly model the steps:</b> Begin by explicitly modeling the steps of the Expert Groups activity. Explain the process and expectations to the students, highlighting the purpose of becoming experts in specific sections of the reading. Model how to take effective notes; identify important details, key events, big ideas, characters, or any other relevant information from the assigned section.</li><li><b>2. Group students into base groups:</b> Divide the class into groups of four, forming the base groups. Each base group will have students who have been assigned different sections of the reading or topic.</li><li><b>3. Assign sections of the reading:</b> Assign a specific section of the reading or a topic to each student within the base group. Ensure that each student becomes an expert in their assigned section.</li><li><b>4. Assign individual note-taking:</b> Instruct each student to read their assigned section independently, and take notes on important details, key events, significant ideas, or any relevant information. Encourage them to annotate the text, or use graphic organizers to organize their thoughts.</li><li><b>5. Arrange expert group collaboration:</b> Arrange students into expert groups based on their assigned sections. These expert groups consist of students who have read the same section of the reading. In their expert groups, students share their knowledge, discuss important points, clarify any confusion, and consolidate information.</li><li><b>6. Return to the base group, and share knowledge:</b> After the expert group collaboration, students return to their base groups. Each student takes turns sharing their expertise by summarizing their assigned section, by highlighting key points, and by answering any questions from their peers. This sharing of knowledge helps each student gain a comprehensive understanding of the entire reading or topic.</li><li><b>7. Facilitate whole-class discussion:</b> Following the sharing of knowledge within the base groups, facilitate a whole-class discussion where students discuss the entire reading or topic. Encourage students to make connections between the different sections, and engage in a meaningful dialogue about the content.</li><li><b>8. Purposefully plan:</b> Review your Lesson Plans, and determine the best place to use the Expert Groups activity. Consider incorporating it during reading comprehension activities, research projects, literature circles, or any other learning tasks that involve complex texts or topics.</li></ol>

**Sum It Up:**

By implementing the Expert Groups activity, or an adapted version of the Jigsaw activity, the teacher provides students with opportunities to become experts in specific sections of a reading or topic, collaborates within expert groups, and shares their knowledge with their peers. This activity fosters deeper comprehension, cooperative learning, and a sense of ownership in the learning process.

## Connect Strategy: Question Mingle

<b>Why:</b>	The Question Mingle activity involves students answering questions in the beginning of the Teaching and Learning Progression ( <b>restate</b> knowledge, <b>gain</b> knowledge) and then engaging in deeper learning ( <b>apply</b> knowledge, <b>extend</b> knowledge) by checking their answers with their peers. This activity promotes active engagement, peer interaction, and the development of both factual knowledge and higher-order thinking skills.
<b>How:</b>	<ol style="list-style-type: none"><li><b>1. Explicitly model the activity:</b> Begin by explicitly modeling the Question Mingle activity to the whole class. Explain the purpose and steps of the activity. Select a few students to participate in a fishbowl demonstration while the rest of the class observes. Afterward, facilitate a class discussion to provide feedback on what the group did well and to identify areas for improvement.</li><li><b>2. Set mingle boundaries:</b> Establish clear boundaries for the students to mingle around the room. Determine where and how they can move, ensuring a safe and structured environment. This could involve specifying walking paths, designated areas, or any other guidelines necessary for smooth and controlled movement.</li><li><b>3. Mingle and stop:</b> Instruct students to begin mingling around the room within the established boundaries. Provide a signal, such as a timer or whistle, to indicate when they should stop and find the closest person next to them.</li><li><b>4. Ask questions:</b> Pose a question to the class, either as the teacher or by assigning the role to a student. The question can be related to the content being studied or can be a review question to reinforce prior knowledge. Students then check their answers with the person closest to them.</li><li><b>5. Resume mingling:</b> After checking their answers, students resume mingling, moving around the room to find new partners.</li><li><b>6. Introduce variation:</b> To add an additional layer of engagement and responsibility, the teacher can introduce a variation where students take turns asking questions after they have checked their answers with their partners. The student who answers correctly becomes the teacher and asks the next question, providing an opportunity for the teacher to monitor and provide feedback as needed.</li><li><b>7. Review and reflect:</b> After the Question Mingle activity, gather the class for a review and reflection session. Discuss the questions; share different approaches or perspectives, and address any misconceptions that may have arisen during the activity. Encourage students to reflect on their learning process, and discuss the benefits of peer interaction and self-assessment.</li></ol>

### Sum It Up:

By implementing the Question Mingle activity, or an adapted version of it, the teacher provides students with opportunities to actively engage with questions, collaborates with their peers, and deepens their understanding of the content. This activity promotes both surface-level and deeper learning, enhances peer interaction, and fosters critical thinking skills.

