



All **new** instructional strategies are **color-coded with orange**.

movement and discourse playlist	rehearsal and practice playlist	extending thinking playlist	learning from mistakes playlist	evidence of learning playlist
Ball Toss Boogie	Each One Teach One	Card Sort	3-2-1 Test Review	3-2-1 Summary
Café Conversations	Fact or Fib Showdown	Compare/Contrast Model	Balloon Bop	Connect 4 Thinking
Choose and Chat	Jig Saw “Sell”	Connect the Dots	Brain in the Game	Exit Ticket
Dance It – Chance It	Just the Facts	Crash Card Connections	Catch and Release	Graphic Organizers
Four Corners	Mystery Bag	Idea Shuffle	Chatterbox	High-Five Summary
Learning Loops	Mystery Sequence/ Re-sequence	Justified List	Fixer Upper	Independence Day
Musical Mix-Freeze-Group	Play It – Say It	Link It Up	Focused Listing	Mind Bender
Notable Quotables	Sticker Stackers	Matching Double Trouble	Go with the Flow	One Minute Paper
Pair-SQUARE-Share	Stop, Plop, and Roll	Nine Squares	IQ Slap Down	Show and Tell and Teach
Positive Pings	Summary Salad	Odd One Out	Make the Case	SNAP-tastic
Rise and Shine	Tour of Knowledge	Rock and Roll Vocabulary	Pick Up the Slip Up	Tabletop Tweet
Stand, Stick, or Stray	Triple Play	Talk a Mile a Minute	Presto – Chango!	Team-Two-One
Texas Two-Step	Undercover Agent	Three’s a Crowd	Rock and Roll Item Review	Thought Bubbles
Think and Throw	Vocabulary Pyramid Game	Tic-Tac-Tally	Toss a Question	Total Recall
Thinking Partners	Who Am I?	Vocabulary Dominoes	Triad Trades	What’s On Your Plate
Vote with Your Feet	Word Whack	Would You Rather	Yes, No, Maybe So	Wishful Thinking
<i>Add YOUR ideas below:</i>	<i>Add YOUR ideas below:</i>	<i>Add YOUR ideas below:</i>	<i>Add YOUR ideas below:</i>	<i>Add YOUR ideas below:</i>

The lead4ward Instructional Strategies Playlists are designed to provide teachers with detailed descriptions of specific, instructional strategies, many of which are modeled and experienced in lead4ward professional development sessions.

Instructional Priorities

What are the priorities in a highly successful classroom? Engaging, rigorous instruction aligned to state standards that helps students **comprehend**, **connect**, and **communicate** content deeply.

How can we accomplish these instructional priorities? Provide students opportunities to:

- 1.) *make and justify choices*
- 2.) *create and use stimuli*
- 3.) *think, talk, write*

The strategies associated with the research-based categories below are excellent resources to help teachers and students achieve these instructional priorities!

movement and discourse playlist

Learning is activated when kids are moving and talking. Movement provides the opportunity for learners to become actively engaged and talk to each other in a variety of group sizes. Get them moving every 18-20 minutes.

rehearsal and practice playlist

Learning requires rehearsal and practice. The more the teacher varies the practice, the more likely kids are to engage in learning. Rehearsal and practice that allow for collaborative work also helps learners self-correct misconceptions.

extending thinking playlist

Learning requires thinking. Well-designed learning tasks allow kids to think about a topic in multiple ways or think through a topic to arrive at more complete and justifiable answers. Often learners stop too early in their thinking or in the learning process.

learning from mistakes playlist

Learning is assessed in a variety of ways on high-stakes tests. Items will never be repeated on these tests, but the visuals and errors associated with the content will be. Teachers use items strategically and purposefully to help students discover and correct their mistakes.

evidence of learning playlist

Learning is best assessed in multiple measures – tests, products, discourse, and other formative and summative assessment methods. When kids describe their own learning strengths and areas for growth, they are more willing to commit to additional learning.





Ball Toss Boogie

PURPOSE – Movement and Discourse: Allow students to respond to a question or text, collaborate with a friend, and justify answers by catching and throwing a ball.

Step-by-Step Instructions

1. Organize students into a large circle or smaller circles of 5-6.
2. Teacher poses a question, presents a concept, or displays a visual and asks:
 - *What is one thing you learned today about _____?*
 - *What words are associated with _____?*
 - *What is one thing you remember from yesterday about _____?*
 - *If this visual could talk, what would it say?*
3. Students catch the ball, offer a response, and throw to another student.
4. Continue tossing and responding until every student in the circle has responded.
5. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Role play appropriate/inappropriate ball tossing to clarify behavior expectations.
-  Provide a word/idea bank or visual support to remind students of the learning.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

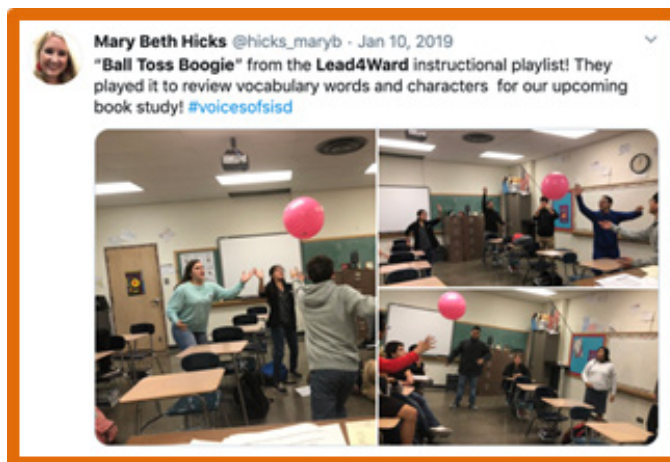
Materials:

- prepared question, concept, or visual related to content; beach ball (or soft object to toss)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Predict** how this concept might be assessed on a test.
- **Connect:** What did the responses have in common?



NEW

Café Conversations

PURPOSE – Movement and Discourse: Students write responses; sketch visuals; write summaries on paper “tablecloths;” and roam to evaluate, add to, and discuss other’s ideas.

Step-by-Step Instructions

Round 1: Think, Talk, Write

1. Organize students into groups of 3-4 and place bulletin board paper over desks to create a paper “tablecloth.”
2. Provide students a prompt or question, and have students discuss potential answers.
3. Students write their final, individual responses on their paper “tablecloth.”





Round 2: Think, Talk, Sketch

4. Students roam to another section of the room, forming NEW groups.
5. Students read and discuss the previous written responses, place check marks beside the ideas with which they agree and question marks beside ideas they challenge.
6. Teacher provides a second prompt or question, and students discuss how they could respond by sketching various visual representations.
7. Students sketch a variety of visuals on their paper “tablecloth.”

Round 3: Think, Talk, Summarize

8. Students roam to another section of the room to form a NEW group.
9. Students view and discuss the previously written responses and visuals, and then place check marks beside the ideas with which they agree and question marks beside ideas they challenge.
10. Students discuss how to summarize the importance of the concept represented in the previous two questions in a hashtag response.
11. Students write their final hashtag summaries on the paper “tablecloth.” (Students may have different hashtags.)
12. Teacher clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Role play ways to respond on the tablecloth and how to move to form NEW groups.
-  Provide a word/idea bank, sentence stem to get them started, or visual support to remind students of the concept.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- paper “tablecloths” for desks, markers, 1 question/prompt for written response, 1 question/response for visual response, 1 summary question

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Evaluate** all the responses you read and viewed, and select the best written response, the best visual, and the best hashtag summary.






Choose and Chat

PURPOSE – Movement and Discourse: Analyze and evaluate your understanding of a concept, text, process, or skill by choosing a response and chatting with a partner.

Step-by-Step Instructions

1. Students **CHOOSE** their response to a question:
 - choose from a variety of assessment answer choices (inline choice, multiselect, multipart, multiple choice, drag and drop, hot spot, etc.)
 - choose a response symbol like plus (know it), check (know parts), minus (confused)
 - choose a nonverbal response like thumbs up, sideways, or down
2. Students mingle while music plays then get a partner when the music stops.
3. Students **CHAT** with their partner justifying their response, symbol, or hand signal and help each other better understand the content.
4. Teacher sees and hears the students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Role play appropriate mingling and ensure every student has a partner.
-  Allow students to preview the question/task, think through a response with a supportive adult, and use thinking stems to frame response.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- appropriate music, question(s) prepared for students to choose a response

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Summarize** what you learned from the choose and chat conversation.
- **Predict** what type of activities would help students better understand this content.






Dance It – Chance It

PURPOSE – Movement and Discourse: Allow students to respond to a question or text, collaborate with a friend, and then take two chances as they solve problems.

Step-by-Step Instructions

1. Play music as students **DANCE** around the room. (*slides with embedded music available in templates*)
2. Students get a partner closest to them when the music stops.
3. Present students with a question, vocabulary word, visual stimuli, or text excerpt.
4. Students assign themselves a role (A or B) and take TWO chances:
 - *partner A: take a **CHANCE** and justify the correct response, describe the term/visual, or summarize the text*
 - *partner B: take a **CHANCE** and predict a mistake, provide examples of the term or visual, or infer from the text*
5. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Role play how students should appropriately dance or walk around and ensure every student has a partner.
-  Provide students with the correct response to justify and a common mistake to correct.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

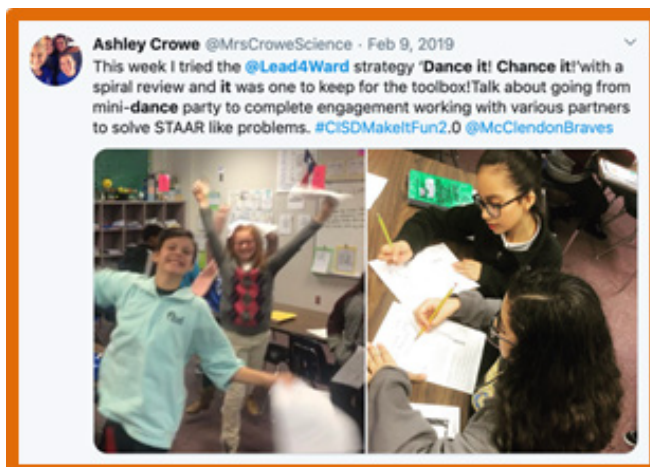
Materials:

- appropriate music; question, vocabulary word, visual stimuli, or text excerpt to analyze

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Predict** another mistake and correct the error.
- **Evaluate** the word/question difficulty (easy, medium, complex) and explain your reasoning.



templates available at
lead4ward.com/playlists




Four Corners

PURPOSE – Movement and Discourse: Allow students to move to a corner and then huddle with 2-3 people to answer a question, practice a skill, describe a word, analyze a visual, or respond to text.

Step-by-Step Instructions

1. Assign each corner of the room a preference (4 soft drinks, 4 candy bars, etc.).
2. Students move to their favorite corner.
3. Students then huddle in duos or trios, making sure no student is left out.
4. Teacher poses a **Think It Up** question, assessment item, brief task, word, visual, or text.
5. Students collaborate with their duo/trio members to answer the question, rehearse the skill, describe the word, analyze the visual, or summarize the text ... justifying their responses along the way.
6. Teacher sees and hears the students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Instruct students to move into their corners, one group at a time, and ensure every student has a partner.
-  Allow students to preview the question/task, think through response with a supportive adult, and use thinking stems to frame responses.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- four corner choices determined; question, assessment item, or brief task prepared

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Compare** your group's response to another group. How many different ways could you approach or answer the question?
- **Analyze visuals:** sketch two different visuals associated with the concept.







Learning Loops

PURPOSE – Movement and Discourse: Describe a term, respond to a question, analyze a visual, or interact with text with a variety of partners.

Step-by-Step Instructions

1. One-half of the class forms a loop facing out; the other half forms a loop facing in.
2. Inside-loop students each have a different question card, important word, interesting visual, or question about a text for their partner to answer, describe, or explain.
3. Inside-loop presents their card, outside-loop partner responds, then inside praises or prompts.
4. At the teacher's signal, the outside circle rotates one person to the left.
5. Repeat steps 3-4 for as many rounds as the teacher determines appropriate.
6. Inside-loop gives outside-loop their question cards, and the process repeats with the inside-loop rotating this time.
7. Teacher sees and hears the students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Move desks to the perimeter of the room or consider doing the strategy outside.
-  Before the activity, students write the correct response on the back of their assigned card; answers are verified by peer or teacher.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- terms, questions, or visual cards for the inside-circle students

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- What **connection** can you make between several terms, questions, and visuals?
- **Evaluate** which question was most difficult and **summarize** what you learned.






Musical Mix-Freeze-Group

PURPOSE – Movement and Discourse: Allow students to form brief partnerships to answer a question or complete a short task with a partner or triad.

Step-by-Step Instructions

1. **MIX:** Play music while students MIX around the room.
2. **FREEZE:** Stop music and say, “FREEZE!”
3. **GROUP:** Say, “GROUP!” so students get a partner or triad close to them.
4. Teacher presents a **Think It Up** question, an assessment item, a vocabulary word, a visual, or a text.
5. Students work with their partner to answer the question, summarize the word, explain the visual, or summarize the text.
6. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.
7. Repeat 3-4 rounds with 3-4 different questions or words.

Helpful Hints:  safety  classroom mgmt  differentiation  **staar 2.0 connections**

-  Role play appropriate mixing and ensure every student has a partner.
-  Allow students to preview the questions, provide an idea bank for open-ended questions, and provide response/thinking stems.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- appropriate music, questions/words prepared for each round

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Evaluate** which question was the most difficult and explain what you learned.
- Make an **inference** of how this information might be assessed on a test.



NEW

Notable Quotables

PURPOSE – Movement and Discourse: Students collaborate to answer a complex question or summarize a concept in writing as a “notable quotable” they share with others.

Step-by-Step Instructions

ROUND 1

1. Students stand up and mix around the room as music plays until the teacher says, “FREEZE!” Students get a partner.
2. Students take turns verbally answering the question or summarizing the concept the teacher has assigned.
3. Students COMBINE their two verbal summaries to create a written **Notable Quotable** on an index card.





ROUND 2

4. Students mix around the room a second time as music plays until the teacher says, “FREEZE!”
5. Student form new groups of 4 this time and each reads his/her **Notable Quotable** card.
6. Students vote on which **Notable Quotable** is the most complete and profound using an applause-o-meter (*clap for the quote you think is most complete; have a “clap-off” if there is a tie; quote with most claps is the winner*).

ROUND 3

7. Students mix around the room a third time as music plays until the teacher says, “FREEZE!”
8. Students form new groups of 6-8 and each reads his/her **Notable Quotable** card.
9. Students vote on which **Notable Quotable** is the most complete using an applause-o-meter (*see Step 6*).
10. Groups read the winning cards and the class votes on the one that is the most complete using a final applause-o-meter.
11. Students write the best response in their journals as a reminder of the learning.
12. Teacher clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  **star 2.0 connections**

-  Hand sanitize before and after participating.
-  Role play ways to combine verbal summaries into written summaries and demonstrate how to evaluate responses using applause-o-meter.
-  Provide a word/idea bank, sentence stem to get them started, or visual support to remind students of the concept.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- concept, process, visual, or genre demand (reading) students will summarize; index cards

Think It Up

choose a *Think It Up* question as an exit ticket or a journal entry as evidence of learning

- **Connect** this concept, process, visual, or genre demand to another concept; explain the connection in 1-2 sentences.

Notable Quotable

I can infer that the main mistakes to avoid in adding and subtracting decimals is in lining up the decimals and doing your operations correctly. First, if you do not line up the decimals correctly, the entire problem gets wonky and you add/subtract the wrong numbers! Second, you must carefully add or subtract, remember to regroup, and check your math at least two times!





Pair – SQUARE – Share

PURPOSE – Movement and Discourse: Generate ideas with a partner, then share and compare responses with another pair.

Step-by-Step Instructions

1. Organize students into pairs.
2. Student **PAIRS** work collaboratively to answer a **Think It Up** question, analyze an assessment item, summarize a vocabulary word, analyze a visual, or respond to text.
3. Two pairs then form a **SQUARE**.
4. Student pairs **SHARE** their response to the question, task, or text.
5. Students may revise their original responses based on their discussions.
6. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Model getting into pairs, then getting into squares.
-  Pairs work at their desks, but squares form around the perimeter of the room.
-  Pair with a supportive peer and allow them to use thinking stems.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- question or tasks prepared

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Compare/Contrast** the two pair's responses.
- **Summarize** in 1 sentence what you know better after the activity.



Positive Pings

PURPOSE – Movement and Discourse: Students are assigned a specific question or task based upon the number of positive “pings” they score.





Step-by-Step Instructions

1. Organize students into groups of 3 or 4.
2. Provide each group with a large plastic cup and 6 ping pong balls.
3. Taking turns, students bounce ping pong balls off the table and into the cup as many times as they can in 1 minute. *(Elect a score keeper to count the group’s pings.)*
4. Based on scores, teacher assigns each group a specific question or task such as:

Score	Questions	Tasks	Text Responses
0-8	Question #1: Justify the correct answer and explain how you got there.	Task #1: Describe, illustrate, and provide an example of _____.	Task #1: Summarize what the text said in your own words.
9-15	Question #2: Analyze and interpret the visual (or genre) and explain why it is so important.	Task #2: Sequence the events of _____ into logical order.	Task #2: Find three important facts/details from the text and justify why they are the most important.
16 +	Questions #3: Find an answer choice that represents a mistake, summarize the mistake, and explain how to avoid it.	Task #3: Compare and contrast _____ and _____.	Task #3: Make an inference from the text. What does it mean if you “read between the lines?”

5. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  star 2.0 connections

-  Hand sanitize before and after participating.
-  Extension: Students form new triads by holding up 1, 2, or 3 fingers and then cross-train each other in their various tasks.
-  Provide students with response/thinking stems, word/idea bank, graphic organizers, or other visual support.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- cups and ping pong balls; 3 questions or tasks to assign various groups

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Summarize** what you learned in the activity.
- **Draw a conclusion** about why this content is important.



Rise and Shine

PURPOSE – Movement and Discourse: Allow students to get a partner based on common interests and then collaborate to answer a question or complete a task.

Step-by-Step Instructions

1. Student choose their favorite item from a list of four numbered choices (4 candy bars, 4 soft drinks, 4 colors, 4 ice cream flavors, etc.). For example:






2. Students hold up the number of fingers representing their favorite and then **RISE** to find one or two students who have the same response.



3. Teacher poses a question, task, vocabulary word, visual, or text.
4. Student pairs or triads **SHINE** as they collaborate to offer solutions, descriptions, examples, or responses to text.
5. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Role play how to get into pairs/triads and ensure every student has a partner
-  Allow students to preview the question, task, or word; allow them to write the correct response before talking; and provide them with response/thinking stems.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- 4 numbered choices prepared; questions, tasks, or words prepared

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Predict** how this concept might be assessed on a test.
- **Draw a conclusion** about why this concept is important.



Stand, Stick, or Stray

PURPOSE – Movement and Discourse: Take a stand to share and defend your opinion but be willing to consider other points of view on the issue.

Step-by-Step Instructions

1. Teacher presents students with a question or issue that can be answered from various points of view:
 - *pro - con - neutral*
 - *always true - never true - sometimes true*
 - *extremely important - somewhat important - not important*
2. Students take a **STAND** by moving to an area of the room reflecting their opinion.
3. Student groups huddle to develop three reasons to justify/defend their point of view.
4. Teacher randomly selects one person from each group to share their three reasons.
5. After all groups have shared, allow a few minutes of classroom discussion.
6. Students may then **STICK** to their original point of view or **STRAY** to a new point of view.
7. Students partner with someone near them to justify why they stayed or strayed.
8. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  **staar 2.0 connections**

- ⚙️ Ask students to use discussion stems to communicate varying points of view such as “I respect the idea you have about _____, but I would like to offer another opinion....”
- ⚙️ Ask students to take a **STAND**, one group at a time.
- 🗣️ Allow students to preview the question and provide them with response/thinking stems to justify their perspectives.
- ★ This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

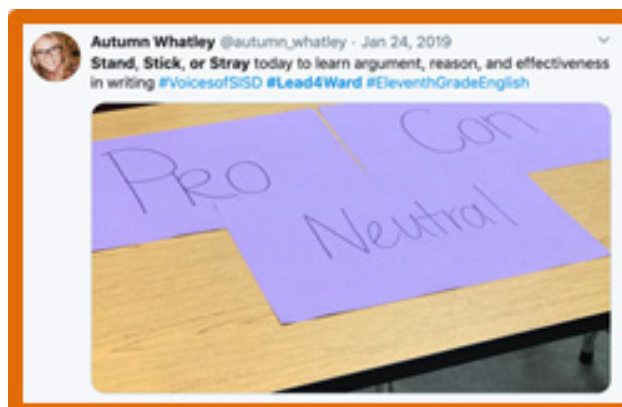
Materials:

- question or issue; signs designated around the room for each point of view

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Summarize** the arguments from each group.
- **Predict** how a controversial issue can be discussed in a way that promotes respect over hostility and logic over sarcasm.







Texas Two-Step

PURPOSE – Movement and Discourse: Students help each other remember critical information associated with key words, concepts, topics, skills, or texts.

Step-by-Step Instructions

1. Organize students into line A and line B, facing each other.
2. Teacher presents an important word, concept, topic, skill, question, or text.
3. **Texas Two-Step:**
 - *Step 1 - Student A shares everything he knows about the concept in 30 seconds.*
 - *Step 2 - Student B adds at least 1 more idea.*
4. Teacher presents another important word, concept, or topic, and A/B switch roles.
5. Get a new partner (*play country music here to make it fun!*):
 - *Line A takes 1 step to the right, then line B takes 1 step to the right.*
 - *The LAST person in line A and the LAST person in line B walk through the middle to the other end.*
 - *Now each person should have a new partner!*
6. Teacher presents another word, concept, topic, or skill and the **Texas Two-Step** continues.
7. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Rehearse the movement in step 5 before adding the academic content.
-  The hallway is a great place to do the **Texas Two-Step**.
-  Allow students to use notes, books, graphic organizers, visual support, or word banks.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- music; list of words, concepts, topics, or skills to review in each round

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- What **connections** can you make between some of the words, concepts, topics, or skills?
- **Summarize** one idea you know better after this activity than you did before.



templates available at
lead4ward.com/playlists






Think and Throw

PURPOSE – Movement and Discourse: Analyze, summarize, defend, share, and evaluate a response to a question.

Step-by-Step Instructions

1. Students anonymously answer an assessment question, respond to a **Think It Up** question, complete a one-minute paper, create a visual, or respond to text.
2. At the teacher's signal, students crumple response into a snowball and throw it.
3. Students pick up and toss three more snowballs.
4. Students pick up a fourth snowball, form groups of 3-4, and share responses.
5. Student groups evaluate responses and select the one that is the best.
6. Teacher allows 3-4 "winning" responses to be read aloud.
7. Teacher clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Role play appropriate and inappropriate crushing and throwing so students clearly understand behavior expectations.
-  Any student without a snowball at the end may partner with a friend and share.
-  Provide students with a response/thinking stem as appropriate, an idea/word bank, or allow students to dictate their response to a scribe.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- notebook paper, question, or one-minute paper prompt prepared

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Compare** your response to one that was read aloud and either justify why your response is stronger or revise your response to be more complete and profound.






Thinking Partners

PURPOSE – Movement and Discourse: Increase rigor by thinking different ways around one topic or concept with a partner.

Step-by-Step Instructions

1. Using the **Thinking Partners** handout, students mingle to get different thinking partners for the unit.
2. Throughout the unit, teacher poses **Think It Up** questions using the verbs on the **Thinking Partners** handout.
3. Students pair up with the appropriate thinking partner to help form a response.
4. Teacher sees and hears the students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  star 2.0 connections

-  Model how to get different thinking partners to sign your handout.
-  Allow students to use thinking stems and pair with a supportive peer.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

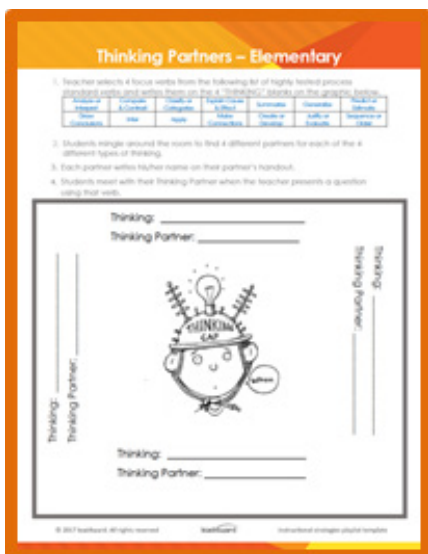
Materials:

- **Thinking Partners** handout – one for each student; **Think It Up** questions prepared

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Summarize** what you just learned and explain why it is important.
- **Evaluate** this question as easy, medium, or difficult and justify your rating.



templates available at lead4ward.com/playlists

Vote with Your Feet

PURPOSE – Movement and Discourse: Students move to a part of the room that reflects their response and explain their “vote” to others in the group.

Step-by-Step Instructions

1. Pose a question to the whole class that allows for various correct responses.
2. Label sections of the room with responses based on the question posed (examples below).

Math	Science	Social Studies	ELAR
Question: Which math concept are you MOST confident in?	Question: Which science concept do you think it most important?	Question: Which cause of the revolution do you think was the most important?	Question: Which fictional character would you want to be a part of your family?
Label 1: CONVERSIONS Label 2: AREA Label 3: VOLUME Label 4: ANGLES Label 4: CIRCUMFERENCE	Label 1: FORCE Label 2: NEWTON'S 3 LAWS Label 3: ENERGY	Label 1: PROCLAMATION 1763 Label 2: INOLerable ACTS Label 3: STAMP ACT Label 4: MERCANTILISM Label 5: LACK OF REPRESENTATION Label 6: ECONOMICS	Label 1: HESTER PRYNNE Label 2: HUCK FINN Label 3: JAY GATSBY Label 4: SCOUT FINCH Label 5: JOHN PROCTOR

3. Students “**vote with their feet**” and move to the area of the room that reflects their answer.
4. Students summarize the concept and then justify their vote by developing a list of reasons for their vote on chart paper.
5. Teacher randomly selects one person from each group to share responses.
6. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.

Helpful Hints: safety classroom mgmt differentiation staar 2.0 connections

- Hand sanitize before and after participating.
- Require each student to write a justification on the chart so everyone participates.
- Allow students to preview question, think through answers with a supportive adult, or provide a quick summary of each concept.
- This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- appropriate question, answer choice signs, chart paper, markers

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Sequence** all the labeled concepts from the ones you know least to the ones you know the best, then find a friend to coach you on the one you know the least.







Each One Teach One

PURPOSE – Learning from Mistakes: Students collaborate to coach each other about complex assessment items.

Step-by-Step Instructions

1. Select 4 different words, visuals, equations, text excerpts, literary concepts, or assessment questions and assign each student one of the topics or tasks. (*Assessment questions may be traditional multiple choice or a STAAR 2.0 item type.*)
2. Students with like topics/tasks huddle together to think and talk about their topic:
 - *Topic (what's it about?)*
 - *Stimuli (why is the visual/genre important?)*
 - *How to start, finish, or explain?*
 - *Identify the correct answer and explain WHY it is correct*
 - *Summarize the importance of your topic/word, etc.*
 - *Connect your assignment to another concept or example*
3. Students mix around the room to find a partner with a different topic or task.
4. **Each One Teaches One** about his assigned topic or task.
5. Partners trade cards.
6. Repeat steps 3-4 until each student has taught each of the 4 topics or tasks.
7. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.
8. Students summarize what they learned and note how to avoid mistakes about these topics/tasks in the future.

Helpful Hints:  safety  classroom mgmt  differentiation  **star 2.0 connections**

-  Hand sanitize before and after participating.
-  Role play how to huddle with like groups, how to form teaching pairs, how to trade cards, and how to find a new partner to teach.
-  Allow student to preview the 4 topics/tasks with a supportive adult/peer, pair each topic/task with information in which the student is confident, and allow student to dictate response to a scribe.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- **Each One Teach One** handout with 4 different questions

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- What **generalization** could you make about all 4 questions?



templates available at
lead4ward.com/playlists





Fact or Fib Showdown

PURPOSE – Rehearsal and Practice: Clarify misconceptions as students determine which statements are facts and which are fibs in a slap down game.

Step-by-Step Instructions

1. Assign each student a thinking partner.
2. Students create a **FACT** card and a **FIB** card and hold one in each hand.
3. Present students with a statement (fact or fib) relating to a concept, a word, a visual, or a text.
4. Allow students 5-8 seconds to infer if the statement is a **FACT** or a **FIB**.
5. Say, “One! Two! Three! Showdown!” and students slap down their response card.
6. Students then take turns justifying their response to their thinking partner.
7. Students pick up their **FACT** or **FIB** card and put it back in their hand.
8. Teacher clarifies/verifies the appropriate answer.
9. Repeat steps 3-8 with each statement.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Role play how to slap down answer cards in an appropriate way.
-  Provide response stem, “I slapped down **FACT** because _____”; pair with a supportive peer.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

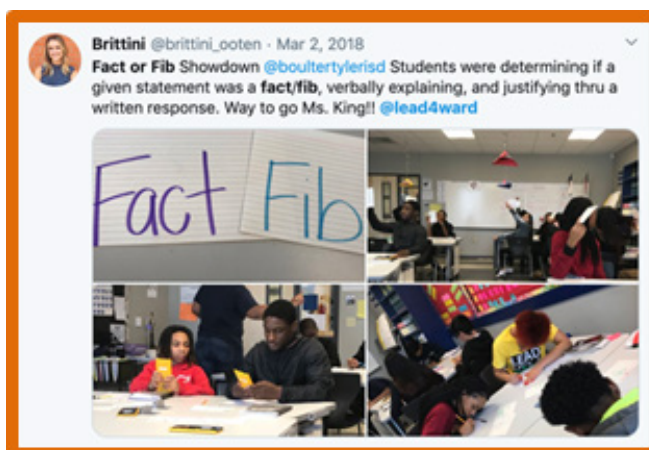
Materials:

- 4-6 **FACT** or **FIB** statements (*may include visuals*); post-its or paper for **FACT/FIB** cards; Student Recording Sheet (*optional*)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Draw a conclusion** about mistakes you corrected and what you learned.
- **Create** a one-minute paper summarizing what you learned from the game.



templates available at
lead4ward.com/playlists

Adapted from Kagan Cooperative Learning




Jig Saw “Sell”

PURPOSE – Rehearsal and Practice: Group members become experts in different parts of the content and “sell it” (teach with enthusiasm) to their home group members.

Step-by-Step Instructions

1. Organize students into home groups of 4, then number off 1-2-3-4 to form expert groups.
2. Assign each expert group a topic, step in a process, or section of content.
3. Expert groups use the **Jig Saw “Sell”** template to:
 - *collaborate and dig deeply into their assigned topic*
 - *summarize how to “sell” the important information in 5 key “selling” points*
4. Experts return home and have 1 minute each to “sell” the importance of their topic.
5. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  **star 2.0 connections**

-  Role play the movement between home groups/expert groups, move one group at a time, and facilitate each expert’s 1-minute “sell.”
-  Allow a supportive peer to read aloud any expert group text; allow a scribe to record the 5 selling points on the student’s **Jig Saw “Sell”** template.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- assignments prepared for each expert group, **Jig Saw “Sell”** template copied or projected

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- How do all the expert group ideas **connect**?
- Explain a **cause/effect** relationship between two of the expert groups’ ideas.



templates available at
lead4ward.com/playlists





Just the Facts

PURPOSE – Rehearsal and Practice: Students read a text passage (any subject area), select specific facts to promote comprehension, and then use those facts to make an inference.

Step-by-Step Instructions

1. Students read a selected passage or text associated with the content.
2. Individually, students record a *cool* fact, an *interesting* fact, a *wow* fact, a *useful* fact, a *new* fact, and a *most important* fact/detail from the text.
3. Students then **Mix-Freeze-Group** to get a thinking partner.
4. Students justify why they chose their selected facts/details.
5. Students select one or more facts from their partner's ideas and write an inference.
6. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  **star 2.0 connections**

-  Hand sanitize before and after participating.
-  Role play **Mix-Freeze-Group**, and make sure every student has a partner.
-  Provide **Just the Facts** template; provide accessible text (e.g., audio recording, assistive technology); allow student to dictate ideas to a scribe; and provide inference thinking stem to frame response.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- text, **Just the Facts** template, 6 note cards (or students replicate the projected template on paper)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Connect** all six facts and draw a conclusion about the text's main message.
- Cut your partner's facts apart and **sequence** the fact cards in the appropriate order.



templates available at
lead4ward.com/playlists





Mystery Bag

PURPOSE – Rehearsal and Practice: Students teach others about words, visuals, text excerpts, or assessment items and make connections between these concepts.

Step-by-Step Instructions

1. Organize students into groups of 3-4.
2. Present each group with a bag of questions, assessment items, manipulatives, visuals, text excerpts, or words.
3. Each student draws an item out of the bag and explains its importance to the group.
4. Groups members discuss, add ideas, or clarify confusing parts for each item.
5. Repeat steps 3-4 until all items in the bag have been discussed.
6. Groups then draw a conclusion about how all the items are connected.
7. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Time Saver: assign each group a different concept and ask them to create a **Mystery Bag** with words, visuals, and examples. Groups then trade bags and complete the strategy.
-  Support students with a short summary of each concept; allow them to use journals or notes; allow supportive peer to read text aloud.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- 1 bag of items for each group or empty bag if groups are creating the **Mystery Bag**

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Can you **draw a conclusion** about how all the items in the bag **connect**?
- **Classify/categorize** the items in the bag in some way.







Mystery Sequence/Re-sequence

PURPOSE – Rehearsal and Practice: Sequence, rank, or order a series of terms, concepts, or steps in a process and justify the sequence.

