

BY:

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JESS'S STRATEGY PORTFOLIO

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CORNELL NOTE TAKING METHOD

This strategy focuses on the 5 R's of notetaking. Those R's are record, reduce, recite, reflect, and review. There are three columns...

1. Cue Column area that you put key words in
2. Note taking area where you jot down notes on those key words in
3. Summary box where you up your notes on the key words you have.

Reflection

This strategy helps you pick out main points or main questions to take notes on, therefore helps a student focus on a certain question or idea and take notes to understand it more. For example, if you give your students cornell notes then they will not wonder what you want them to learn from the lesson because it will be on their notes page.

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**CORNELL NOTES
SHEET**

Name: _____
Class: _____ **Topic:** _____
Date: ____/____/_____
Period _____

QUESTIONS

NOTES

SUMMARY: Write 4 or more sentences describing specific learning from these notes.

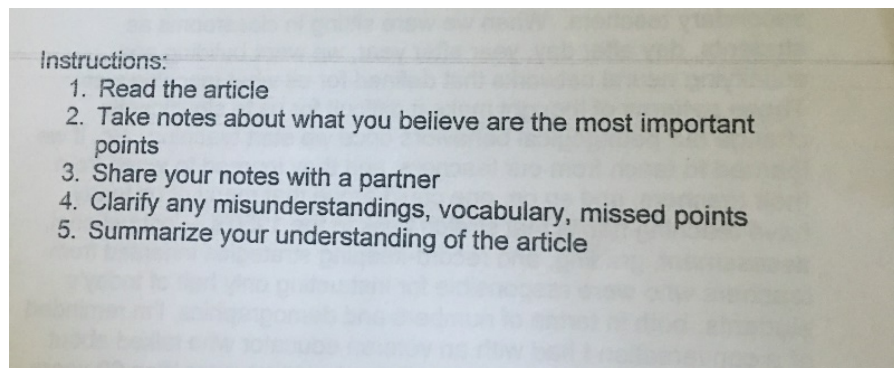
DID YOU HEAR WHAT I HEARD?

This strategy gets the students to reread articles at least three different times by asking the students questions about what happened in the article after they already read the article once.

Reflection

This strategy is used to help students understand what they are reading, so they comprehend the article or story better. For example, if you give them these questions in the visual that would make them read the article multiple times to find the answers. That helps them understand the article because of them reading it many times.

VISUAL:



STAND UP, SIT DOWN

This strategy is when...

1. You ask all of your students to find one or more facts about the lesson and tell them to sit up when they are ready.
2. When all of your students are standing up you go around the room and they tell you a fact about the lesson that they learned, then they get to sit down after they share.
3. If somebody says all of your facts that you learned you get to sit down.

Reflection

This strategy helps the students think on the spot what they remember and understand about the lesson. If the students all have the same answer then you might have to reteach the lesson for them to all hit the main points and understand them. It also gets everybody up and paying attention if they lost focus.

NO VISUAL NEEDED

THE NEW AMERICAN NOTEBOOK

This strategy is a not taking strategy that is very similar to cornell notes. This notes page has three columns. The columns consists of key words, notes, and a response section. The key words are already put into the spaces on the key words, and then you fill in the notes and write your response on it.

Reflection

This strategy helps students understand the key points to a lesson. This is a good way to keep notes because it helps with understanding all of the important information that your teacher wants you to understand. If you do not give the students the main points of what you want them to learn, then they will wonder what you want them to take out of the class that day. This worksheet makes it easier for the students to focus on that information that you want them to.

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KEY WORDS	NOTES	RESPONSE

KNOWNNS & UNKNOWNS

This strategy is when you have your students go through a list of vocabulary words and...

1. Mark off if they know the word
2. Mark off if they kind of know the word
3. Mark off if they don't know the word at all.
4. Then you go over the vocabulary words that the kids aren't sure about or don't know and then have them draw a picture, sentence, or phrase to help them remember.

Reflection

This strategy tells the teacher what the students already know so she can help them understand the ones they don't know. For example, the words that the students mark off that they know then you do not have to go into detail with it. You can ask them what the ones that they know mean. After that you can go over the ones that the students kind of know in detail. Finally, you need to go into great detail with the ones that the students do not know so it is easy for them to understand the words. They can also draw a visual to help them remember, like a picture or sentence.

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VOCAB WORDS	K	F	U	VISUAL

ADVANCED ORGANIZER

This strategy consists of 4 squares. It has 4 headers that have the sub points for you to write information about. It also has the big point in the middle, which is what all of the sub points are about.

Reflection

It helps students organize their thoughts and focus on the important information. It also helps the students get in depth with their information about the main point. For example, if you give them the important points for them to focus on they will succeed more and understand the information more.