## Connect Strategy: Collaborative Reflection

<b>Why:</b>	Collaborative Reflection encourages students to engage in reflective discussions with a partner, sharing their responses to questions or prompts, and subsequently sharing their findings with the whole class. This activity promotes active listening, critical thinking, and collaborative learning.
<b>How:</b>	<ol style="list-style-type: none"><li><b>1. Explicitly model partner response expectations:</b> Begin by explicitly modeling the expectations for partner responses. Select a student partner, and demonstrate the expected behaviors for both the speaking partner and the listening partner. Set clear expectations regarding voice levels, active listening, and respectful engagement.</li><li><b>2. Practice with simple questions:</b> Pose a simple question or prompt, such as "What is your favorite food and why?" Have partner 1 respond to the question while partner 2 actively listens. Then, partner 2 shares partner 1's response with the class. This practice session allows students to understand the process and expectations of partner response.</li><li><b>3. Assign partner roles:</b> Assign partner 1 and partner 2 roles to the students. Provide a series of simple questions or prompts, and have students practice the expected behaviors for partner responses. During this practice, observe students' behaviors, and provide feedback. Have a few groups share partner 1's response with the class.</li><li><b>4. Continue practicing:</b> Continue practicing with simple questions or prompts until students demonstrate the expected behaviors consistently. Monitor students' engagement, and offer additional support or reteaching as needed.</li><li><b>5. Purposefully plan:</b> Review your Lesson Plans, and determine the best place to incorporate the Collaborative Reflection activity. Identify points in the lessons where students can engage in active reading activities and where students can benefit from partner discussions, sharing with the whole class.</li></ol>
<b>Sum It Up:</b> By implementing the Collaborative Reflection activity or an adapted version of it, the teacher creates opportunities for students to engage in meaningful discussions, to develop their communication skills, and to deepen their understanding of the content. This activity fosters active engagement, collaborative learning, and reflection among students.	

## Connect Strategy: Physical Responses

**Why:** The Physical Responses activity involves students using a physical gesture or movement to indicate their understanding or response to a question or prompt. This activity allows teachers to quickly assess student understanding and to identify any misconceptions. By incorporating physical actions into the learning process, students actively engage with the content and demonstrate their comprehension in a visible way.

**How:**

- 1. Explicitly model the physical response:** Begin by explicitly modeling the specific physical responses that students should use. Clearly demonstrate the gestures or movements associated with different responses. For example, the teacher can model thumbs up for agreement, thumbs down for disagreement, spreading arms to indicate liking a character, clapping for needing more time, or raising the hand up and down quickly to indicate completion.
- 2. Practice with simple questions:** Provide students with simple questions or prompts, and ask them to respond using the designated physical gestures. For example, ask students to give a thumbs up if they agree with a statement or a thumbs down if they disagree. This practice session allows students to become familiar with the physical responses and ensures consistency in their use.
- 3. Purposefully plan:** Review your Lesson Plans, and determine the best opportunities to incorporate the Physical Responses activity. Look for moments during active reading activities where the teacher can pose questions or prompts that require students to demonstrate their understanding or where they can provide quick feedback. Consider using the activity during whole-class discussions, individual check-ins, or formative assessment activities.

### Sum It Up:

By incorporating the Physical Responses activity, the teacher creates an interactive and dynamic learning environment where students actively participate and engage with the content. This activity provides a quick and effective way for teachers to assess understanding, to monitor student progress, and to address misconceptions. It promotes student involvement, encourages active reading, and allows for immediate feedback and clarification.