Step-by-Step Instructions

1. Organize students into groups of 2-4.
2. Provide each group one handout representing steps in a process, a sequence of events, important concepts, various visuals, or multiple test questions in random, mixed-up order.
3. Students cut the handout into separate cards.
4. Students collaborate to **Sequence** the cards: sequence in chronological order, rank from most important to least important, rank from ideas you know best to ideas you know least, etc.
5. Groups **Re-sequence** after instruction or consulting text.
6. The teacher sees and hears the students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Time Saver: Ask each group to create separate note cards for steps in an assigned process or sequence of events. Groups trade cards and complete the strategy.
-  Provide the first and last step in the process; allow supportive peer to read text aloud.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

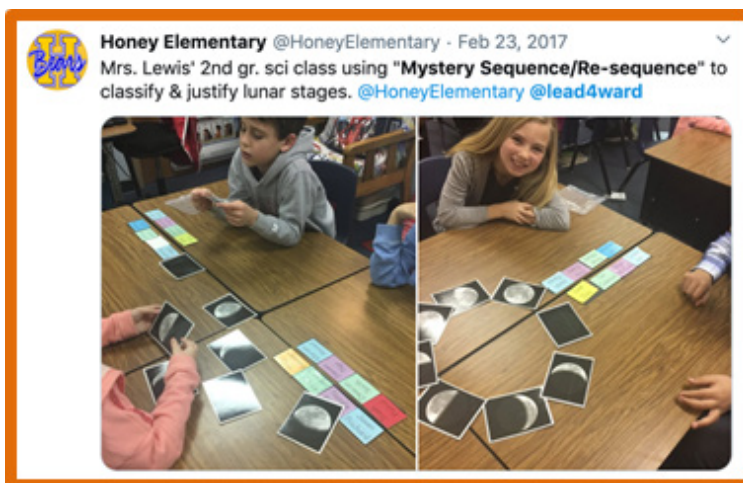
Materials:

- handout with mixed-up steps, events, or concepts; or note cards if students create steps

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Summarize** visually the sequence you learned by sketching each step.
- What is the **cause/effect** relationship when one card is removed from the sequence?



templates available at
lead4ward.com/playlists






Play It – Say It!

PURPOSE – Rehearsal and Practice: Students infer which response best matches a prompt and justify their thinking.

Step-by-Step Instructions

1. Organize students into thinking partners.
2. Students create their own response cards and hold them in their hand like a set of playing cards. *Examples:*
 - 5-7 important terms, concepts, names, events, formulas, systems, etc.
 - Steps in a process (one step on each card)
 - genres or genre demands
3. Teacher presents a statement and students match the statement to one of their cards
4. Teacher says, “1-2-3, **PLAY IT!**” and students slap down their response card.
5. Teacher then says, “**SAY IT!**” and students shout out their answer, all at the same time.
6. Students justify why they slapped down that card to their thinking partner.
7. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Provide a handout with the response cards that students simply cut apart.
-  Ask students to “**SAY IT!**” in different voices: say it like a cowboy, say it like a football coach, whisper say it, etc.
-  Provide response cards already prepared, allow students to preview the concepts on the cards with a supportive peer/adult before strategy.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- index cards, statements or descriptions that correlate to the various response cards

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Sequence** the response cards in order from the ideas you know best to those you know least. Get a friend to coach you on the one you know least.



NEW





Sticker Stackers

PURPOSE – Rehearsal and Practice: Students practice describing and sketching important vocabulary words with different partners with the goal of getting as many stickers stacked on your arm as you can (like badges).

Step-by-Step Instructions

1. Teacher provides students a list of 4-5 vocabulary words aligned to a concept, topic, text, or subcluster (include visual representations of each word as appropriate.)
2. Students are given garage sale dot stickers (or sticky notes) for each word then number their stickers to match the words.
3. Students “ping/pong summarize” the words with a partner.
4. Students stand up with their stickers and dance around the room as music plays. When music stops, students get a partner.
5. Students play “rock, paper, scissors” with their partner – winner selects a word and describes it.
6. If the partner determines the winner’s description was correct, he/she places the appropriate sticker on the winner’s arm.
7. If the description is incorrect, partner can earn the sticker by describing the word correctly.
8. If NEITHER partner can describe a word, they may join another pair and give their stickers to the winner in that group.
9. Repeat steps 4-8 for as many rounds as there are words.
NOTE: A student cannot earn a second sticker for a word he/she already described correctly.
10. Teacher facilitates the music for each round, makes sure every student gets a partner, listens to descriptions, and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Role play appropriate/inappropriate sticker “sticking” to clarify behavior expectations.
-  Allow students to use their vocabulary journals if they need assistance or reminders; allow students to review words in notes, journal, etc. prior to participating.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

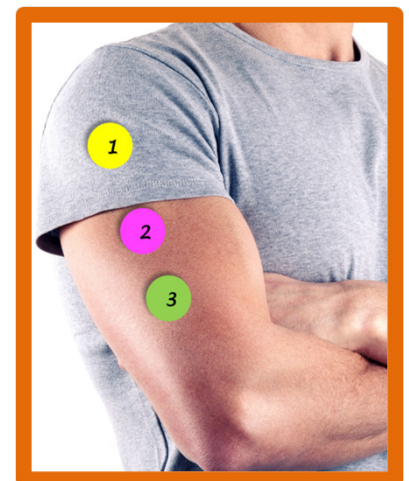
Materials:

- garage sale dots or post-it notes (or any type of stickers)
- 4-5 words written on the board and numbered

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Draw a conclusion** about which word was most difficult for you and develop a plan for understanding it better.
- **Connect** the words by writing 1-2 sentences using as many words from the list as possible.








Stop, Plop, and Roll

PURPOSE – Rehearsal and Practice: During a reading assignment (in any subject area), students participate in an interactive game to better comprehend what they are reading.

Step-by-Step Instructions

1. Organize students into thinking partners.
2. One student reads a short section of text aloud to their partner (paragraph or page).
3. The other student rolls the die and verbally responds to the correlating question on the **Stop, Plop, and Roll** game board, focusing only on the one paragraph or section that was just read. The reader may add value to the roller's response as appropriate. NOTE: Students DO NOT write their answers at this point; they only respond verbally.
4. Switch reader/roller roles and repeat step 2-3 until the reading is completed.
5. Students roll one last time and perform the task focusing on the **WHOLE TEXT** and record their response in writing.
6. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Allow students to roll the die 5 times to “get it out of their system” before the strategy.
-  Be specific on how much text each student reads aloud before they **Stop, Plop, and Roll**.
-  Provide accessible text (e.g., audio recording, assistive technology) and partner with a supportive peer.
-  This strategy may help students **COMPREHEND, CONNECT, and COMMUNICATE** content deeply for **STAAR 2.0** thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- dice (1 for each pair); **Stop, Plop, and Roll** game board projected; reading assignment

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Summarize** the main ideas of the text by writing the 5 important words.
- Write a one-sentence **summary** of the text and compare with a friend.



templates available at
lead4ward.com/playlists





Summary Salad

PURPOSE – Rehearsal and Practice: Students read a passage, create 6 summary cards, mix cards with another pair, and then sequence the best 6 cards.

Step-by-Step Instructions

1. Students buddy read (take turns reading) an assigned text (any subject area).
2. Student pairs collaborate to create 6 separate cards that summarize the text.
3. Pairs join another pair (4 students) and the 12 cards are mixed together like a salad.
4. The 4 students collaborate to pick out the 6 best cards to summarize the text and sequence the cards in the appropriate, logical order.
5. Students individually write a summary using the 6 best note cards.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Role play how to mix the 12 cards and then “pick out” the BEST parts.
-  Provide accessible text (e.g., audio recording, assistive technology); partner with a supportive peer; provide 2 important facts of the 6 to get started; allow students to dictate ideas to a scribe.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

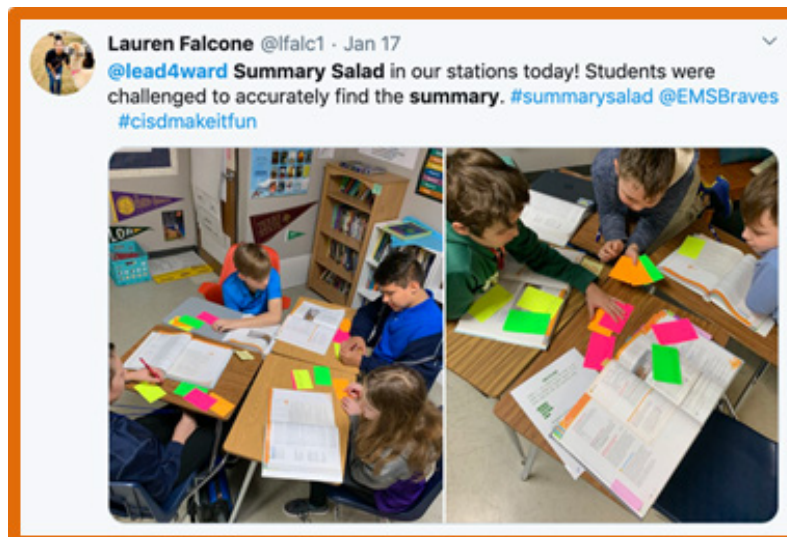
Materials:

- 6 note cards per pair (or notebook paper cut into cards); reading assignment

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Select two cards that represent a **cause/effect** relationship.
- **Make a connection** between this summary and something you have previously learned.







Tour of Knowledge

PURPOSE – Rehearsal and Practice: Analyze concepts, subclusters, stimuli/visuals or text passages aligned to important concepts through a group rotation activity.

Step-by-Step Instructions

1. Organize students into groups of 3-4.
2. Each group is given a different colored marker.
3. Teacher posts 7-8 posters around the room representing various concepts, subclusters, or stimuli (*various visuals for math, science, and social studies; various passages for reading*).
4. Groups have 3-4 minutes at each station to record what they know about the stimuli.
 - check mark information they agree with from another group
 - question mark beside any ideas they think may be incorrect
 - add new ideas, sketches, facts, words, connections
5. At the signal, groups rotate to the next **Tour of Knowledge** poster and repeat step 4.
6. Teacher sees and hears the students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  star 2.0 connections

-  Hand sanitize before and after participating.
-  Create a clear signal for when groups should rotate and model the correct rotation path.
-  Provide a word/idea bank; allow students to use notes; provide a summary of concepts; allow a supportive peer to read text aloud.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- 7-8 different posters for each **Tour of Knowledge** station, markers (*one unique color for each group*)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Predict** how test questions might reflect different stimuli for the same concept.
- **Evaluate** which stimuli was the most difficult and work with a peer to learn it better.







Triple Play

PURPOSE – Rehearsal and Practice: Connect important words, descriptions, and sketches.

Step-by-Step Instructions

1. Write 4-5 important words on the board.
2. Organize students into teams of three and assign each a role: A, B, or C.
3. Assign each group a different term and to complete the following three tasks:
 - A = Write the term on one paper
 - B = Describe the term or give an example on another paper
 - C = Sketch the term (chart, graph, diagram, etc.) on a third paper
4. Students wad their papers into “baseballs,” and at the teacher’s signal toss them.
5. Students randomly pick up a second and third baseball and toss them.
6. Students pick up a fourth baseball and find two others to make a **TRIPLE PLAY**: word, description, and sketch.
7. Students call out “**TRIPLE PLAY!**” and move to sides of room after finding their three matches.
8. Teacher sees and hears the students’ thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  **staar 2.0 connections**

-  Hand sanitize before and after participating.
-  Role play how to toss “baseballs” appropriately, how to find their **TRIPLE PLAYS**, and how to move to the sides of the room when they get their **TRIPLE PLAY**.
-  Pair with supportive peers; allow students to preview the assigned word with a supportive peer/adult; allow use of notes.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- list of 4-5 important terms, 1 sheet of notebook paper per student

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Create** a new sketch for the word you ended up with and add to the description.
- **Connect** one of the words to an assessment item and justify how they are related.








Undercover Agent

PURPOSE – Rehearsal and Practice: Parts of a problem, visual, or question are revealed one small piece at a time, and students synthesize all the clues to determine the big idea.

Step-by-Step Instructions

1. The teacher covers up a question, visual, or problem with multiple cover boxes. (*This may be done electronically or physically with post-its.*)
2. The teacher removes one cover box at a time.
3. Students synthesize the uncovered clues and give a thumbs up signal when they can identify the big idea.
4. Once the entire question, visual, or problem is revealed, students get a partner to participant in a SPOTLIGHT extension.
 - Use a highlighter to draw a SPOTLIGHT circle around what small part of the question, visual, or problem helped you figure out the big idea.
 - Explain your spotlight to your partner.
5. Teacher sees and hears the students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  star 2.0 connections

-  Hand sanitize before and after participating.
-  Practice the first time with a common logo like *McDonald's* to teach the strategy.
-  Allow partners to do the strategy covering questions with post-it notes.
-  Pair with supportive peer; allow students to preview strategy with several familiar visuals with a supportive adult/peer.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- paper copy of the problem, visual, or question; cover post-its; highlighters

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Justify** which clue was your spotlight and how it helped you the most.
- Explain how you **made connections** with all the revealed clues.



templates available at
lead4ward.com/playlists




Vocabulary Pyramid Game

PURPOSE – Rehearsal and Practice: Give clues, make inferences, and draw conclusions about important words.

Step-by-Step Instructions

1. Create the **Vocabulary Pyramid Game** using the game template provided.
2. Organize students into thinking partners and assign each a role: A or B.
3. Student A gives clues about the word revealed.
4. Student B guesses the word from the clues.
5. When B guesses correctly, A pops up his/her hand and says, “Woo Hoo!”
6. Teacher reveals the next word in the game after hearing 7-8 “Woo Hoos!”
7. Student pairs continue giving clues and guessing until all words are guessed.
8. Teacher notices which words the majority of students place in the COLD category and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Practice with candy bar words or soft drinks before playing with academic content.
-  Allow use of vocabulary journals or notes; provide vocabulary graphic organizers or other visual supports; provide clues; allow students to review vocabulary with a supportive adult/peer before playing the game.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- **Vocabulary Pyramid Game** created using words and visuals (game template provided)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Can the words be **classified** or **categorized** in any way?
- Select the 2 most difficult terms and **create** analogies **connecting** each to something you are familiar with.



templates available at
lead4ward.com/playlists





Who Am I?

PURPOSE – Rehearsal and Practice: Give clues, make inferences, and draw conclusions about important words.

Step-by-Step Instructions

1. Teacher assigns each student 1 word from a list of 6-8 terms on the board.
2. Students write their assigned word on a post-it note and sketch a quick visual.
3. Students fold their post-it, walk around the room, and trade post-it notes 5 times.
4. Without looking, students unfold their new post-it and stick it to their forehead (or hold it above their head).
5. Students get a thinking partner to give clues and make guesses about their forehead words.
6. After guessing the word, students repeat steps 3-5 for three or four more rounds.
7. Teacher sees and hears the students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Role play folding post-it, trading 5 times, giving clues, and guessing; make sure every student gets a partner.
-  Allow students to review vocabulary with a supportive peer/adult; provide a list of clues; allow students to use vocabulary journals.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- list of 6-8 important terms; post-it notes

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Apply** your understanding of these words by connecting them to assessment questions.
- **Describe** 3 words you know better after **Who Am I**.



NEW





Word Whack

PURPOSE – Rehearsal and Practice: Students complete a statement by choosing potential correct answers from a word bank.

Step-by-Step Instructions

1. Teacher develops a word bank from a targeted concept (subcluster).
2. Teacher then presents a sentence with a word missing.
3. From a word bank, students select a correct response and a distractor (*answer that looks good, but is not the best*), and they write both selections on 2 different sticky notes.
4. Students trade their 2 notes with a thinking partner.
5. Students place the two notes their partner gave them on their desk.
6. At the teacher's signal, "1-2-3 **Word Whack!**" students WHACK their hand on the answer they think is correct.
7. Students discuss their **Word Whack** with their thinking partner and are allowed to change their minds after their discussion.
8. Student partners then discuss why the other response is incorrect and the learning mistake it represents.
9. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  **star 2.0 connections**

-  Hand sanitize before and after participating.
-  Role play appropriate/inappropriate ways to whack the word cards to clarify behavior expectations.
-  Allow students to dictate responses to a scribe if necessary; provide cards with words already written; allow students to review words in notes, journal, etc. prior to participating; allow students to use vocabulary journal if they need assistance or reminders.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- note cards, sticky notes, or notebook paper cut into rectangles
- sentence with a word missing

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Select a different incorrect response and **make an inference** about why a student might mistakenly choose it and the mistake it represents.
- **Develop** another written sentence using the correct word/phrase in a new context.









Card Sort

PURPOSE – Extending Thinking: Make connections by classifying/categorizing important terms, concepts, visuals, manipulatives, or assessment items.

