

Visual Representation & Modeling

Quick Writes

Select a prompt for students to discuss and give them a specified amount of time to write an answer (3 minutes). *Follow up with a Pair-Share for student collaboration and discussion.

Quick-Draws

Select a major concept in your lesson, then ask students to reflect on the meaning of the concept and create a visual image to represent it.

Three-Sentence Wrap-Up

At the end of a lesson, ask students to summarize it in three sentences or less. Have students get in groups to discuss and refine summaries. *Take it one step further and have every group create a 3-sentence summary.

Effective Questioning

The Ripple

Pose a higher order question prompt to which all students respond. Students share responses in pairs or small groups. Volunteers or selected students share with the whole class.

.True/Not True

Create four cards for each student: True, Not True, True with Modifications, and Unable to Determine. Ask students a question that they answer by holding up the appropriate card.

Line-Ups

Select a question for the class. Give students time to reflect. Ask students to stand in two parallel lines of the same length and discuss the question with the person across from them

Attending to Precision

Picture Notes

Select important pause points in your lesson. Have students draw a picture that illustrates this concept and share the picture with a partner. At the lesson's end, ask students to create a "Big Picture" to summarize.

Networking Sessions

Prepare one to four prompts for discussion, and give students time to think about each. Ask students to find someone to whom they have not yet spoken and discuss responses to one prompt. After a few minutes, have students switch to a new partner and discuss another prompt.

A to Z Summaries

At a lesson's end, assign each student a letter of the alphabet. Ask students to provide a one-sentence summary of the lesson that starts with their assigned letter. Call out the letters in order as a cue for student to read their sentences out loud or post them on a co-created class anchor chart.

Response Cards: Print, copy and provide a set to each student in class to use in response to whole-class effective questioning.

In Pursuit of *Exceptional*

TRUE

**NOT
TRUE**

TRUE

WITH MODIFICATIONS

**UNABLE TO
DETERMINE**

BASED ON INFORMATION LEARNED

Response Cards:

Print, copy and provide a set to each student to use in response to whole-class effective questioning or post in the 4 corners of the classroom for students to move and stand to select their answer choice.

In Pursuit of *Exceptional*

A

B

A

B

C

D

C

D

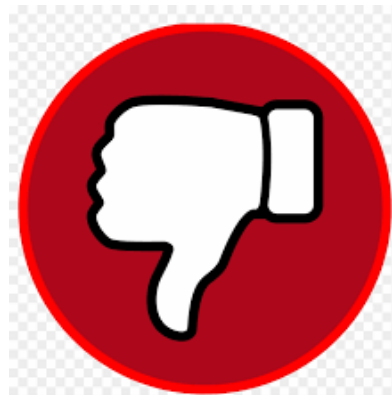
Response Cards:

Print, copy and provide a set to each student in class to use in response to whole-class effective questioning.

In Pursuit of *Exceptional*



I understand!
I can tell you what I learned!



I do not understand!
I have a lot of questions!



I'm getting there!
I have a few questions!