## Connect Strategy: Poll

<b>Why:</b>	Polls involve collecting data or opinions from students by asking them specific questions and by allowing them to respond. Polling provides a snapshot of students' understanding, opinions, and preferences, and can be used to spark discussions, to promote critical thinking, and to gauge comprehension.
<b>How:</b>	<ol style="list-style-type: none"><li><b>1. Select a polling method:</b> Choose a method that works best for the classroom. Options include using online polling tools, using classroom response systems (clickers), or simply having students raise their hands to vote.</li><li><b>2. Choose relevant questions:</b> Design questions that align with your Learning Objectives and the topic being covered. Questions can range from factual recall to opinion-based queries or even hypothetical scenarios.</li><li><b>3. Provide clear instructions:</b> Explain the purpose of the poll and how students should respond. Make sure they understand their options and any limitations, such as choosing only one answer or providing a written response.</li><li><b>4. Display results:</b> Once students have responded, share the poll results with the class. This can be done visually by using a projector or by discussing the findings verbally. It allows for class-wide analysis and comparison of responses.</li><li><b>5. Facilitate discussion:</b> Use the poll results as a springboard for further discussion. Encourage students to explain their choices; challenge each other's viewpoints, and explore the reasons behind the distribution of responses.</li></ol>
<b>Examples:</b>	<ul style="list-style-type: none"><li>• <b>Multiple choice:</b> Ask a multiple-choice question related to the topic being taught. For example, in a science class, ask, "Which gas is most abundant in the Earth's atmosphere—nitrogen, oxygen, or carbon dioxide?"</li><li>• <b>Opinion poll:</b> Engage students in a discussion by asking open-ended questions. For instance, in a history class, ask, "Which historical figure do you admire the most and why?" or in an art class, "Which art style do you find most appealing and why?"</li><li>• <b>Prior knowledge check:</b> Use polls at the beginning of a lesson to assess students' prior knowledge. Ask questions related to the upcoming content to gauge their familiarity and understanding.</li><li>• <b>Application poll:</b> Pose a scenario or problem, and ask students to choose the best solution or approach. This encourages critical thinking and the application of knowledge. For example, in a math class, present a word problem, and ask students to vote on the correct equation.</li><li>• <b>Exit poll:</b> Wrap up a lesson by asking students to reflect on what they learned or on their level of understanding. This helps assess comprehension and identifies areas that may require further clarification.</li></ul>
<b>Sum It Up:</b>	Polling is an interactive and engaging method that promotes active participation and student voice in the classroom. By using polls strategically, gather valuable data; stimulate discussion, and foster a deeper understanding of the subject matter among middle and high school students.



## Connect Strategy: Portable Response Board

<b>Why:</b>	Portable response boards are a valuable tool that allows students to engage in response to questions or prompts, enabling teachers to assess understanding and address misconceptions effectively quickly and actively.
<b>How:</b>	<ol style="list-style-type: none"><li><b>1. Explicitly model expected behavior:</b> Begin by explicitly modeling the expected behavior for using the response boards. Explain to students how to use the boards correctly, such as by quietly choosing and pointing to their response and by waiting for the teacher's signal to reveal their answers. Emphasize the importance of making sure the teacher can see their answer clearly.</li><li><b>2. Provide response boards:</b> Distribute response boards to each student, ensuring that they have a surface to write or display their answers. Response boards can be individual dry-erase boards, laminated sheets, or even handheld devices or apps that allow students to input their responses digitally.</li><li><b>3. Practice expected behavior:</b> Start with simple questions, and provide wait time for students to think and formulate their answers. Then, give the signal for students to show their responses simultaneously. Practice this routine until students demonstrate the expected behavior consistently, such as holding up their response boards clearly and at a comfortable height for the teacher to see.</li><li><b>4. Engage in ongoing practice:</b> Incorporate response boards regularly into classroom activities and discussions. Use them to check understanding, review concepts, or gather quick formative assessments. Encourage students to explain their answers or reasoning to deepen their understanding and to provide opportunities for peer discussion.</li><li><b>5. Purposefully plan:</b> Review your Lesson Plans, and identify suitable opportunities to integrate response boards as a tool for engagement during active reading activities. Consider using them during reading of text, comprehension checks, content-based discussions, or even as a way to vote on opinions or preferences.</li></ol>
<b>Sum It Up:</b> Portable response boards offer a quick and visual way for teachers to gauge student understanding and identify misconceptions. They promote active participation, encourage thoughtful responses, and provide valuable formative assessment data. By using response boards effectively, teachers can create an engaging and interactive learning environment that supports student learning and growth.	

