

APPENDIX

GALLERY WALK

During a Gallery Walk, students explore multiple texts or images that are placed around the room. Instructors often use this strategy as a way to have students share their work with peers, examine multiple historical documents, or respond to a collection of quotations. Because this strategy requires students to physically move around the room, it can be especially engaging to kinesthetic learners.

Procedure

Step 1: Select the texts (e.g. quotations, images, documents, and/or student work) or graphic materials that you will be using for the Gallery Walk. You can also have students, individually or in small groups, select the text/images for the gallery walk.

Step 2: Organize texts or images around the classroom: Texts/images should be displayed “gallery-style” - in a way that allows students to disperse themselves around the room, with several students clustering around a particular text. Texts can be hung on walls or placed on tables. The most important factor is that the texts are spread far enough apart to reduce significant crowding.

Step 3: Instruct students on how to walk through the gallery: Viewing instructions will depend on your goals for the activity. If the purpose of the gallery walk is to introduce students to new material, you might want them to take informal notes as they walk around the room. If the purpose of the Gallery Walk is for students to take away particular information, you can create a graphic organizer for students to complete as they view the “exhibit,” or compile a list of questions for them to answer based on the texts/images on display.

Sometimes instructors ask students to identify similarities and differences among a collection of texts/images. Or, instructors give students a few minutes to tour the room and then, once seated, ask them to record impressions about what they saw. Students can take a Gallery Walk on their own or with a partner. You can also have them travel in small groups, announcing when groups should move to the next piece in the exhibit. One direction that should be emphasized is that students are supposed to disperse themselves around the room. When too many students cluster around one text/image, it not only makes it difficult for students to view the text, but it also increases the likelihood of off-task behavior.

GIVE ONE/GET ONE

This activity may be used for review of previously presented material or to provide entrée into new material by tapping into students’ own prior knowledge. It begins with students partially filling in boxes on a prepared chart by themselves, at the instructor’s direction. The instructor designs the chart topic based upon the particular lesson material. The chart may contain six, nine or twelve boxes, depending upon the scope of the material, the age of the students and the time that may be devoted to the activity. As with all activities that require student movement and independent conversation, the instructor should review the rules and requirements with students prior to beginning the activity.

Procedure

Step 1: Students are given Give One/Get One charts. The instructor directs that they fill in the top three boxes individually, at their desks, based on the lessons that they are developing. In the case of the Art Deco lesson in this unit, they might be told to “Write three things that you learned during our Art Deco lessons, or three impressions you have based on the Art Deco information we received.” This step should be timed and take only 3-4 minutes.

Step 2: On the instructor’s cue, students move about the room asking the other students to give them one of their ideas. They then give one of the ideas from their 3 top boxes. Students move from one student to another repeating this process until all boxes are filled or until the instructor signals for students to return to their desks. Speed is important in this activity, and 5-6 minutes should be the maximum allowed.

Step 3: Once students have finished the Give One/Get One charts, there is a brief Share Out of things they’ve given and gotten.

QUICK WRITE

The Quick Write activity is used as an accountability tool and also as a way of helping students to access information they already have. It may be used at the beginning of a lesson to have students recall information from previous lessons or from their experience, during the lesson to give students the opportunity to organize their thoughts and recall information just received, or at the close of the lesson to help them to access ideas from the day’s lesson activities.

This is not a graded activity. It is not collected or examined by the instructor. The Quick Write remains with the student. However, it should always be followed by a Quick Share, either in student groups or in whole class Share Out. It is very important that the instructor hears what the students are sharing, so as to ensure that the information given is the information learned. It allows instructors to assess student learning in a quick, informal way so that wrong information may be corrected in a timely way, and adjustments in instruction may be made as necessary.

Procedure

Step 1: The instructor poses a question or provides a specific topic. Students are instructed to Quick Write -- that is to write whatever comes to mind about the specific topic, without regard to written conventions of spelling, grammar or sentence structure. This is a brainstorming on paper. It is done individually, without conversation with classmates. There are no right or wrong answers.

Step 2: Student must write for the entire time, usually very short, especially as the activity is just introduced. The instructor might give 1 or 2 minutes at first, letting students know they must keep writing until time is called. On occasion, when time is called, many students may protest that they’re not finished. The instructor may extend time by a minute or two, if appropriate.

Step 3: A few minutes should be spent on Class Share Outs. Share Out should also be quick, but as inclusive as possible.

SENTENCE STRIPS

This activity is designed to provide students with conversation or writing starters. The Instructor identifies a number of sentences that are related to the lesson material that can be used independently to motivate lesson/topic appropriate conversation between and/or among students.

If this is a new activity for students, the Instructor may use another sentence (one not given to students) to model the procedure for the class, either using a think aloud or asking students to contribute thoughts to a communal paper.