Step-by-Step Instructions

1. Students are given (or create) a set of cards reflecting various terms, concepts, visuals, genre demands, or assessment items. *(Manipulatives can also be sorted.)*
2. Students work cooperatively to sort the cards into various categories such as the following:
 - + (know it) ✓ (kind of know it) – (don't know it)
 - Always true Sometimes true Never true
 - *Closed Sort: teacher provides content/concept categories*
 - *Open Sort: students create their own categories*
3. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Time Saver: students use post-its or note cards to create their own card set.
-  Quickcheck: use at the beginning, during, and end of a unit to monitor progress.
-  Intervention: use individual student card sorts to determine which concepts are best for small group intervention and which are best for whole class review.
-  Provide visuals, descriptions, and/or anchor charts for each word/concept; partner with a supportive peer; allow peer to read text aloud.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- set of cards or manipulatives to sort

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Sequence** the cards from those you know best to those you know least.
- What **generalization** can you make about all the cards?



templates available at
lead4ward.com/playlists

Compare/Contrast Model

PURPOSE – Extending Thinking: Compare/contrast two different concepts, texts, visuals, or problems by collaboratively building a tactile-visual model.

Step-by-Step Instructions

- Organize students into triads and provide each group a set of materials:
 - 2 white plastic dessert plates (optional)
 - 6 purple plastic dessert plates
 - 6 blue plastic dessert plates
 - 6 red plastic dessert plates
 - OPTION: use sticky notes on each plate instead of writing on plates
 - 6 blue plastic dessert plates
 - 1 black erasable marker (1 for each)
 - Sanitizing wipes
- Each group member gets 2 plates of each color.
- WHITE: Students write the two topics being compared.
- PURPLE: Students take turns writing similarities.
- BLUE: Students take turns writing differences for #1.
- RED: Students take turns writing differences for #2.
- Teacher clarifies/verifies as appropriate.
- OPTION: Transfer model to writing by summarizing the most important ideas.



Helpful Hints: safety classroom mgmt differentiation staar 2.0 connections

- Hand sanitize before and after participating. Sanitize plates and markers after activity.
- Practice first by comparing 2 fast food restaurants; facilitate students taking turns.
- If using paper plates, write ideas on post-its so plates can be re-used.
- Collect groups' best purple/blue/red ideas to create a final model for student journals.
- Provide an idea bank and partner with two supportive peers; allow students to preview topics and strategy with a supportive adult.
- This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- one baggy of materials per group; 2 items to compare

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Write a summary of the best similarity, the best difference for topic #1, and the best difference for topic #2.



templates available at
lead4ward.com/playlists






Connect the Dots

PURPOSE – Extending Thinking: Make connections among four different visuals, terms, assessment questions, events, texts, historic figures, or characters.

Step-by-Step Instructions

1. Organize students into groups of two or three.
2. Project the **Connect the Dots** handout representing four different visuals, terms, assessment questions, events, texts, historic figures, characters, etc.
3. Students make connections between the two ideas at the end of each arrow: relationships, similarities, differences.
4. Student pairs share their ideas with another pair and add to their original ideas.
Idea: 1st connection – teacher models. 2nd connection – teams make. 3rd connection – pairs make. 4th connection – individuals make.
5. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  **staar 2.0 connections**

-  Hand sanitize before and after participating.
-  Practice with candy example before using with academic content.
-  Project the **Connect the Dots** handout and students re-create on notebook/chart paper.
-  Provide an idea bank, pair with a supportive peer, and use manipulatives as the 4 dots for a 3-D **Connect the Dots** activity.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.



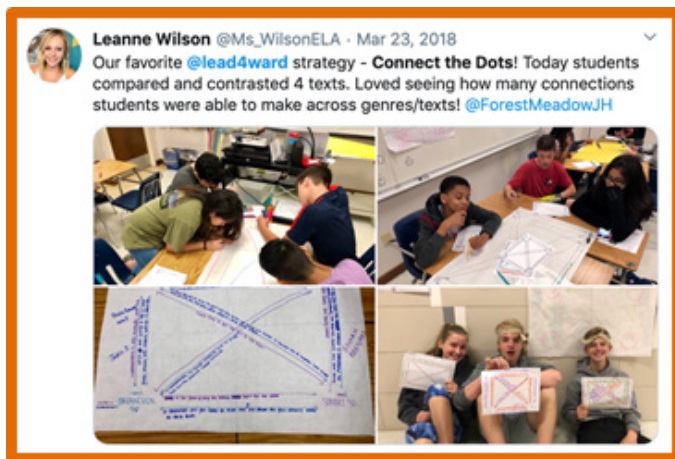
Materials:

- **Connect the Dots** handout, notebook or chart paper, markers (if handout is projected)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- What **conclusions** or **generalizations** can you draw about the ideas on all four dots?



templates available at
lead4ward.com/playlists

NEW





Crash Card Connections

PURPOSE – Extending Thinking: Students crash vocabulary and visual cards down into stacks, communicating connections.

Step-by-Step Instructions

1. Organize students into groups of three or four.
2. Provide each group with a set of cards containing visuals and vocabulary words.
3. Distribute cards so that each student has a set.
4. Leave the last 2 cards face up in the center of the table as the “discard” decks.
5. At the teacher’s signal, students take turns (in random order) “crashing” cards down onto the 2 “discard” decks, stating the connection their card has to the last card played (*similar to the game “Slap Jack” with playing cards*).
6. Students continue “crashing” cards and stating connections until every card is played.
7. Teacher sees and hears students connections and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Role play appropriate/inappropriate card “crashing” and how to communicate the connection.
-  Provide a word/idea bank or visual support to remind students of the concept.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- set of visual and vocabulary cards per group

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Pick up two random cards and **compare/contrast** how these two concepts are similar and different.
- Select a word card and **create/develop** a visual for that card.

*Image from the game “Slap Jack.” **Crash Card Connections** uses cards with content, visuals, and vocabulary words; when students slap down a card, they must explain the connection to the previous card.*



Idea Shuffle

PURPOSE – Extending Thinking: Generate an idea from a specific question, then students trade cards, and rate.

Step-by-Step Instructions

1. Teacher presents the class with a constructed response assessment question or a **Think it Up** question.
2. Students anonymously respond to the question on a note card.
3. **Idea Shuffle:**
 - *Trade:* Students stand up and mix around the room trading cards at least 5 times.
 - *Read:* Students carefully read the card they have.
 - *Rate:* Students evaluate the response by rating the card on the back:
 - 3 = excellent! (well-written, great thinking!)
 - 2 = good! (makes sense, good thinking)
 - 1 = getting there! (good start but needs a little more work)
4. Repeat 3 rounds of **Idea Shuffle** so students read/rate 3 cards.
5. After the third round, ask students to add all three ratings for a total.
6. Students read 3-4 examples that scored 8-9 points so students see/hear good examples.
7. Teacher sees and hears students' responses and clarifies/verifies as appropriate.

Helpful Hints: 🧼 safety ⚙️ classroom mgmt 🗺️ differentiation ★ staar 2.0 connections

- 🧼 Hand sanitize before and after participating.
- ⚙️ Model trading 5 times, reading, and rating. Provide examples of scores 3, 2, 1.
- 🗺️ Allow students to preview question; write response with a supportive peer/adult; allow use of response/thinking stem; allow students to dictate a response to a scribe.
- ★ This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- question, note cards

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Apply** what you learned by rewriting your original response.

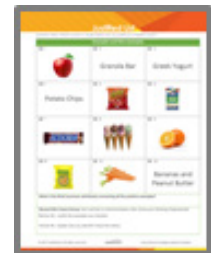


Justified List

PURPOSE – Extending Thinking: Select examples of a concept from both positive and negative exemplars, then justify your thinking.

Step-by-Step Instructions

1. Provide students with a question stem and written or visual examples/non-examples, such as:
 - *Science: Which of the following can you justify is a mixture?*
 - *Math: Which of the following equations can you justify as examples of positive slope?*
 - *Social Studies: Which of the following can you justify as causes of the Civil War?*
 - *Reading: Which of the following statements can you justify as inferences?*
2. Students are provided a list of examples and non-examples associated with the question, including both text and visuals as appropriate.
3. Students check positive examples and justify response.
4. Students write the rule that reflects the common attributes of positive examples.
5. Using **Musical Mix-Freeze-Group**, students share/compare responses with a peer.
6. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.



Helpful Hints: safety classroom mgmt differentiation staar 2.0 connections

- ⚙ Practice with snack example before using with content.
- ⚙ Allow a variety of responses, as long as they are justified.
- 👤 Provide 1 positive and 1 negative example to launch thinking; allow students to work with a supportive adult/peer.
- ★ This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- **Justified List** handout (copied or projected), notebook paper (if handout is projected for students' responses)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Compare/Contrast** your response to peer's and revise your list as you see fit.
- **Create/Develop** two more positive examples.



templates available at
lead4ward.com/playlists
(adapted from Keeley's Science
Formative Assessment)





Link It Up

PURPOSE – Extending Thinking: Make connections between ideas that reflect various cognitive relationships.

Step-by-Step Instructions

1. Organize students into thinking partners.
2. Students cut paper into strips using white paper and 2 other colors of your choice.
3. Students write ideas from content recently learned on the colored strips and then **Link It Up** by writing a connection between the 2 ideas on the white strip.
4. Possible connections between the two strips could include:
 - *topic on strip 1 – topic on strip 2 – cause or effect on the white link*
 - *fact/detail on strip 1 – fact/detail on strip 2 – inference on the white link*
 - *text title #1 on strip 1 – text title #2 on the other – connections on the white link*
 - *character on strip 1 – character on strip 2 – similarities on the white link*
 - *event on strip 1 – event on strip 2 – sequence, order, or connection on the white link*
5. Pairs tape their links together, with the white connection link in the middle.
6. Students work collaboratively to make as many connection links as they can.
7. Students **Pair-SQUARE-Share** to explain their connection links.
8. Teacher sees and hears the students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Model cutting paper and provide examples of connection links.
-  Provide pre-cut strips; provide the 2 topics/ideas for colored strips with students focusing on the connection; allow students to work with a supportive adult/peer.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- white paper, color 1 paper, color 2 paper, scissors, tape

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Evaluate** all the connection links you and your partner created; write a paragraph explaining your strongest connection link.









Matching Double Trouble

PURPOSE – Extending Thinking: Make connections between words, descriptions, and visuals.

Step-by-Step Instructions

1. Organize students into thinking partners.
2. Provide each group a set of cards over 5-10 vocabulary words that include the following: word cards, description cards, and visual cards.
3. Students distribute the cards and then collaborate to match the word cards – to the description cards – to the visual cards, justifying their matches.
OPTION: Students create a card set over 3 words. Then they trade cards with another group who created a set of cards over 3 different words. Then students match the other group's cards: word, description, visual.
4. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Model how each word has a double match – a description and a visual.
-  Time Saver: Assign groups different sets of 3-5 words and using note cards, they create the word cards, description cards, and visual cards. Groups trade and play.
-  Test Question Adaptation: Students cut test question stems apart from their multiple-choice answers and then write the concept each question addresses on a note card. Groups trade and play.
-  Allow student to match word to the visual first and then add the description; partner with a supportive peer; allow supportive peer to read text aloud; allow use of descriptions and visuals.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

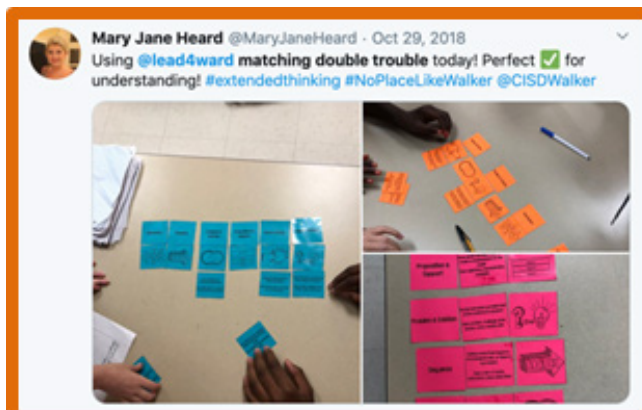
Materials:

- **Matching Double Trouble** card set (or provide handout of the cards that student cut apart)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Draw a conclusion** about which word is most important and explain why.
- How can you **classify** or **categorize** the words?



templates available at
lead4ward.com/playlists





Nine Squares

PURPOSE – Extending Thinking: Think, talk, and write about a text or image to determine facts/details, make inferences, and draw conclusions.

Step-by-Step Instructions

1. Students read a text or view a visual.
2. Students think about the text or visual and write the following:
 - 5 facts/details (What does it say or what do you see?)
 - 2 inferences (What does it mean?)
 - 2 valid conclusions (Why does it matter?)
3. Students cut their **Nine Squares** apart, trade with another student, and sort their partner's cards into the 5 facts, 2 inferences, and 2 conclusions. Students talk to each other about how they sorted the cards, correct mistakes, and justify responses.
4. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Model clearly the difference between facts, inferences, and conclusions.
-  Provide nine ideas with students determining which are facts, inferences, and conclusions; provide thinking stems; partner with a supportive adult/peer; provide accessible text (e.g., audio recording assistive technology).
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- reading passage or visual, **Nine Squares** handout, notebook paper (if handout projected)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Summarize** what you learned from this activity by writing a nine-word recap.



templates available at
lead4ward.com/playlists




Odd One Out

PURPOSE – Extending Thinking: Compare/contrast four visuals, assessment questions, words, characters, historical figures, etc., to determine which is **Odd One Out** and justify your thinking.

Step-by-Step Instructions

1. Provide each student with the **Odd One Out** handout reflecting 4 words, visuals, characters, historical figures, etc.
2. Student pairs collaborate to summarize the importance of each word/visual/text and teacher clarifies/verifies.
3. Students individually compare the words/visuals/texts and select one that is **Odd One Out**:
 - *has an attribute the other 3 do not have*
 - *is missing an attribute the other 3 do have*
 - *is a completely different category than the other 3*
4. **Musical Mix-Freeze-Group** to get a new thinking partner and share/compare.
5. Ask students to select a different word/visual as **Odd One Out**.
6. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  **staar 2.0 connections**

-  Allow for more than 1 response as **Odd One Out** if justification is logical.
-  Provide description of each word/visual; allow students to work with a supportive peer; allow students to preview strategy or review word/visuals prior to lesson with a supportive adult.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- **Odd One Out** handout copied or projected; notebook paper (if handout is projected)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Cut 4 words/visuals apart and **sequence** them in order of importance or chronology.
- Select one square and **predict** how this information might be assessed.



templates available at
lead4ward.com/playlists
(adapted from Keeley's Science
Formative Assessment)

Rock and Roll Vocabulary

PURPOSE – Extending Thinking: Students think deeply about complex vocabulary terms.

Step-by-Step Instructions






1. Organize students into thinking partners.
2. Provide student pairs with a die.
3. Present students with a list of 5-6 complex terms.
4. Student pairs take turns rolling the die. The number rolled dictates the task.
5. Each student secretly selects a word, performs the task, and their partner guesses which word is being described, sketched, acted out, etc.

6. Potential tasks:

Reading, Science, Social Studies Tasks	Math Tasks
1 = state the meaning in your own words	1 = state the meaning in your own words
2 = provide a synonym	2 = provide an example
3 = provide an antonym	3 = provide a non-example
4 = create a quick sketch	4 = create a quick sketch
5 = connect to real life	5 = connect to a real-world situation
6 = act it out	6 = act it out

7. Students continue until they have analyzed all 5-6 words.
8. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Allow students to roll dice 10 times to “get it out of their systems” before activity.
-  Roll dice on paper plates or textbook to reduce noise.
-  Provide descriptions and visuals for each word; pair with a supportive peer; preview words with a supportive adult.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- dice, **Rock and Roll Vocabulary** handout printed or projected

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Classify/Categorize** the words and add other related terms to the list.
- **Connect** 2-3 terms and explain their relationship.



templates available at
lead4ward.com/playlists






Talk a Mile a Minute

PURPOSE – Extending Thinking: Students make inferences about words and draw a conclusion about the words and the categories they belong to in this fast-paced game.

Step-by-Step Instructions

1. Prepare the **Talk a Mile a Minute** game board. (*template provided*)
2. Organize students into partner pairs and assign roles of clue giver and guesser.
3. Clue giver provides clues, hints, and descriptions for each word in column #1
4. Guesser guesses the words from the clues and then guesses the entire CATEGORY.
5. Students raise hands and shout, “Woo Hoo!” after successfully guessing each category.
6. Repeat steps 3-5 with each word column until all 3 columns are completed.
7. Teacher sees/hears which words are troublesome and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Model first with simple ideas (candy, soft drinks, games) before playing with content.
-  Provide a word bank including descriptions and visuals; partner with a supportive peer; preview vocabulary with a supportive adult.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

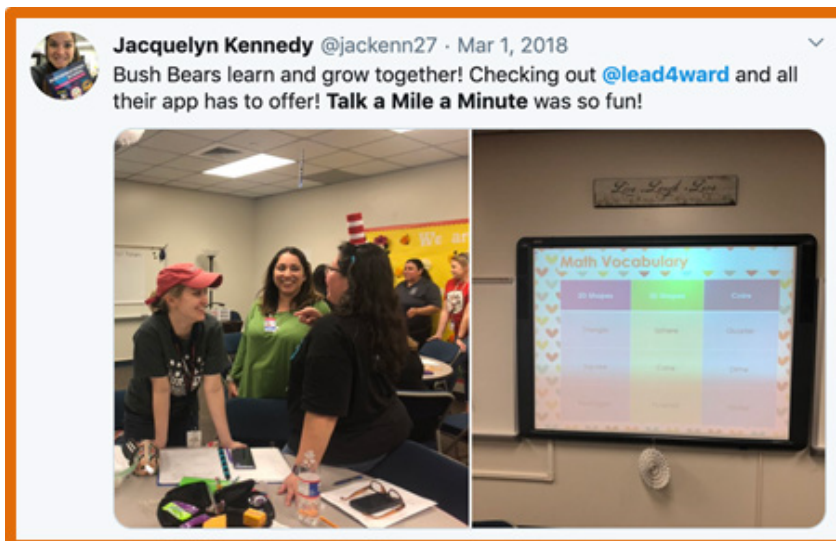
Materials:

- **Talk a Mile a Minute** game board prepared with words and category titles

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Select a difficult word and **make a connection** to another word you know better.
- **Categorize** the words into different categories.



templates available at
lead4ward.com/playlists

NEW






Three's a Crowd

PURPOSE – Extending Thinking: Students analyze three different visuals, determine which is not a fit, and then create a connected word or visual to create the **Three's a Crowd** organizer.