## Connect Strategy: Quick Writes

<b>Why:</b>	Quick Writes are a writing activity where students respond to a question or prompt by writing a short, focused response. It is a valuable tool for promoting critical thinking, reflection, and active engagement in all content areas.
<b>How:</b>	<ol style="list-style-type: none"><li><b>1. Set clear expectations:</b> Begin by explaining the purpose and expectations of Quick Writes to students. Emphasize that Quick Writes are an opportunity for them to express their thoughts and ideas quickly and concisely. Encourage them to think deeply and to provide meaningful responses.</li><li><b>2. Explicitly model the process:</b> Model the Quick Write process to students by thinking aloud and by demonstrating how to write a quick response. Show them how to use materials such as paper, whiteboards, or digital tools to write and display their answers. Provide examples and non-examples to clarify expectations.</li><li><b>3. Practice with simple questions:</b> Start with simple questions or prompts that are relevant to the topic or text being studied. For example, in a science class, ask, "What is one example of a chemical reaction?" or in an English class, "Describe a character trait of the protagonist in the story." Give students a short amount of time to write their responses independently.</li><li><b>4. Share and discuss responses:</b> After the Quick Write, give students an opportunity to share and discuss their responses. This can be done in small groups, with a partner, or as a whole class. Encourage students to explain their thinking and to support their ideas with evidence or examples.</li><li><b>5. Review and reflect:</b> Take time to review and reflect on the Quick Writes as a class. Discuss common themes, interesting perspectives, or areas of growth. Encourage students to reflect on their own writing and to identify areas where they can improve.</li></ol>
<b>Sum It Up:</b>	By incorporating Quick Writes across content areas, teachers can foster critical thinking, encourage reflection, and provide students with opportunities to express their understanding. It also helps to reinforce the connection between writing and learning in all subjects.

## Connect Strategy: Sticky Notes

**Why:** Sticky Notes are a versatile tool that students can use in response to reading and in engaging in discussions. They provide an engaging, convenient, and interactive way for students to share their thoughts, ideas, and reflections.

- How:**
- 1. Prepare Sticky Notes:** Have a ready supply of Sticky Notes, or cut pieces of paper, and place them at each table or in a basket for students to access easily.
  - 2. Explicitly model usage:** Begin by explicitly modeling how to use Sticky Notes effectively. Show students how to write their responses clearly and concisely on the Sticky Notes. Demonstrate the proper way to stick them onto a designated space, such as a chart or board.
  - 3. Demonstrate examples and non-examples:** Provide examples and non-examples of how to use Sticky Notes effectively. Show students high-quality responses that demonstrate critical thinking, analysis, and reflection. Also, share examples of less effective responses to highlight areas for improvement.
  - 4. Active engagement strategies:** Incorporate Sticky Notes into various active engagement strategies, such as Think, Write, Pair, Share. For example, students can individually think and write their responses on Sticky Notes and then pair up with their partners to discuss their ideas before sharing them with the class.
  - 5. Categorizing Ideas:** Sticky notes can also be used for categorizing ideas or information. For instance, students can write different points or details on separate sticky notes and then organize them into categories or hierarchies.
  - 6. Exit tickets and formative assessment:** Sticky Notes can serve as effective exit tickets or formative assessment tools. At the end of an activity or day, students can write a brief reflection, summarize key points, or ask questions on sticky notes. Collecting these Sticky Notes provides valuable insights into students' understanding and helps guide next steps for support.
  - 7. Purposeful planning:** Review your Lesson Plans, and determine the best opportunities to incorporate Sticky Notes as a tool for engagement during active reading, writing, and discussion activities. Consider using them during class discussions, group work, literature circles, or as part of individual reflections.