Procedure

Step 1: Lesson appropriate sentences are duplicated on strips of paper or on individual sheets of paper. The Instructor should develop or select sentences that are open ended and will motivate student thinking. Each student is given, randomly, one or, in some cases, several of these sentences. Students are told to jot down their thoughts with respect to the sentence(s) they have received. The Instructor should give a time limit for "jotting" down thoughts. It is advisable to give a short time for this part of the activity, perhaps 2-3 minutes. Extended times may cause students to come off task.

As students are jotting their thoughts, the Instructor should walk around the room and look at their work, providing a helpful "nudge" or clarification for students as they work. As with most strategies, sometimes students may need a moment more to finish their thoughts. The Instructor may notice this as he/she walks the room. It is fine to "check in" with students as time draws to a close and ask (about 30 seconds before time is up) if students need another minute to finish.

Step 2: After students have completed the written portion of the activity, they are directed to discuss their thoughts with table mates. For this activity, a maximum of four students per group is recommended. The Instructor may provide directions for the conversation, as students take turns talking about their sentences and their thoughts/ opinions. This is also a timed activity where the Instructor walks from group to group and "listens in" on conversations. The Instructor should not contribute to the conversation in any substantive way, but should monitor the activity to ensure that each student participates. If a student is not participating, the Instructor might ask: "What was your sentence about? What are your thoughts?"

Step 3: Instructor led whole Group Share.

TALK-AROUND

This activity is used to facilitate small group discussions while ensuring equality of participation. It may be used with Sentence Strip activity or any activity where each student is required to add his/her thoughts to the conversation. It is important that the instructor models the activity with students before they are asked to do it on their own. While the activity is being implemented, the instructor should walk the room to monitor participation and to ensure that groups are on topic.

Procedure

Step 1: Following a written activity, students in small groups discuss the material before them. In the Sentence Strip activity, students are asked to share their sentences and their thinking in a round table fashion.

- Student 1: Reads sentence aloud to the group and shares one thought from his/her paper about that sentence. The rest of the group listens and does not contribute, except to ask for clarification if needed.
- Student 2, 3, and 4: After the prior student is finished the next student takes their turn to do the same.

Step 2: After round one where each student has shared his/her sentence and one thought, the first student begins the second round immediately, either by sharing another of his/her thoughts about the sentence, or by commenting on another group member's sentence or share from the first round. The conversation continues around the group, with each student, in turn, either sharing more about their own sentences or commenting on another student's sentence or thoughts. The conversation continues around the table, allowing each student an opportunity to present, comment and listen with equality of participation. It is important for each to listen carefully to others in order for the conversation to be full and rich.

While the conversations are taking place, the instructor is walking from group to group, listening, noting ideas, monitoring for relevance, and getting a sense of when to end the activity. It is not recommended that the small group conversation goes much longer than 5 minutes, as some groups may have difficulty staying on task after several minutes. The Instructor can stop the small group discussion to continue in whole group for a few more minutes if the conversation is still active.

Step 3: The Instructor may ask the groups to select a "spokesperson" whose job it is to Share Out two or three points from the group discussion. These points should be agreed upon by the group members and presented as the work of the group, not just the spokesperson ("We thought..." "We agreed..." "We had different opinions...").

TICKET OUT

A Ticket Out sheet may be used at the end of a lesson or lesson cluster. This is an accountability tool to ensure that students are taking responsibility for the information or material that they are working on during the lesson or unit. It is also a way for the Instructor to quickly get an idea of the way students are retaining information from the lesson. Often it will allow instructors to gain insight into student engagement, learn what "wrong" information students may have picked up, and assess what changes might be necessary in future instruction.

As students become familiar with this tool, the Instructor may inform them at the beginning of the lesson that they will be required to submit the Ticket Out before they leave the room, or move on to another topic. Ticket Out sheets should not be distributed until they are to be used. The Instructor should leave at least 5-6 minutes for the activity.

Procedure

Step 1: The Instructor has planned what kind of questions will be addressed on the Ticket Out for the specific lesson. If possible, the sheets should contain the question(s) and be duplicated for student use so as to save time.

Step 2: Sheets are distributed and students are told to fill in at least one bit of information that addresses the question(s) on the sheet. They should be told not to be concerned with sentence structure, spelling or grammar rules for this activity. They must include their names, the date, and the lesson topic at the top of the sheet.

Step 3: The instructor collects the sheets (or students may deposit them in a box used for this purpose as they leave the room). This is not a "graded" activity, but students must understand that if they fail to hand in a sheet or fail to complete the sheet, there will be some consequence. This consequence might be a talk with the student at the next lesson (for a first missed sheet), up to an extra assignment, a call home, or a negative for the lesson. The consequence sequence is up to the Instructor and will depend upon the rules and management parameters already in place.