Step-by-Step Instructions

1. Teacher provides students with a triangle with 3 different visual stimuli at each point.
2. Organize students into groups of 3.
3. Each student describes the importance of one of the visuals. "If this visual could talk, it would tell us _____."
4. After each visual has been reviewed, students discuss which visual is not a "fit" with the other two, and cover that visual with a sticky note.
5. Students then sketch another visual or write a word to complete the triangle so that all three points are connected.
6. Students then write a phrase explaining how all the visuals/words are connected in the center of the triangle.
7. Challenge Extension: Students take the one discarded visual and create a NEW triangle with three connected visuals or words, pass the triangle to another group who must write the connection statement in the center of this new **Three's A Crowd** triangle.
8. Teacher sees and hears connections students are making and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  **star 2.0 connections**

-  Hand sanitize before and after participating.
-  Practice with visuals of candy (or another simple concept) first to teach strategy before infusing it with content.
-  Allow students to partner with other students to describe their visual.
-  Allow students to dictate responses to a scribe if necessary; provide sentence stem for describing the visual.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

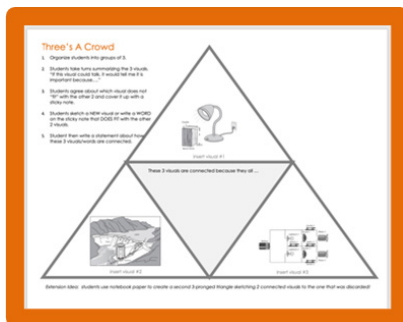
Materials:

- handout (triangle with 3 visuals), scissors, blank paper, tape

Think It Up

choose a *Think It Up* question as an exit ticket or a journal entry as evidence of learning

- **Make an inference** about how these visuals could be infused into an assessment question.
- **Connect** each visual with a TEKS subcluster concept.



templates available at
lead4ward.com/playlists





Tic-Tac-Tally

PURPOSE – Extending Thinking: Think deeply, talk to peers, and write connections between words, visuals, and assessment items.

Step-by-Step Instructions

1. Organize students into groups of three.
2. Provide each group with a handout reflecting 3 words, 3 visuals, and 3 test items.
3. Students cut out the nine cards and distribute them among the group members.
4. Project the **Tic-Tac-Tally** game board and students draw on a sheet of paper or with erasable marker on their desks.
5. Students individually take turns playing a card on the board, writing their connections on the game board.
6. When 3 connections are made (*horizontally, vertically, or diagonally*), students shout “**TIC-TAC-TALLY**” and then try to make 3 additional connections.
7. Teacher clarifies/verifies students’ connections.

Helpful Hints:  safety  classroom mgmt  differentiation  **staar 2.0 connections**

-  Hand sanitize before and after participating.
-  No-Card Version: write 5-10 key terms on the board and students use those words in the game, find assessment questions to cut out from past materials, and sketch visuals to make connections.
-  Provide pre-cut cards; partner with 2 supportive peers; and allow use of notes/vocabulary journals; allow students to preview strategy with a supportive adult.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

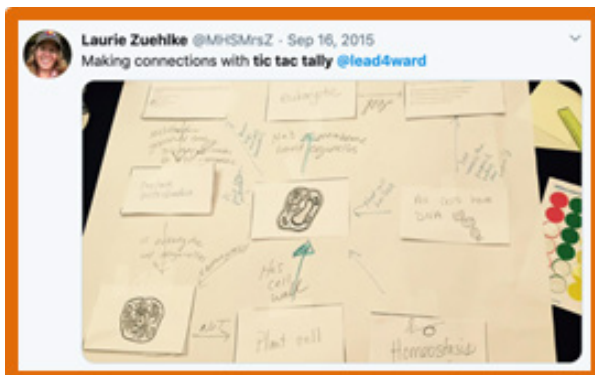
Materials:

- handout – 1 per group, scissors, **Tic-Tac-Tally** game board (*projected*), notebook/chart paper

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Challenge your team to get a “blackout” **Tic-Tac-Tally** game board by **making connections** across the board.
- Remove three cards from the board and **create NEW** cards to complete the connections.



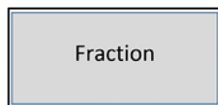
templates available at
lead4ward.com/playlists
(adapted from Law Related
Education)

Vocabulary Dominoes

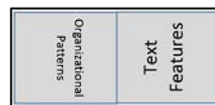
PURPOSE – Extending Thinking: Make connections between important words and concepts.

Step-by-Step Instructions

1. Organize students into pairs or triads.
2. Provide each group a set of **Vocabulary Dominoes** with important terms and visuals.
OPTION: Have students create their own domino cards. *Example of vocabulary dominoes below:*



Domino with one term








Domino with two terms



Domino with one term and one unrelated visual

3. Each student draws a domino from the pile until all are distributed.
4. Teacher determines the first domino played as the “spinner” to begin the game.
5. Each player takes a turn matching one of their **Vocabulary Dominoes** with a domino on the board, explaining how the two terms are related to each other.
6. Students continue taking turns and making connections until all dominoes are played.
7. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  **staar 2.0 connections**

-  Hand sanitize before and after participating.
-  Low-Prep: provide students a list of 8-10 words/visuals and ask students to create their own **Vocabulary Dominoes** using post-its or note cards.
-  Model visually how to make domino connections and justify the word relationships.
-  Provide **Vocabulary Dominoes**, provide descriptions of words/visuals, pair with supportive peer/adult, allow students to preview vocabulary with supportive adult.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- set of **Vocabulary Dominoes** – teacher or student created

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Evaluate** which dominoes were the most difficult to connect and describe them in detail.
- Sort the words/visual dominoes into **categories**.



templates available at
lead4ward.com/playlists




Would You Rather ...

PURPOSE – Extending Thinking: Students are presented with two viable choices and must justify which they prefer.

Step-by-Step Instructions

1. Organize students into partners.
2. Teacher presents students with 2 choices by saying, “Would you rather 1.) _____ or would you rather 2.) _____?”
For example: Would you rather ...
 - be a cell in 1.) prophase or 2.) metaphase?
 - learn about the Civil War by 1.) watching a video clip or 2.) discussing a political cartoon?
 - begin reading by 1.) analyzing the text features or 2.) previewing the questions?
 - do the following task: 1.) mow $\frac{3}{4}$ of the yard or 2.) mow $\frac{5}{8}$ of the yard?
3. Students can respond in several fun ways:
 - Students create 2 small cards (#1 and #2) and slap down their response.
 - Students can “shoot” 1 finger or 2 fingers (like rock, paper scissors).
4. After responding, students justify their choice with their partner.
5. Teacher asks for responses and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Role play with non-academic choices first to learn the strategy.
-  Allow time to discuss each option with a supportive peer/adult before making a final decision.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

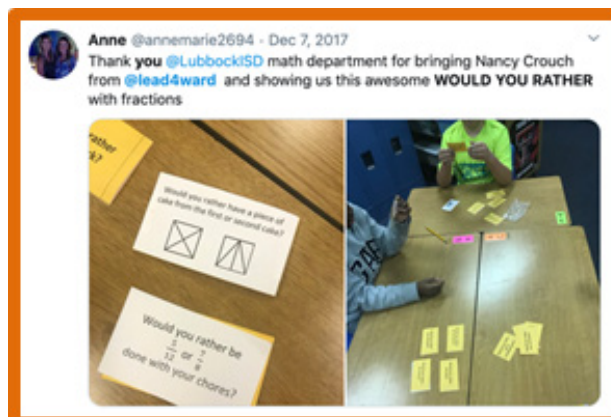
Materials:

- **Would You Rather...** statements

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Justify** why someone might select the OTHER choice.
- Analyze the **cause/effect** relationship of your choice.



3-2-1 Test Review

PURPOSE – Learning from Mistakes: Create student ownership in learning from graded assessments and help teachers prioritize which items to review.





Step-by-Step Instructions

- Students think through each item by coding each question with a plus, check, or minus as they take a test/quiz.
+ I got this correct! ✓ I THINK I figured this one out – I may have missed this one
- After graded test is returned, students analyze strengths and mistakes by thinking, talking, and writing about what they know and what they do not know with a 3-2-1 partner:

3	Select 3 difficult questions you got correct; justify why you got them correct to a friend.
2	Select 2 questions you thought you got correct, but you missed. Correct your mistake with a friend.
1	Select 1 difficult question you missed that you want the teacher to go over in class.

- Teacher reviews the common “1” questions using a learning from mistakes strategy such as **Make the Case** or **IQ Slap Down** to help students discover/correct mistakes.
- Teacher sees and hears students thinking and clarifies/verifies as appropriate.
- Students summarize what they learned and note how to avoid mistakes in the future.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Model the plus, check, minus coding; quickly determine the common “1” questions the teacher should review through post-it note voting or applause-O-meter.
-  Ensure all students have thinking partners for their “3” and “2” questions.
-  Allow students to code and discuss 3-2-1 with a supportive adult/peer.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

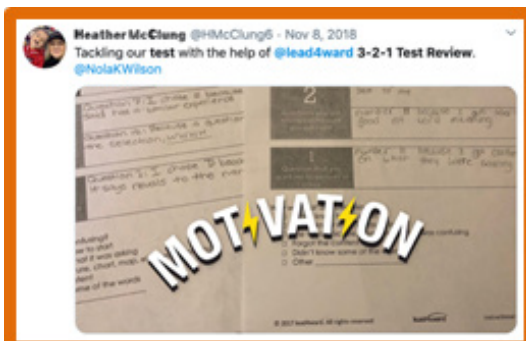
Materials:

- Graded assessment
- OPTIONAL: **3-2-1 Test Review** handout (printed or projected), notebook paper (if projected)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- What learning strategies will you **apply** to correct a mistake you (or others) made?



templates available at lead4ward.com/playlists






Balloon Bop

PURPOSE – Learning from Mistakes: Students analyze an assessment question and correct learning mistakes by participating in a collaborative balloon activity.

Step-by-Step Instructions

1. Organize students into groups of 5-6 and provide each group with 1 blue balloon and 1 green balloon.
2. Project a complex assessment question (*multiple choice and/or STAAR 2.0 item*).
3. **Round 1:**
 - as music plays, students pass the blue balloon around the circle like “hot potato”
 - when music stops, person holding blue balloon shares one way to start - group shares another
4. **Round 2:**
 - as music plays, student bop the green balloon around the circle, not letting it hit the ground
 - when music stops, person holding green balloon eliminates 1 answer choice - group eliminates another
5. **Round 3:**
 - as music plays, students pass blue balloon and bop the green balloon at the same time
 - when music stops, person holding blue and green balloons debate the final 2 answer choices
 - group decides which answer is correct

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Model how to pass blue balloon and bop green balloon appropriately.
-  Instruct students they **MUST** stop playing when the music stops and how the person nearest the balloon must grab it without argument.
-  If student gets a balloon, allow student to “phone a friend” in the group for collaboration.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- blue and green balloons (*may substitute with colored paper*), music from template provided

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Connect** a mistake to the steps of how to avoid the mistake in the future.



templates available at
lead4ward.com/playlists




Brain in the Game

PURPOSE – Learning from Mistakes: Access content by knowing how to start answering complex assessment questions.

Step-by-Step Instructions

1. Students get their **Brain in the Game** as they analyze and think about a difficult assessment question:
 - Analyze the item's visual stimuli (chart, table, picture, word problem, genre, etc.) by completing this statement with a partner 6-8 times: "If this visual (genre) could talk, it would tell me _____."
 - Identify 3-5 important vocabulary terms in the item and describe them to a peer.
 - Predict what the question might be about by summarizing the "big idea" (which TEKS Cluster, subcluster, or genre the question represents).
2. **Musical Mix-Freeze-Group** and have pairs compare, discuss, and justify responses.
3. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.
4. Students answer the question, justify responses, summarize what they learned, and note how to avoid mistakes in the future.

Helpful Hints:  safety  classroom mgmt  differentiation  star 2.0 connections

-  Model/rehearse **Brain in the Game** tasks with a simple question first; ensure each student has a partner.
-  Allow students to process the tasks with a supportive adult/peer; allow students to use thinking stems to frame response for each task.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

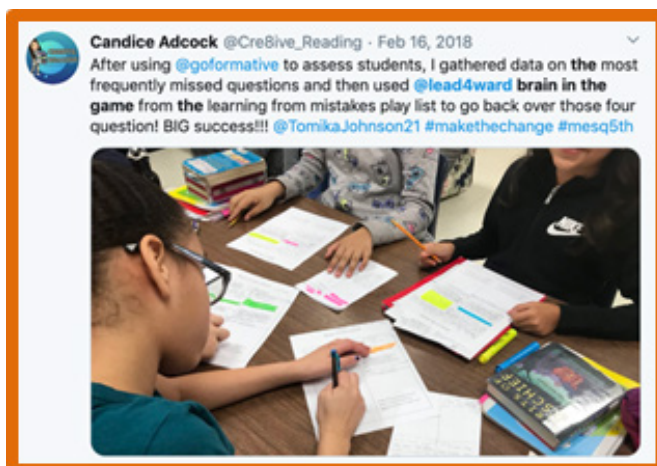
Materials:

- assessment item, **Brain in the Game** handout (printed or projected), notebook paper (if projected)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Compare** the stimuli in 2 questions. How are they the same/different?
- **Justify** that there are different ways to start answering assessment questions.



templates available at
lead4ward.com/playlists

NEW

Catch and Release

PURPOSE – Learning from Mistakes: Students toss a paper ball around their small group to analyze an assessment question through the lenses of **process** – **content** – **process**.

Step-by-Step Instructions

1. Organize students into groups of 4-5 and present the class with an assessment question that has visual stimuli. (*Question may be traditional multiple choice or a STAAR 2.0 item type.*)
2. Provide each group with **1 blue paper ball** and **1 green paper ball**.
3. **Round 1:** Students pass the **blue paper ball** around the circle like a “hot potato” as music plays. When the music stops:
 - **CATCH:** Student holding the **blue paper ball** explains what the question is about (**process**) then releases the ball to another student.
 - **RELEASE:** New student explains a way to start (**process**). Group agrees or adds new ideas.
4. **Round 2:** Students throw and catch the **green paper ball** across the circle. When the music stops:
 - **CATCH:** Student holding the **green paper ball** describes 2-3 important words in the question and why they are important (**content**) then releases the ball to another student.
 - **RELEASE:** New student explains the importance of the visual stimuli (**content**). (*If this visual could talk, it would tell me ____.*)
5. **Round 3:** Students pass the **blue paper ball** around the circle while at the same time they throw and catch the **green paper ball** across the circle. When the music stops:
 - **CATCH:** Student holding the **green paper ball** justifies the correct response (**content**) then releases the ball to another student.
 - **RELEASE:** New student agrees with the answer or challenges the correct response.
 - **CATCH:** Student holding the **blue paper ball** explains why one of the other answers is incorrect (**process**) then releases the ball to another student.
 - **RELEASE:** New student shares another way this concept might be tested (**process**).

Helpful Hints:



safety



classroom mgmt



differentiation



staar 2.0 connections

- 👉 Hand sanitize before and after participating.
- ⚙️ Role play appropriate/inappropriate ball tossing to clarify behavior expectations.
- 🗣️ Provide a word/idea bank or visual support to remind students of the concept.
- ★ This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- assessment question provided or projected, strategy template with sentence stems provided or projected, music, green and blue paper balls

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Predict** how this concept might be assessed in a variety of ways.
- How does this question **connect** to another question or concept?



templates available at
lead4ward.com/playlists





Chatterbox

PURPOSE – Learning from Mistakes: Students think, talk, and write to deeply analyze an assessment question and to correct their mistakes through a **Chatterbox** game.