### Sum It Up:

By using Sticky Notes, students can actively participate in discussions, organize their thoughts, and engage with the content in a hands-on manner. It encourages critical thinking, collaboration, and provides a visual representation of students' ideas and understanding.

## Connect Strategy: Talking Chips

<b>Why:</b>	The Talking Chips activity is a cooperative and engaging learning technique that encourages active participation and equal opportunities for all students to contribute to group discussions. By using a set number of tokens, chips, or torn pieces of paper, students take turns speaking, and the tokens ensure equitable sharing of ideas and listening opportunities.
<b>How:</b>	<ol style="list-style-type: none"><li><b>1. Set clear expectations:</b> Begin by explicitly modeling the expectations for the Talking Chips activity. Explain to students that each person in the group will have an equal number of chips, and emphasize the importance of active listening and respectful communication.</li><li><b>2. Form small groups:</b> Divide students into small groups, ensuring that each group has an even number of participants. Ideally, each student should have the same number of chips with which to begin. This can be done by distributing an equal number of tokens to each student.</li><li><b>3. Prepare questions:</b> Prepare a set of questions related to the topic or text on which you are working. These questions can be provided by the teacher or generated by the students themselves. Make sure the questions promote critical thinking, following the Teaching and Learning Progression (<b>restate</b> knowledge, <b>gain</b> knowledge, <b>apply</b> knowledge, <b>extend</b> knowledge) and encourage meaningful discussion.</li><li><b>4. Place tokens:</b> When a student responds to a question or contributes to the discussion, they place one of their chips in the center of the table or in a designated spot. This visually represents their participation and contribution.</li><li><b>5. Limit tokens:</b> Each student has a predetermined number of tokens/chips at the start of the activity. Once a student has used all their chips, they must listen attentively to the remaining group members. This ensures that everyone has an equal opportunity to speak and be heard.</li><li><b>6. Listen actively:</b> Emphasize the importance of active listening and respectful engagement during the discussion. Students should focus on understanding and valuing their peers' contributions, even when they have run out of tokens.</li><li><b>7. Review and reflect:</b> After the discussion, provide an opportunity for students to reflect on the activity. Discuss the importance of active participation, equal sharing of ideas, and the benefits of active listening. Encourage students to reflect on their own contributions and on improving their listening and communication skills in future discussions.</li><li><b>8. Purposefully plan:</b> Review your Lesson Plans, and identify suitable opportunities to incorporate the Talking Chips activity. It can be used during literature circle discussions, group projects, debates, or any activity that involves small-group discussions. The activity promotes equitable participation, encourages active listening, and fosters respectful communication.</li></ol>
<b>Sum It Up:</b> The Talking Chips activity encourages active engagement, equal participation, and effective listening skills among students. By using tokens or chips, students are provided a concrete representation of their involvement in the discussion, promoting fairness and creating a supportive learning environment. It allows for balanced participation and ensures that all voices are heard during group discussions.	

## Connect Strategy: Think-Pair-Share

**Why:** The Think-Pair-Share activity is an instructional technique that promotes active engagement and collaborative learning. It involves three steps: thinking individually, discussing with a partner, and sharing ideas with the whole class. This activity encourages critical thinking, peer interaction, and effective communication skills.

- How:**
- 1. Explain the routine:** Begin by explicitly modeling the Think-Pair-Share routine to the class. Demonstrate each step using a think-aloud and a student partner. Start by thinking silently and independently about a question or prompt. Then, discuss your thoughts and ideas with your partner, considering different perspectives and sharing reasoning. Finally, share both partners' responses with the whole class.
  - 2. Match students with partners:** Assign or allow students to choose a partner. Ideally, partners should have the opportunity to work with different classmates throughout the year to promote collaboration and diverse perspectives.
  - 3. Provide think time:** Present a question or prompt to the class, and give students a designated amount of think time to reflect on their individual responses. Encourage them to consider different angles, to analyze the information, and to form thoughtful answers.
  - 4. Pair up and discuss:** Instruct students to share their thoughts with their partner. Encourage active listening, respectful dialogue, and the exploration of different perspectives. Students should discuss their reasoning, provide evidence or examples to support their ideas, and engage in meaningful conversation.
  - 5. Share with the whole class:** After the pair discussion, invite students to share their ideas with the whole class. This can be done in various ways, such as by calling on individual pairs, by inviting volunteers to share, or by pairs summarizing their discussions on a shared document or whiteboard. Emphasize the importance of active listening during the sharing phase.
  - 6. Reflect and clarify:** Engage the class in a discussion about the various responses shared during the Think-Pair-Share activity. Encourage students to compare and contrast their ideas, ask clarifying questions, and provide constructive feedback to their peers. This reflection helps deepen understanding and fosters a sense of community and collective learning.

### Sum It Up:

By implementing the Think-Pair-Share activity, students have the opportunity to process information individually, engage in meaningful discussions with their peers, and then share their ideas with the whole class. This activity promotes active participation, enhances critical thinking skills, and encourages students to consider different perspectives. It creates a dynamic and inclusive classroom environment that values student voices and fosters a deeper understanding of the subject matter.

## Connect Strategy: Think-Write-Pair-Share

<b>Why:</b>	The Think-Write-Pair-Share activity is an extension of the Think-Pair-Share technique that incorporates a writing step. It involves four steps: thinking individually, writing a response, discussing with a partner, and sharing ideas with the whole class. This activity encourages students to deepen their thinking, articulate their thoughts in writing, and engage in collaborative learning.
<b>How:</b>	<ol style="list-style-type: none"><li><b>1. Explain the routine:</b> Begin by explicitly modeling the Think-Write-Pair-Share routine to the class. Demonstrate each step, using a think-aloud and a student partner. Start by thinking silently and independently about a question or prompt. Then, demonstrate how to record your thoughts in writing, focusing on clear and concise responses. Finally, model the pair discussion, emphasizing active listening and respectful dialogue, followed by sharing responses with the whole class.</li><li><b>2. Provide think time:</b> Present a question or prompt to the class, and give students a designated amount of think time to reflect on their individual responses. Encourage them to consider different angles, analyze the information, and develop thoughtful answers.</li><li><b>3. Writing step:</b> After the think time, instruct students to write their responses based on the given question or prompt. Emphasize the importance of clarity, organization, and supporting their ideas with evidence or examples. Depending on the time and resources available, students can write short paragraphs, bullet points, or even create visual organizers to represent their thoughts.</li><li><b>4. Pair up and discuss:</b> Once students have written their responses, have them choose a partner. Instruct them to discuss their written ideas, share their reasoning, and seek clarification or further insights from their partner. Encourage active listening and respectful dialogue, promoting a deeper understanding of the topic.</li><li><b>5. Share with the whole class:</b> After the pair discussion, invite students to share their ideas with the whole class. This can be done in various ways, such as calling on individual pairs to share their thoughts, inviting volunteers to summarize their discussions, or having pairs present their written responses. Encourage students to highlight key points from their discussions and to provide supporting evidence or examples.</li><li><b>6. Reflect and clarify:</b> Engage the class in a discussion about the various responses shared during the Think-Write-Pair-Share activity. Encourage students to compare and contrast their ideas, to ask clarifying questions, and to provide constructive feedback to their peers. This reflection deepens understanding, promotes critical thinking, and fosters a collaborative learning environment.</li><li><b>7. Purposefully plan:</b> Review your Lesson Plans, and determine the best opportunities to incorporate Think-Write-Pair-Share as a tool for engagement during active reading activities. This activity can be used to analyze texts, to respond to comprehension questions, to explore literary devices, or to reflect on reading strategies. It promotes critical thinking, written expression, collaborative learning, and active participation in the reading process.</li></ol>

### **Sum It Up:**

By implementing the Think-Write-Pair-Share activity, students engage in higher-order thinking skills, practice written expression, and actively collaborate with their peers. This activity encourages students to develop well-organized thoughts, listen attentively to others, and share their ideas confidently and fosters a supportive and inclusive classroom environment where students can learn from each other and build upon their knowledge.



## Connect Strategy: Turn & Talk

**Why:** Turn & Talk is a cooperative learning activity where students are given a specific prompt or question and then paired or grouped to discuss their thoughts and ideas with one another. It encourages active engagement, peer-to-peer learning, and the development of communication and listening skills.