Step-by-Step Instructions

1. Organize students into partners and project a troublesome assessment question. (*Question may be traditional multiple choice or a STAAR 2.0 item.*)
2. Students cut/fold the **Chatterbox** template into the **Chatterbox** toy.
3. **Round 1:**
 - Student 1 chooses a word on the Chatterbox and student 2 spells it – working the Chatterbox.
 - Student 1 chooses a number and student 2 counts it out – working the Chatterbox.
 - Student 1 chooses another inside number and student 2 lifts the tab to reveal the question.
 - Student 1 answers the question and student 2 compliments or coaches.
4. **Round 2:**
 - Repeat step 3 with students switching roles.
 - Repeat for 6-8 rounds, with each student answering 3-4 questions.
5. Teacher sees/hears students' thinking and clarifies/verifies 3-4 questions from the **Chatterbox** as appropriate.
6. Students summarize what they learned and note how to avoid mistakes in the future.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after using the strategy and allow each student to cut/fold his own personal **Chatterbox** to limit contact.
-  Model, then role play using the **Chatterbox** before using with a test question.
-  Allow students to preview the question with a supportive adult; partner with a supportive adult/peer.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- **Chatterbox** template and scissors, assessment question

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Draw a conclusion about how the **Chatterbox** questions helped you better understand the concept.



templates available at
lead4ward.com/playlists

Fixer Upper

PURPOSE – Learning from Mistakes: Students analyze the reason they missed an assessment question.

Step-by-Step Instructions

1. Return a graded assessment to students.
2. Students analyze 2 missed items through the **Fixer Upper** graphic (*printed or projected*).
 - *Foundation: What is the foundational topic of the question?*
 - *Stimuli/Visuals: Why is the stimuli/visuals (or genre) in the question important?*
 - *Words: What are the important 3-5 words in the question and what do they mean?*
 - *Learning/Thinking Mistake: What mistake did you make? (guess? stop too early? mix up concepts? careless mistake?)*
 - *Fixer Upper Plan: How will you correct your mistake next time?*
3. Using a movement and discourse strategy like **Rise and Shine**, students get a partner to help them think and talk through their mistake.
4. Repeat 2 times so students share both assessment questions with 2 different partners.
5. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.
6. Students summarize in writing what they learned and note how to avoid mistakes in the future.

Helpful Hints:  safety  classroom mgmt  differentiation  **staar 2.0 connections**

- ⚙️ Model **Fixer Upper** process with a whole-class question; ensure every student has a partner; those who made a 100 select the 2 most difficult questions.
- 👤 Provide printed **Fixer Upper** graphic; allow students to select the 2 questions to “fix up” with a supportive adult/peer; partner with a supportive peer/adult to actually “fix up;” allow students to dictate response to a scribe.
- ★ This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

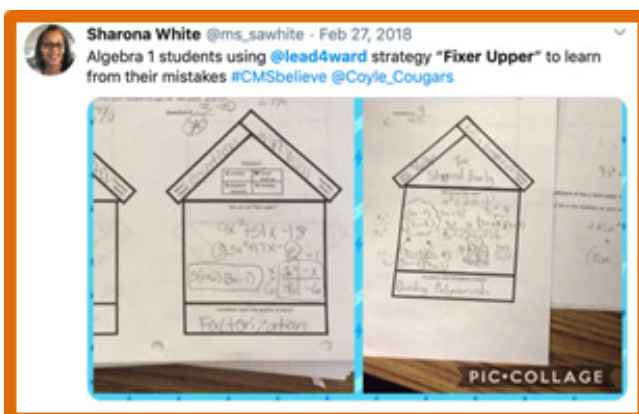
Materials:

- graded assessment, **Fixer Upper** handout (*printed or projected*), notebook paper (*if projected*)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Apply** the mistakes others made to your own work. Explain how you made similar mistakes or how you avoided those errors.



templates available at
lead4ward.com/playlists





Focused Listing

PURPOSE – Learning from Mistakes: Students collaborate to develop a comprehensive list of words, visuals, etc. associated with the major visuals, subclusters, or texts in a unit.

Step-by-Step Instructions

1. Post chart paper around the room with the major visuals, subclusters, or texts from a unit.
2. Organize students evenly among the posters and provide each group a colored marker.
3. Groups collaborate to list as many related words, visuals, events, characters/people, examples, main ideas, etc.
4. At the teacher's signal, groups revolve to a new poster and review the previous group's ideas by:
 - ✓ *placing a check mark beside ideas they agree with*
 - --- *striking-through any ideas that are mistakes or faulty connections*
 - ? *adding a question mark with a bubble asking clarifying questions*
 - *adding new bulleted ideas to the list as appropriate*
5. Repeat step 4 until each group has visited each chart.
6. Original groups analyze the other groups' comments on their poster then complete a 1-minute verbal summary of the main ideas.
7. Students write what they learned about each topic in a graphic organizer or in their journals.
8. Teacher sees and hears students' thinking and clarifies/verifies additions, confirms strikethroughs, and answers questions as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  **star 2.0 connections**

-  Hand sanitize before and after participating.
-  Assign students to move to a poster, 1 group at a time; clearly model the revolution pathway; and have a clear signal when students should revolve to the next poster.
-  Allow students to preview the questions, words, visuals, etc. with a supportive peer/adult; provide a bank of ideas.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- chart paper with different questions, words, visuals, etc.; markers (different color for each group)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Make a connection** between 3 of the posters. How are they related?
- **Evaluate** all the posters and **justify** one word as the most important for each topic.








Go with the Flow

PURPOSE – Learning from Mistakes: Students analyze incorrect assessment questions using a step-by-step flow map.

Step-by-Step Instructions

1. Students choose 1 question they missed on a graded assignment.
2. Using the **Go with the Flow** template, they think about their mistake: *guessing, careless, stopped too soon, or mixed things up.*
3. Using the **Rise and Shine** strategy, students get a partner, talk about their mistake, and develop a correction plan.
4. Repeat steps 1-3 with another incorrect item and a new partner.
5. Students write about how to avoid making that same mistake in the future in their journals or notes.
6. Teacher sees and hears student's thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Model the use of the **Go with the Flow** template.
-  Students who made a 100 can still participate as a thinking partner for others.
-  During **Rise and Shine**, ensure each student gets a thinking partner.
-  Assist students in selecting an appropriate question to analyze; partner with a supportive peer/adult; allow students to dictate response to a scribe.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

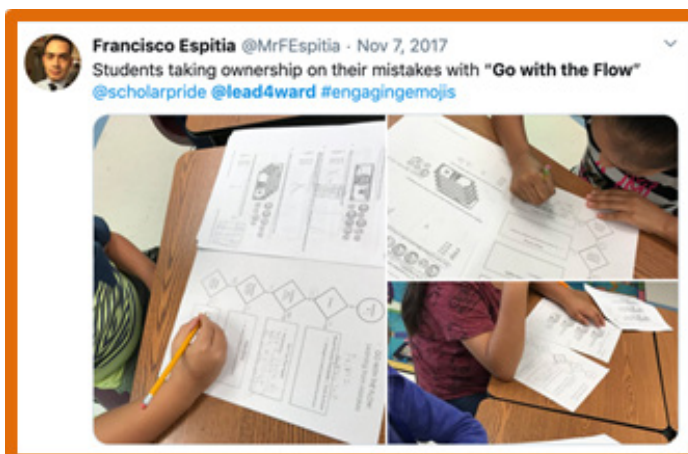
Materials:

- graded assessment, **Go with the Flow** handout (*printed or projected*), notebook paper (*if projected*)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Generalize** what type of mistake you make most often and how you can avoid these errors in the future.
- **Develop** a plan for learning the concepts better on which you were “mixed up” or “guessed.”



templates available at
lead4ward.com/playlists






Investigating the Question (IQ) Slap Down Game

PURPOSE – Learning from Mistakes: Analyze or practice assessment items by determining the worst answer, the distractor, and the correct answer through a slap down game.

Step-by-Step Instructions

1. Provide students with an assessment question. (*Assessment questions may be traditional multiple choice or a STAAR 2.0 items.*)
2. Organize students into thinking partners and each creates a set of response cards based on the type of question:
 - *multiple choice: create A-B-C-D cards*
 - *drag and drop: create cards with drag options*
 - *inline choice: create cards with the inline response choices*
 - *hot spot: create cards over the hot spot options*
 - *multipart: create A-B-C-D cards*
 - *multiselect: create answer cards*
3. Provide students with a multiple-choice assessment question.
4. **Round 1:** At teacher's signal, students slap down the WORST answer: justify with partner; pick card up; teacher clarifies.
5. **Round 2:** At teacher's signal, students slap down the DISTRACTOR: justify with partner; pick card up; teacher clarifies.
6. **Round 3:** At teacher's signal, students slap down the CORRECT answer: justify with partner; pick card up; teacher clarifies.
7. Teacher sees and hears student's thinking and clarifies/verifies as appropriate.
8. Students summarize what they learned in writing and note how to avoid those mistakes in the future.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Role play cards being held in student's hand and appropriate way to slap down the answer.
-  Explain a distractor may represent a partially correct response or a common error.
-  Allow students to preview the question with a supportive adult; partner with a supportive peer/adult; allow use of notes, anchor charts, or vocabulary journals.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- assessment question, notebook paper or index cards to create response cards

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- What was the main **cause** for student mistakes on this question?
- **Predict** another way this question might be asked.







Make the Case

PURPOSE – Learning from Mistakes: Defend or prosecute answer choices as incorrect (guilty) or correct (innocent).

Step-by-Step Instructions

1. Present students with an assessment question. (Assessment questions may be traditional multiple choice or a STAAR 2.0 items.)
2. Organize students into groups of 4 and allow them time to analyze the question:
 - Analyze the visual stimuli (or genre): If this visual could talk, it would tell me _____.
 - Analyze the vocabulary: three important words in the question are _____, _____, and _____ because _____.
 - Analyze the topic (TEKS Cluster or Subcluster): This question is mainly about _____.
3. Assign each student a potential answer choice.
4. Students huddle together with their answer choice group in different corners of the room to determine if their answer choice is ...
 - Correct or “innocent” by explaining why it is the correct response OR
 - Incorrect or “guilty” by explaining why their answer is the incorrect response
5. Students return to their home group and have 1 minute each to **Make their Case** by prosecuting guilty/wrong answers and defending innocent/correct answers.
6. Students deliberate and come to consensus about which answer is innocent (correct).
7. The teacher sees and hears the students’ defense or prosecution arguments and clarifies/verifies as appropriate.
8. Students summarize what they learned, sketch a related visual stimuli, and note how to avoid mistakes in the future.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Practice with a simple question first; role play getting into groups; model how to **Make the Case** verbally.
-  Allow students to partner with a supportive peer/adult to preview the question; provide a written response students can read when **Making the Case** in home group.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- assessment question

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Predict** which answer choice most students may have mistakenly chosen and how this error could be avoided.
- **Infer** which errors were careless mistakes and how to correct them.







Pick Up the Slip Up

PURPOSE – Learning from Mistakes: Analyze three statements associated with a concept and make inferences about which two are true and which is inaccurate.

Step-by-Step Instructions

1. Organize students into thinking partners.
2. Students create A-B-C cards and place them on their desks.
3. Teacher presents three statements or examples: two are true/accurate and one is a “slip up” that represents a common mistake students often make.
4. The teacher instructs students to:
 - “Think!” (think about which statement is the slip up or mistake)
 - “Hover!” (students hover their hand over their ABC cards showing they are ready)
 - “1-2-3, **Pick Up the Slip Up!**” (students grab the letter of the slip up and hold it high)
5. Students justify slip up response with a thinking partner.
6. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.
7. Students summarize in writing what they learned and note how to avoid mistakes in the future.

Helpful Hints:  safety  classroom mgmt  differentiation  **staar 2.0 connections**

-  Hand sanitize before and after participating.
-  Practice strategy with a simple example first; role play the hover movement; role play picking up the card that represents the lie or slip up.
-  Allow students to preview the 3 statements; partner with a supportive peer; allow peer to re-read 3 statements a second time.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- notebook paper, sticky notes, or note cards; 3-4 sets of **Pick Up the Slip Up** statements

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Infer** how to rewrite one of the false statements into a true statement.
- **Create/Develop** your own **Pick Up the Slip Up** statements and play the game with a thinking partner.








Presto – Chango!

PURPOSE – Learning from Mistakes: Magically change a multiple-choice question into an open-ended, short constructed response item to deepen thinking and to correct learning mistakes.

Step-by-Step Instructions

1. Select a troublesome assessment question from a previous assignment or quiz. (*Assessment questions may be traditional multiple choice or a STAAR 2.0 items.*)
2. Students fold paper to hide the answer choices.
3. Students place a note card beneath the stem and **Presto – Chango!** the question has transformed into a constructed response!
4. Student pairs collaborate to write the best response including the step-by-step process used to answer in narrative, short answer form (*include text evidence in ELAR/SLAR*).
5. Teacher provides a model response and encourages various ways to solve/answer.
6. Pairs then collaborate to change the original item into another STAAR 2.0 assessment format such as multipart, multiselect, text entry, match table grid, inline choice, hot spot, equation editor, etc.
7. Pairs trade responses with another pair, compliment thinking, and coach mistakes.
8. Teacher sees/hears students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Before participating, model several positive exemplars of correctly written responses in narrative form so students clearly understand the task.
-  Be sure to select a multiple-choice question that is appropriate for an open-ended response, i.e. the answer choices are not an integral continuation of the stem.
-  Allow students to process questions with a supportive adult/peer, allow students to dictate responses to a scribe, and allow students to sketch visuals as well as written responses.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

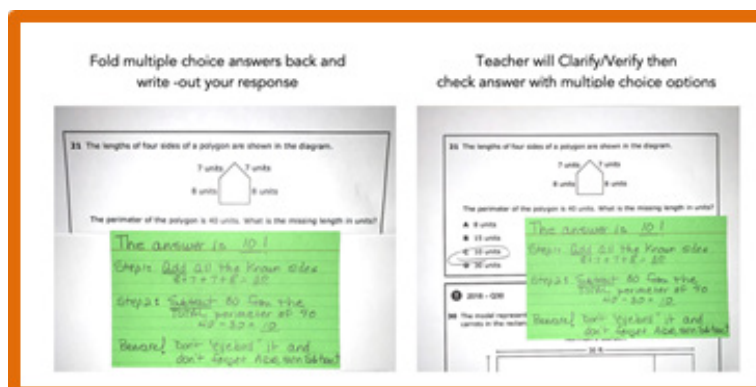
Materials:

- multiple-choice question, note cards or folded notebook paper

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Summarize** a mistake or misconception that was corrected during the activity.








Rock and Roll Item Review

PURPOSE – Learning from Mistakes: Analyze complex test questions in six different ways to determine mistakes in content and thinking.

Step-by-Step Instructions

1. Organize students into thinking partners and provide each pair with a die.
2. Present students with several assessment items. (*Assessment questions may be traditional multiple choice or a STAAR 2.0 items.*)
3. Student pairs take turns rolling the die and analyzing the item based on the task associated with the number rolled:
 - 1 = state the concept or big idea of the item (which TEKS cluster or subcluster aligns to this item?)
 - 2 = explain the importance of the visual/genre
 - 3 = communicate your plan for answering
 - 4 = select the worst answer choice (justify)
 - 5 = determine the distractor (justify)
 - 6 = determine the correct answer (justify)
4. Students continue rolling the die until they have completed all the activities for each assessment item assigned.
5. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.
6. Students summarize what they learned in writing and note how to avoid mistakes in the future.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Allow students to roll the dice 5 times each to “get it out of their system.”
-  Role play with a simple, fun question first; roll dice on textbooks to minimize noise.
-  Allow students to preview the question; pair with a supportive peer/adult to think through responses; give students only 2 answer choices to choose from on #4, #5, #6.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

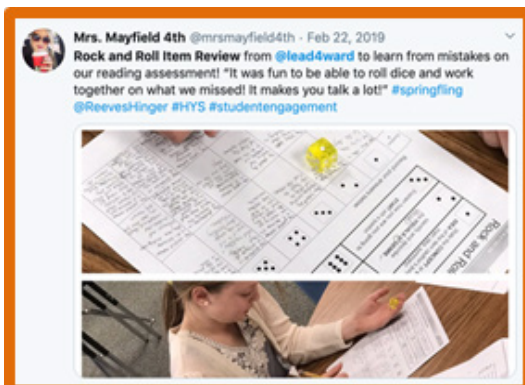
Materials:

- assessment question(s), dice, **Rock and Roll Item Review** handout (*projected*)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Predict** how to avoid a careless mistake over this concept.



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Toss a Question

PURPOSE – Learning from Mistakes: Collaboratively practice and analyze various assessment items, focusing on stimuli, terms, errors patterns, and distractors.

Step-by-Step Instructions

1. Organize students into 6 different groups and give each a different assessment question. (*Assessment questions may be traditional multiple choice or a STAAR 2.0 items.*)
2. Student groups collaborate to analyze and write a response to 1 part of each question.
 - Round 1: Analyze the stimulus and explain why it is important (toss)
 - Round 2: Identify and describe 3-5 key terms (toss)
 - Round 3: Predict the big idea (toss)
 - Round 4: Justify the best answer (toss)
 - Round 5: Justify the worst answer (toss)
 - Round 6: Predict a careless mistake and how to avoid it (toss)
3. At the teacher's signal, groups wad-up their question and "toss" it to the next group.
4. Groups analyze, collaborate, and complete the next task over their new question.
5. At the end of round 6, groups review their original question to determine the best response.
6. Teacher provides the correct responses, encourages discussion about other possible answers, and clarifies misconceptions as appropriate.
7. Students summarize what they learned in writing and note how to avoid mistakes in the future.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Role play appropriate wadding/tossing action; clearly designate tossing paths.
-  Allow supportive peer to read question and answer choices aloud; reduce to 2 answer choices for round 4 and 5; allow use of vocabulary journals, notes, and anchor charts.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- 6 different assessment questions; **Toss a Question** template (*projected*)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Evaluate** which question was the most difficult to analyze and explain why.
- **Infer** which round was easiest for you and which round was most difficult; explain why.



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(Adapted from Kagan Cooperative Learning)

NEW





Triad Trades

PURPOSE – Learning from Mistakes: Students are organized into triads to deeply think, talk, and write about an assessment item.

Step-by-Step Instructions

1. Organize students into triads.
2. Each triad is presented with a different assessment question. (*Assessment questions may be traditional multiple choice or a STAAR 2.0 items.*)
3. TRIAD TASKS:
 - *Paper 1: Triads write their assigned assessment question on paper #1.*
 - *Paper 2: Triads analyze the stimuli on paper #2. (If this visual could talk, it would tell us _____.)*
 - *Paper 3: Triads write their justification for the correct answer and summarize a mistake to avoid on paper #3.*
4. When all triads are ready, they mingle around the room trading papers 5 times with random people.
5. Students then mingle to find new triads to match the NEW paper they have: #1 the item, #2 the stimuli analysis, and #3 the correct answer justification/mistake to avoid.
6. When students form their new triad, they discuss the question and the responses they currently have. Then they either challenge or add new ideas to make the responses and justifications stronger.
7. Teacher sees and hears students' thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Role play appropriate/inappropriate ways to trade responses and then mix/mingle to find triad matches.
-  Allow students to dictate responses to a scribe if necessary; allow students to use notes or journal if they need assistance or reminders.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

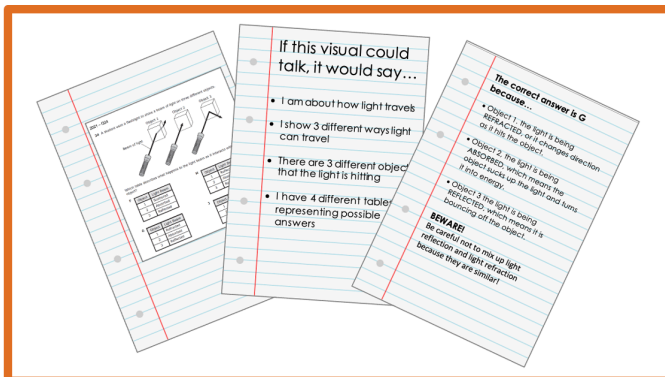
Materials:

- notebook paper, assessment questions (1 for each triad group)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Sequence** all the questions in the order of the ones you understand most to those that are most challenging.
- **Develop** a plan for better understanding the 3 questions at the end of the sequence.



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NEW





Yes, No, Maybe So

PURPOSE – Learning from Mistakes: Students categorize and defend answer choices as “yes” (correct), “no” (incorrect), or maybe so (potential correct response).

Step-by-Step Instructions

1. Organize students into groups of four and present the class with an assessment question without revealing the answer choices. (*Assessment questions may be traditional multiple choice or a STAAR 2.0 items.*)
2. Assign each student a letter A – B – C – D, ask students to write their letter on a sticky note, and instruct students move to their assigned corners to huddle with other students who have their same answer choice.
3. Group A is provided ONLY with answer choice A; group B is provided ONLY with answer choice B; group C is ONLY provided answer choice C; group D is provided ONLY with answer choice D. (*Note: for non-multiple choice responses, students are simply provided 4 different possible answers.*)
4. Student huddles discuss and determine if their assigned answer is a:
 - **Yes** – answer is correct (write a justification on the back of their sticky notes)
 - **No** – answer is incorrect (write the mistake represented on the back of their sticky note)
 - **Maybe So** – answer could possibly be correct (write a question about what additional information you need to confirm it is correct or not on the back of the sticky note).
5. Huddles go back to their home groups.
6. One at a time, each student places their post-it into one of 3 categories – **Yes**, **No**, or **Maybe So** – and verbally explains their justifications. Students may challenge and debate responses but the group must come to consensus.
7. After all students have defended their responses and debated possibilities, the group announces (or writes on chart paper or a white board) the correct answer, its justification, and one learning mistake to avoid.
8. Teacher sees and hears students’ thinking and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Role play appropriate/inappropriate ways to move into 4 huddles, how to discuss their answer choice as **Yes**, **No**, or **Maybe So**, and how to write their justifications on the back of the post-its.
-  Allow students to dictate responses to a scribe if necessary; allow students to use notes or journal if they need assistance or reminders.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- Sticky notes, assessment question

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Make an inference** about which learning mistake the majority of students might make and how they could avoid that mistake.
- **Compare/Contrast** this question to another assessment item over the same concept. What are the similarities? What are the differences?




3-2-1 Summary

PURPOSE – Evidence of Learning: Summarize learning and think deeply about content.

Step-by-Step Instructions

1. Students write 3 things they learned.
2. Students write 2 examples, applications, or inferences about what they learned.
3. Students write 1 question or draw 1 conclusion about what they learned.
4. Students turn in their **3-2-1 Summaries** as an exit ticket.
5. Teacher evaluates students' **3-2-1 Summary** responses and clarifies/verifies as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  **star** **star** 2.0 connections

-  Model a **3-2-1 summary** over a different topic so students have an exemplar.
-  Provide students with an idea bank for each section; allow students to dictate responses to a scribe; provide thinking stems to frame responses.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

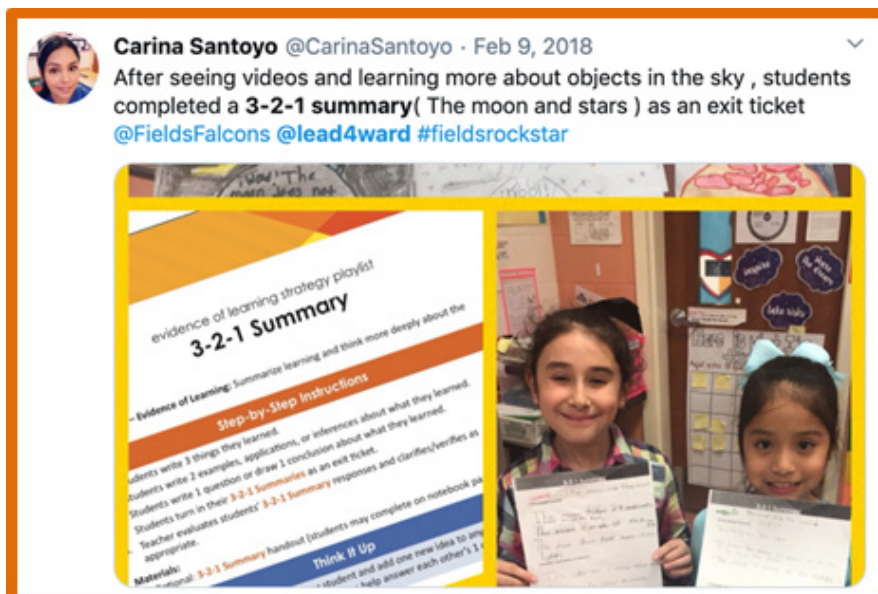
Materials:

- Optional: **3-2-1 Summary** handout (*projected*), notebook paper

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Share your **summary** with another student and add one new idea to any section.
- Get a partner and **apply** what you know to help answer each other's 1 question.



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Connect 4 Thinking

PURPOSE – Evidence of Learning: Make connections between a concept or text and other words, ideas, or visuals.

Step-by-Step Instructions

1. Each student individually analyzes an assigned concept or text by making 4 different connections. The 4 possible connections may include the following:
 - *synonym or antonym*
 - *analogy or real-life connection*
 - *quick sketch or visual*
 - *example or non-example*
 - *another term, concept, or text*
 - *genre demands*
 - *assessment item*
2. Using **Musical Mix-Freeze-Group**, students share and compare their learning connections and add new ideas.
3. Teacher analyzes students' connections and adjusts instruction as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Model **Connect 4 Thinking** with a simple concept as an exemplar.
-  Allow students to process the task with a supportive adult/peer; provide students with an idea/word bank, visual options, and anchor charts.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

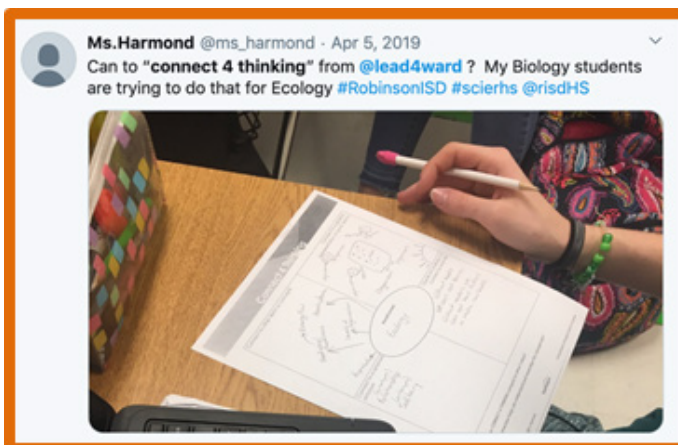
Materials:

- **Connect 4 Thinking** handout (*projected*), notebook or chart paper

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Justify** which connections help you understand and remember this concept best.



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Exit Ticket

PURPOSE – Evidence of Learning: Provide evidence of learning by applying a skill, answering a question, or summarizing content.

Step-by-Step Instructions

1. Students demonstrate or explain their level of understanding to provide evidence of learning through an **Exit Ticket**.
Exit Tickets may include the following ideas:
 - answer a **Think It Up** question
 - answer a 1 question “quiz”
 - write a one-minute paper
 - 1-minute paper brain dump
 - describe and sketch a term
 - complete a **3-2-1 Summary**
 - write a symbol (plus, check, minus) with an explanation
 - draw an emoji symbolizing your understanding
2. Teacher notes **Exit Ticket** responses, patterns, and trends, and adjusts instruction accordingly.

Helpful Hints:  safety  classroom mgmt  differentiation  **staar 2.0 connections**

-  Provide positive exemplars of **Exit Tickets** so students have a model to follow.
-  Provide students with an idea/word bank; allow the use of response/thinking stems; allow students to dictate response to a scribe.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

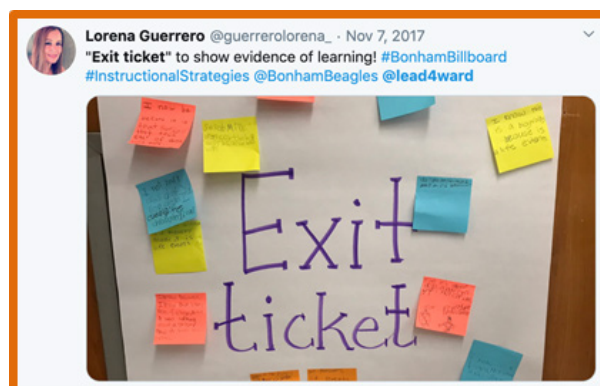
Materials:

- **Exit Ticket** prompt or question

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Draw a conclusion** by explaining why this learning was important.
- Make an **inference** about what might be difficult to understand about this concept.







Graphic Organizers

PURPOSE – Evidence of Learning: Organize information into a graphic representation to provide evidence of learning, connections between ideas, and reflect specific thinking.

Step-by-Step Instructions

1. Students brainstorm ideas or identify specific content information, then organize and represent their thoughts/connections in a **Graphic Organizer**.
2. Select the **Graphic Organizer** based upon the type of thinking being targeted such as:
 - *Cause/Effect Graphic Organizer*
 - *Classify/Categorize Graphic Organizer*
 - *Compare/Contrast Graphic Organizer*
 - *Make Connections Graphic Organizer*
 - *Generalize Graphic Organizer*
 - *Sequence/Order Graphic Organizer*
 - *Predict Graphic Organizer*
 - *Summarize Graphic Organizer*
3. Students complete the organizer individually.
4. Through a movement and discourse strategy, students get a partner and share/compare organizers, adding new ideas as appropriate.
5. Teacher evaluates students' **Graphic Organizer** responses and adjusts instruction accordingly.

Helpful Hints:  safety  classroom mgmt  differentiation  **staar 2.0 connections**

-  Provide exemplar **Graphic Organizers** as models for students to follow.
-  Provide students with an idea/word bank; allow student to think through the demands of the organizer with a supportive adult/peer/scribe.
-  Allow the use of notes, vocabulary journals, and anchor charts; provide a partially completed organizer; allow students to use sketching to complete the organizer.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- **Graphic Organizer** (*printed or projected*), notebook paper (*if organizer is projected*)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Summarize** what you learned from your **Graphic Organizer** in 3 sentences.



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High-Five Summary

PURPOSE – Evidence of Learning: Students prove they understand a concept by creating a detailed summary.

Step-by-Step Instructions

1. Students draw their hand on a sheet of paper.
2. Students record the following ideas in their “high-five” hand:
 - *Thumb:* big idea of the lesson/unit
 - *Pointer:* 3 important words
 - *Middle:* visuals or text titles
 - *Ring:* something important
 - *Pinkie:* something confusing
 - *Palm:* one-sentence summary
3. Using a movement and discourse strategy such as **Musical Mix-Freeze-Group**, students get a partner and share their summary, revising original responses as appropriate.
4. Teacher sees/hears students’ summarizations and adjusts instruction as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Provide an exemplar of a completed **High-Five Summary** over a different topic.
-  Allow use of an idea/word bank; allow students to think through the task with a supportive adult/peer; allow students to dictate response to a scribe.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

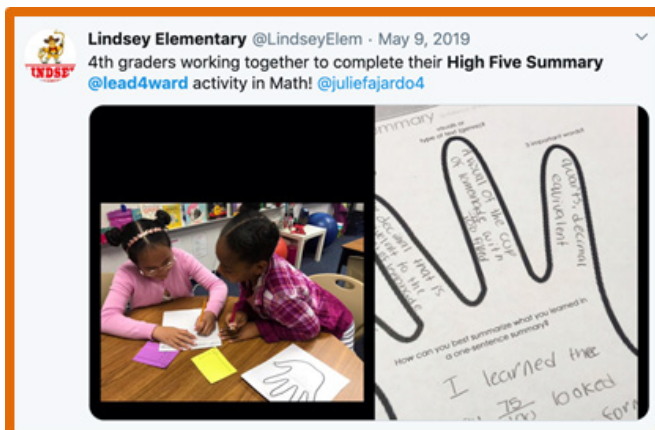
Materials:

- **High-Five Summary** template (*projected*), notebook paper

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Sequence** your summary into steps. What comes first, second, third, etc.?



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Independence Day

PURPOSE – Evidence of Learning: Students analyze their performance, noting where they are independent learners, where they need assistance, and how they might improve.

Step-by-Step Instructions

1. Before the unit assessment, students PREDICT their grade.
2. After the test, students record their ACTUAL test grade.
3. Students use the **Independence Day** matrix to place check marks in the boxes reflecting their level of dependence/independence.
 - *Tools to Know: can you get started on your own?*
 - *Content: how well do you understand the unit concepts?*
 - *Ways to Show: can you demonstrate you know this in multiple ways?*
4. Students then develop a plan for becoming more INDEPENDENT learners.
5. The teacher supports students' independence plans.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Teachers may choose to use the **Independence Day** matrix with students throughout the unit of instruction to monitor progress.
-  Allow students to process where he is on the matrix and his plan for improvement with a supportive adult/peer.
-  Encourage students to focus improvement efforts on Tools to Know before working on Content or Ways to Show.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

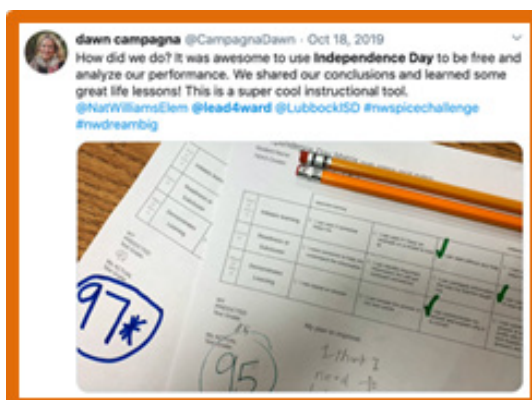
Materials:

- **Independence Day** matrix printed for each student, assessment to analyze

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Summarize** your plan to become a more independent learner.
- **Draw a conclusion** about why you did better, worse, or exactly as you predicted.



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Mind Bender

PURPOSE – Evidence of Learning: Collect evidence that misconceptions and false assumptions have been corrected.

Step-by-Step Instructions

1. Provide students with the **Mind Bender** handout (or project and students record ideas on notebook paper.)
2. Students think about how their previous misconceptions have done a “mind bender,” adapting and changing into new, confirmed information.
3. Students use **Mind Bender** stems to write about what they have learned: *I used to think _____ but now I know _____.* *I used to be clueless about _____ but now I know _____.*
4. Students get a partner to share/compare and talk about the new ideas they have learned.
5. Teacher evaluates students’ **Mind Bender** responses, adjusts instruction accordingly, and clarifies/verifies the dispelled misconceptions.