- How:**
- 1. Prepare discussion prompts:** Select thought-provoking prompts or questions related to the topic you are teaching. These prompts should encourage critical thinking and invite students to share their ideas, opinions, or reflections.
  - 2. Establish clear guidelines:** Explain the expectations and guidelines for Turn & Talk activities. Emphasize active listening, respectful communication, and equal participation. Encourage students to take turns speaking, and ensure that all members of the group have an opportunity to contribute.
  - 3. Form partners or groups:** Arrange students into pairs or small groups, depending on the class size and activity. Consider factors such as mixed ability or shared interests when forming groups. Use random pairing methods: assign partners, or allow students to choose their own partners.
  - 4. Set time limits:** Specify a time limit for the Turn & Talk activity. This keeps the discussion focused and allows for multiple rounds of sharing within a given class period.
  - 5. Monitor and facilitate:** As students engage in Turn & Talk discussions, circulate around the classroom to monitor their conversations. Offer support, ask probing questions, and provide clarification as needed. This helps ensure productive and on-topic discussions.
  - 6. Share and reflect:** After the Turn & Talk activity, bring the whole class together, and provide opportunities for students to share their group's ideas, insights, or conclusions. This can be done through whole-class discussion, partner/group presentations, or written reflections.

### Sum It Up:

Turn & Talk activities provide students with an opportunity to engage in active learning, develop communication skills, and build collaborative relationships. By implementing Turn & Talk effectively, the teacher fosters a dynamic and inclusive classroom environment that encourages student participation and deeper understanding.

## Connect Strategy:

# Warm Calling

(Dr. Anita Archer coined this term)

### Why:

The Warm Calling activity is a modified version of Cold Calling that aims to create a supportive and inclusive classroom environment while still encouraging active participation and critical thinking. It involves giving students think-time opportunities for discussion with a partner and time to write before randomly calling on them during the lesson.

### How:

- 1. Explain the routine:** Introduce the concept of Warm Calling to your students, and explain its purpose. Emphasize that it is designed to provide support and to ensure that everyone has an opportunity to contribute to the discussion. Create a positive and encouraging classroom culture around Warm Calling.
- 2. Provide think time:** Before randomly calling on students, provide them with think time to consider their response. This allows students to gather their thoughts, to organize their ideas, and to answer confidently, instead of just cold calling without any preparation.
- 3. Discuss with partner:** Pair students up, and give them an opportunity to discuss their thoughts with their partner. This discussion provides students with an opportunity to refine their ideas, gain input from others, and practice articulating their responses.
- 4. Allow writing time:** After the partner discussion, allow students to take a moment to write down their ideas or responses. Writing helps students solidify their thoughts, clarify their understanding, and prepare for the Warm Call.
- 5. Select randomly:** Use various methods to randomly select students for the Warm Call. This can be done by using a seating chart, popsicle sticks with students' names, or digital tools that generate random names. Random selection ensures fairness and equal participation.
- 6. Warm Call:** Once a student's name is called, they have been "warm called." This means they have had ample time to think, discuss, and write before sharing their response with the class. By setting them up for success, the teacher creates a supportive environment that promotes confidence and active engagement.
- 7. Reflect and give feedback:** After the Warm Call, encourage the class to reflect on and discuss the response given. Allow students to provide feedback, ask questions, and offer alternative perspectives. This promotes a collaborative learning environment and encourages critical thinking.
- 8. Practice and vary questions:** Incorporate Warm Calling throughout different lessons and activities. Vary the types of questions asked—including content, opinion, and application questions. This helps students develop a range of skills and promotes deeper understanding.

### Sum It Up:

By implementing the Warm Calling activity, the teacher provides students with the necessary support and structure to actively engage in classroom discussions. The inclusion of think time, partner discussion, and writing time ensures that students are well-prepared for the Warm Call, promoting their confidence and encouraging thoughtful contributions. This activity fosters a positive and collaborative classroom environment, where all students feel valued and engaged in the learning process.

## Connect Strategy

**What:**

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**How**

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