Helpful Hints:  safety  classroom mgmt  differentiation  **star 2.0 connections**

-  Model **Mind Bender** response to provide students with an exemplar; ensure each student has a partner to share/compare.
-  Provide **Mind Bender** handout; allow students to process the task with a supportive adult/peer.
-  Allow students to use an idea bank, anchor charts, and vocabulary journals; allow students to dictate response to a scribe or use sketching to respond.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

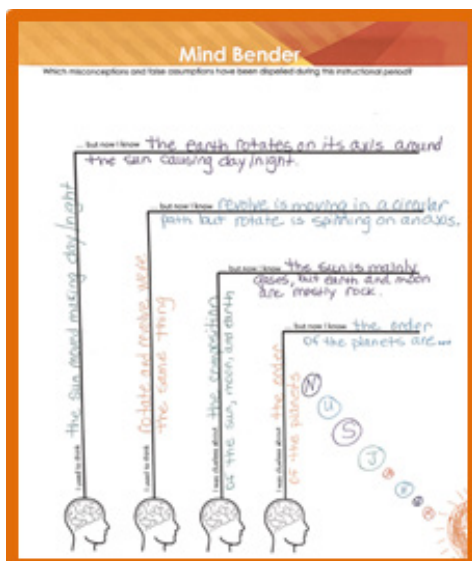
Materials:

- **Mind Bender** handout (*printed or projected*)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Create** a visual to teach the new idea you know best. Then teach a peer the concept.



templates available at lead4ward.com/playlists






One Minute Paper

PURPOSE – Evidence of Learning: Summarize learning through a quick writing activity.

Step-by-Step Instructions

1. Teacher asks students to summarize the ideas, concepts, skills, and processes they learned by writing for approximately 1-3 minutes.
2. Students may write a paragraph, a bulleted list, or create a graphic organizer.
3. Students share their **One Minute Paper** using the movement and discourse strategy **Think and Throw**.
4. Students huddle into small groups, share papers, and read out 2-3 of the best.
5. Students submit their **One Minute Paper** as an exit ticket.
6. Teacher evaluates students' responses and adjusts instruction as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Provide students a sample of a well-written **One Minute Paper** as an exemplar.
-  Model how to crush their papers, throw 3 “snowballs,” and huddle with a group.
-  Provide students a word bank to include in their paper; allow students to process ideas with a supportive adult/peer; allow students to dictate response to a scribe.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

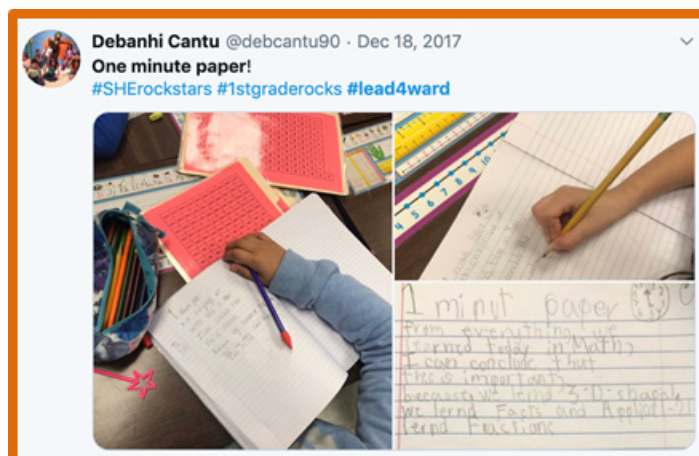
Materials:

- notebook paper

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Draw a conclusion** about why this information is important.



NEW

Show and Tell and Teach

PURPOSE – Evidence of Learning: Students provide evidence that they understand a concept by showing, telling, and teaching a friend how to answer an assessment question aligned to the assigned concept.

Step-by-Step Instructions

1. Organize students into pairs and assign each a letter: A or B.
2. Provide students with 2 assessment questions on the same assigned concept. (*Assessment questions may be traditional multiple choice or a STAAR 2.0 items.*)
3. **SHOW and TELL:** Partner A SHOWS partner B three important parts of the question:
 - SHOW 3 important words and TELL what they mean and why they are important.
 - SHOW where the visual is (or genre) and TELL why it is important by completing this sentence 4-5 times: "If this visual (or genre) could talk, it would tell me _____."
 - SHOW and TELL what the question is about and how you would start.
4. **TEACH:** Partner A TEACHES partner B how to answer the question:
 - Teach how to answer the question by verbally explaining it step-by-step.
 - Teach why the correct answer is the best by justifying the response.
 - Teach one learning mistake to be careful to avoid when answering questions like this.
 - After partner A has finished, partner B may ask questions, challenge a response, or add value to what partner A said.
5. **SWITCH ROLES:** Partner B now completes a **Show and Tell and Teach** with problem #2 by completing steps 3-4.
6. Teacher clarifies/verifies as appropriate.

Helpful Hints: safety classroom mgmt differentiation staar 2.0 connections

- Hand sanitize before and after participating.
- Role play (fishbowl) steps 3-5 with a student before asking students to complete the strategy on their own.
- Allow students to use their notes and vocabulary journals; provide sentence stems for each step to get students started with their **Show and Tell and Teach** tasks.
- This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

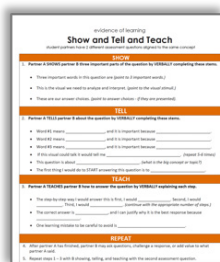
Materials:

- 2 assessment questions over the same concept, project **Show and Tell and Teach** template for students to follow

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Draw a conclusion** about this concept. What is easy to understand? What parts of this concept are confusing?
- **Compare/Contrast** the 2 questions. How are they the same? How are they different?



templates available at lead4ward.com/playlists

SNAP-tastic

PURPOSE – Evidence of Learning: Communicate your understanding through a Snapchat-type response.

Step-by-Step Instructions

1. Draw a *quick sketch* representing what was just taught.
2. Add a *caption* summarizing the sketch.
3. Write *one sentence* explaining your sketch.
4. Make it funky by adding an *emoji* reflecting how well you understand this information:



5. Fold your **SNAP-tastic** response like an airplane and send it through “cyberspace.”
6. Pick up a **SNAP-tastic** response, huddle with a group of 3-4, and share responses.
7. Come to consensus of how well the class understood the concept: thumbs up; thumbs sideways, or thumbs down.
8. Teacher evaluates students’ consensus responses and adjusts instruction accordingly.

Helpful Hints: safety classroom mgmt differentiation **staar 2.0 connections**

- Hand sanitize before and after participating.
- Provide a model of a **SNAP-tastic** response as an exemplar; ensure each student has a response to analyze/share.
- Allow students to use an idea/word/visual bank; allow students to dictate sentence response to a scribe.
- This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- **SNAP-tastic** handout (*printed or projected*), notebook paper

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Justify** why understanding the content through visuals is so important.



templates available at
lead4ward.com/playlists





Tabletop Tweet

PURPOSE – Evidence of Learning: Communicate your understanding of content by describing, sketching, and summarizing what you learned.

Step-by-Step Instructions

1. Using 140 characters or less, students describe what they learned.
2. Students then create a graphic, diagram, or quick sketch to capture the big idea.
3. Students then summarize what they learned with a hashtag phrase.
4. Students crush their tweet and toss it across the room.
5. Students pick up a random tweet and add one more idea in the re-tweet box.
6. Teacher sees and hears students' thinking and adjusts instruction as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Role play the appropriate way to crush and throw the **Tabletop Tweet**.
-  Allow students to process the task with a supportive peer/adult; provide students an idea/word bank; allow students to dictate ideas to a scribe.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

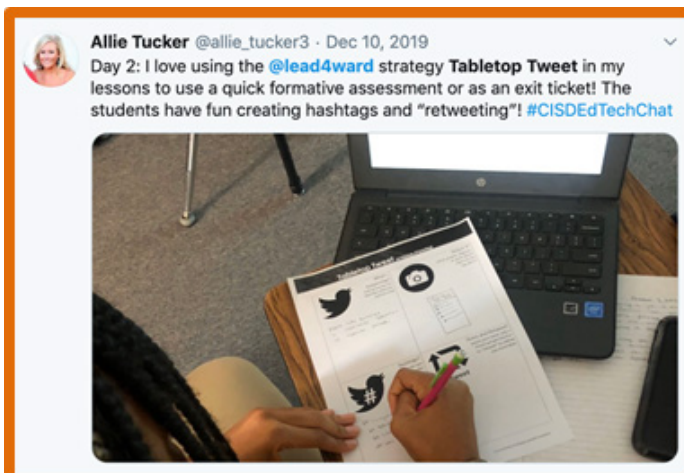
Materials:

- **Tabletop Tweet** handout (*printed or projected*), notebook paper

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Compare/Contrast** the **Tabletop Tweet** to a real tweet. What changes would you make if this was a REAL tweet?



templates available at
lead4ward.com/playlists





Team-Two-One

PURPOSE – Evidence of Learning: Students prove they understand a concept by answering a question as a team, a question with a partner, and answering a question independently.

Step-by-Step Instructions

1. Organize students into teams of 4.
2. Present a question, task, text, or problem for the **Team** to solve collaboratively.
3. Teacher clarifies/verifies justification for best responses.
4. Present a question, task, or text for **Two** students (pairs) to solve or read collaboratively.
5. Teacher clarifies/verifies justification for best responses.
6. Present individual students (**One**) with a final question, task, or text to answer or read independently.
7. Teacher collects and evaluates **Team-Two-One** question responses and adjusts instruction as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Hand sanitize before and after participating.
-  Clearly organize students into teams of 4 and into pairs.
-  Partner with a supportive set of peers; allow peers to read questions aloud; allow students to work with a supportive adult on the individual question.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- 1 team question, 1 pair question, and 1 individual question

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Change one part of the final question stem and **make an inference** about how the correct response should now change.



Thought Bubbles

PURPOSE – Evidence of Learning: Students provide evidence of learning by connecting ideas through thought bubbles.

Step-by-Step Instructions

1. Students write the lesson's topic, the text title, or big idea in the center of their paper.
2. Throughout the lesson, students add **Thought Bubbles** when new learning occurs.
Thought Bubbles may be connections to:
 - key words
 - important facts
 - various visuals
 - previous lessons
 - a fact or detail
 - a skill
 - steps in a process
3. Students trade **Thought Bubbles**, share ideas, and add 1-2 NEW bubbles to their paper.
4. Teacher analyzes students' **Thought Bubbles** and clarifies/verifies as appropriate.

Helpful Hints: 🧼 safety ⚙️ classroom mgmt 👤 differentiation ★ staar 2.0 connections

- 🧼 Hand sanitize before and after participating.
- ⚙️ Model a few **Thought Bubbles** with whole class and allow students to complete the remaining **Thought Bubbles** on their own.
- 👤 Provide students starter stems for each **Thought Bubble**; allow students to dictate response to a scribe; partner with a supportive peer/adult; allow students to sketch ideas in thought bubbles.
- ★ This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

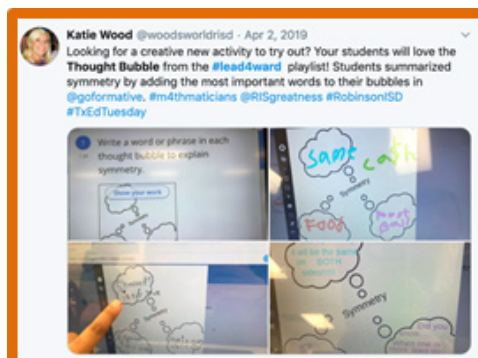
Materials:

- notebook paper

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- Trade **Thought Bubbles** with a friend and **evaluate** which idea is most unique and profound.
- **Summarize** your **Thought Bubble** by writing 2 sentences that captures the ideas on your 2 best bubbles.






Total Recall

PURPOSE – Evidence of Learning: Students recall academic content and the affective aspects they felt while learning the content.

Step-by-Step Instructions

1. Students fold notebook paper to create 4 quadrants and then complete 4 **Total Recall** tasks associated with the lesson/unit content:
 - *Section 1: list and describe 3 important words or facts*
 - *Section 2: sketch 1-2 important visuals*
 - *Section 3: connect this new content with something you've learned in the past*
 - *Section 4: draw an emoji representing how you felt while learning this content (happy face, confused face, sad face, thumbs up, thumbs down, etc.)*
2. Teacher collects students' **Total Recall** responses and adjusts instruction as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Provide students with a model of an exemplar **Total Recall**.
-  Provide an idea/word/visual bank for each quadrant task; allow students to process the task with a supportive peer/adult; allow students to dictate ideas to a scribe.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

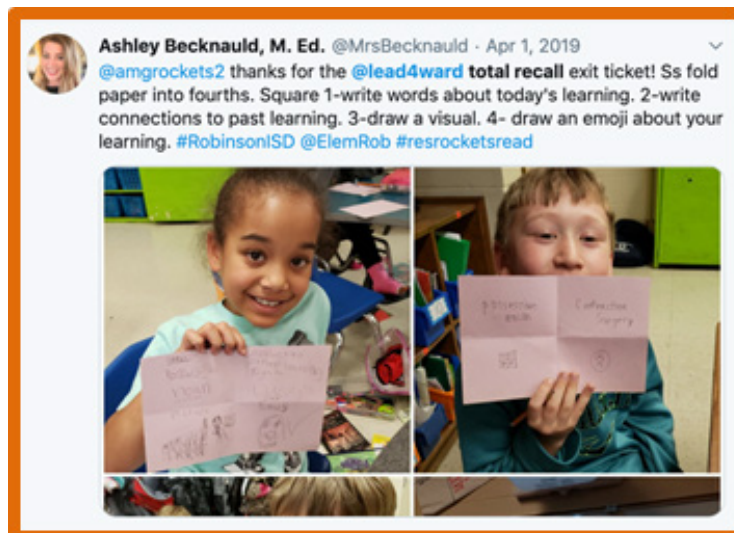
Materials:

- notebook paper

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Summarize** your **Total Recall** ideas in 2-3 sentences.
- **Compare** the difficulty of these concepts with one previously learned.






What's On Your Plate?

PURPOSE – Evidence of Learning: Brainstorm all the concepts, words, processes, and skills taught in a unit of instruction, and then evaluate strengths and weaknesses.

Step-by-Step Instructions

1. Provide each student with a paper plate.
2. Students brainstorm everything they learned in this unit including concepts, skills, vocabulary terms, visuals, processes, etc.
3. **Rock Star Ideas:** Students draw a star beside the 2-3 ideas they understand the best.
4. **Loopback Ideas:** Students circle 2-3 ideas they are still confused about.
5. Students then participate in three rounds of **Musical Mix-Freeze-Group:**
 - Round 1 – Partner #1: share brainstormed ideas and add new ideas
 - Round 2 – Partner #2: summarize their Rock Star ideas
 - Round 3 – Partner #3: explain/coach each other about loopback ideas
6. Teacher collects and evaluates the paper plates and adjusts instruction, review, and intervention as appropriate.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

-  Model how to select Rock Star and Loopback ideas; ensure each student has a partner.
-  Provide partially completed plate; allow students to process additional ideas with a supportive adult/peer; allow students to dictate responses to a scribe.
-  This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- paper plates

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Draw a conclusion** about how your #1 Rock Star idea and your #1 Loopback idea will be tested.



Wishful Thinking

PURPOSE – Evidence of Learning: Students analyze their understanding of concepts using the lead4ward Student Learning Reports and make 1-3 wishes to help them improve.

Step-by-Step Instructions

1. Students self-reflect on each “I CAN” statement on lead4ward’s Student Learning Report:
 - write a symbol in Check Up columns: + (I know it) ✓ (I know parts of it) – (I don’t know it yet)
 - write “I WISH” in the NOTES column on 1, 2, or 3 concepts they wish to improve.
 - for each “I WISH,” students write a specific question about the concept on a post-it note.
2. Organize students into 3 or 4 **Wishful Thinking** groups (6-8 students in each group).
 - groups move to assigned corners
 - students organize post-it note wishes into categories
 - use group’s strengths to grant (answer) wishes or recruit experts from other groups to help “grant wishes”
 - give unanswered wishes to teacher
3. Teacher uses ungranted wishes to form intervention groups.

Helpful Hints:  safety  classroom mgmt  differentiation  staar 2.0 connections

- ⚙️ Strategy may be implemented before/during/after instruction as a progress measure.
- ⚙️ You may choose to use the strategy with subcluster sections rather than entire Student Learning Report.
- ⚙️ Model how to categorize post-it wishes and how peers can “grant” wishes.
- 👥 Partner with supportive peer to read I CAN statements aloud; process understanding and wishful thinking post-it question with a supportive peer/adult.
- ★ This strategy may help students COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking if they are provided opportunities to 1.) make and justify choices, 2.) create and use stimuli, and/or 3.) think, talk, write.

Materials:

- Student Learning Report (printed), post-it notes (3 per student)

Think It Up

choose a Think It Up question as an exit ticket or a journal entry as evidence of learning

- **Summarize** how your wish was granted by explaining to a friend what you learned.
- **Draw a conclusion** about why you will perform better on an “I WISH” concept next time.