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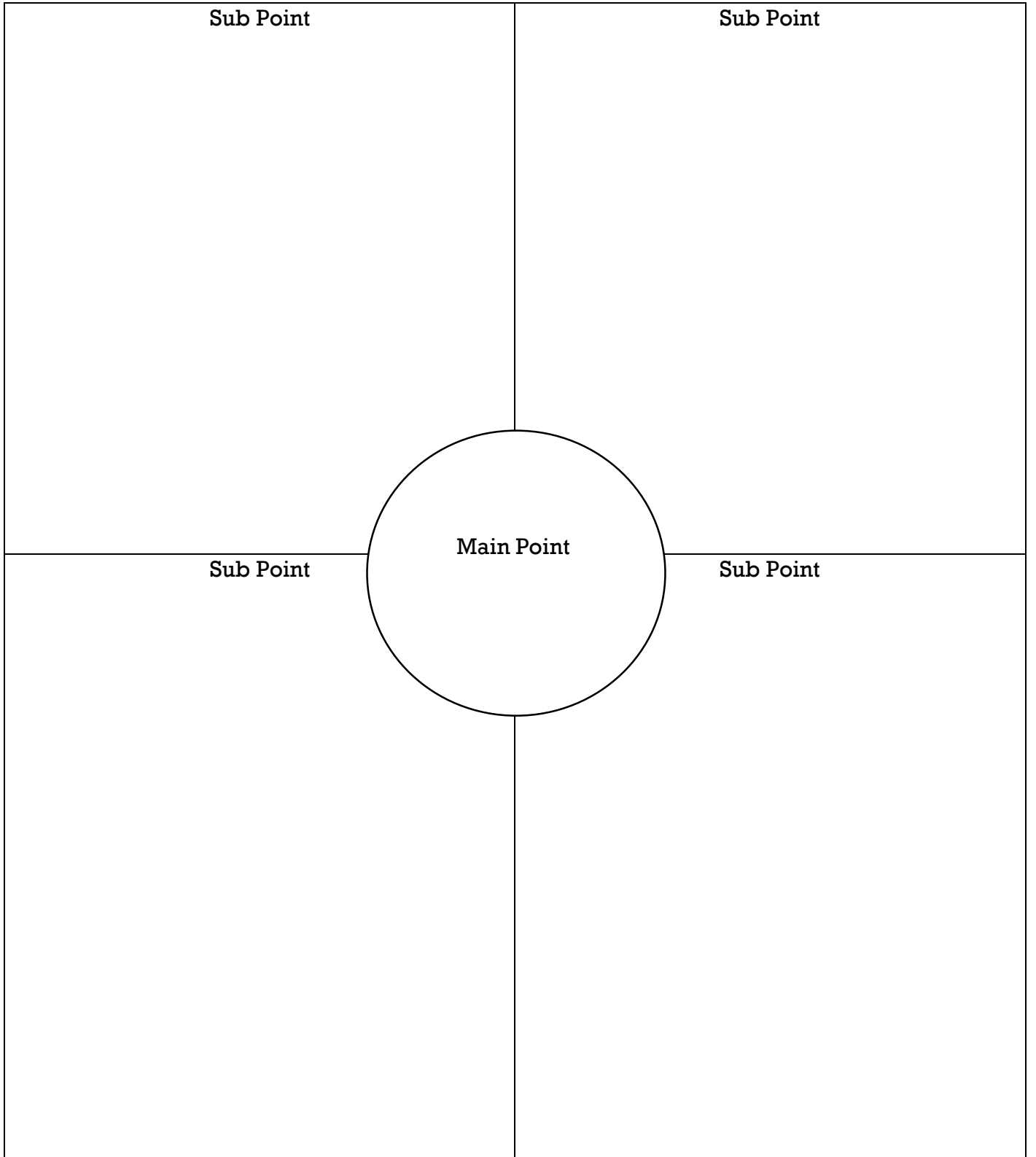
Sub Point

Sub Point

Main Point

Sub Point

Sub Point



WAIT TIME

This is the strategy to figure out how long you wait after asking a question to call on a student in the class.

Reflection

It helps the people who have to repeat the question to themselves and then think of the answer time to figure that answer out, instead of giving up on trying to find it because I call on someone too fast. For example, you could give multiple people a chance to answer. Do not just focus on one child's answer, focus on many.

NO VISUAL NEEDED

GIVE ONE GET ONE

This strategy...

1. You individually think of the important things that you have learned and then write them down.
2. You write them down you share with your partner and you give one fact to each other that you think is the most important fact that you have written down.

Reflection

This helps the students remember what they understood about the lesson and share with a partner to broaden their thoughts on the lesson. For example, if the students share with each other the students can open their mind to other possibilities. Sometimes when somebody says something it makes so much more sense or give you an “aha!” moment.

NO VISUAL NEEDED

CAMP MEMORIZATION STRATEGY

This strategy is **CAMP**, which consists of...

1. **Chunk or Categorize**
2. **Association, Mnemonics**
3. **Pictures/ mental images.**

Reflection

This strategy helps students make connections between different information that they might already know, and make mental images to help them understand the concept. For example, the students might memorize information easier by connecting, associating, and categorizing information. Pictures and mental images help so many students understand the information that is given to them.

NO VISUAL NEEDED

DOUBLE ENTRY JOURNAL

This strategy is when you are given three columns that consist of...

1. Vocabulary word
2. Book definition column
3. Your own definition

Reflection

This strategy helps students understand certain words by making their own meaning. When you make your own meaning you make connections in your mind, which helps with understanding the information.

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Vocabulary	Book Definition	Your definition

KWL

This strategy is to find out...

1. What you know “K”, which goes in the first column
2. What you want to know “W”, which goes in the second column
3. What you learned “L”, which goes in the last column

Reflection

This strategy helps the teacher cover the information that needs to be pushed into the long term memory. This also helps the teacher know what they have to go over and what they don't have to go over. For example, if the whole class is clueless then the teacher needs to completely go over it again, but if they understand the information then the teacher can move on. Therefore, what the students already know does not need to be gone over. You need to answer what they want to know, and what you want them to know.

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K

W

L

2 MINUTE WRITE

This strategy is a summarization strategy that is in the closure. The students write a summary of what they learned in class or about a certain subject that you learned in class within two minutes.

Reflection

This helps the teacher know what they need to go over again, and it also shows if you understand the information. This helps the teacher understand if they can move on, or if they have to completely go over the information again because this strategy checks for the understanding of the students.

NO VISUAL NEEDED

COMPARE & CONTRAST

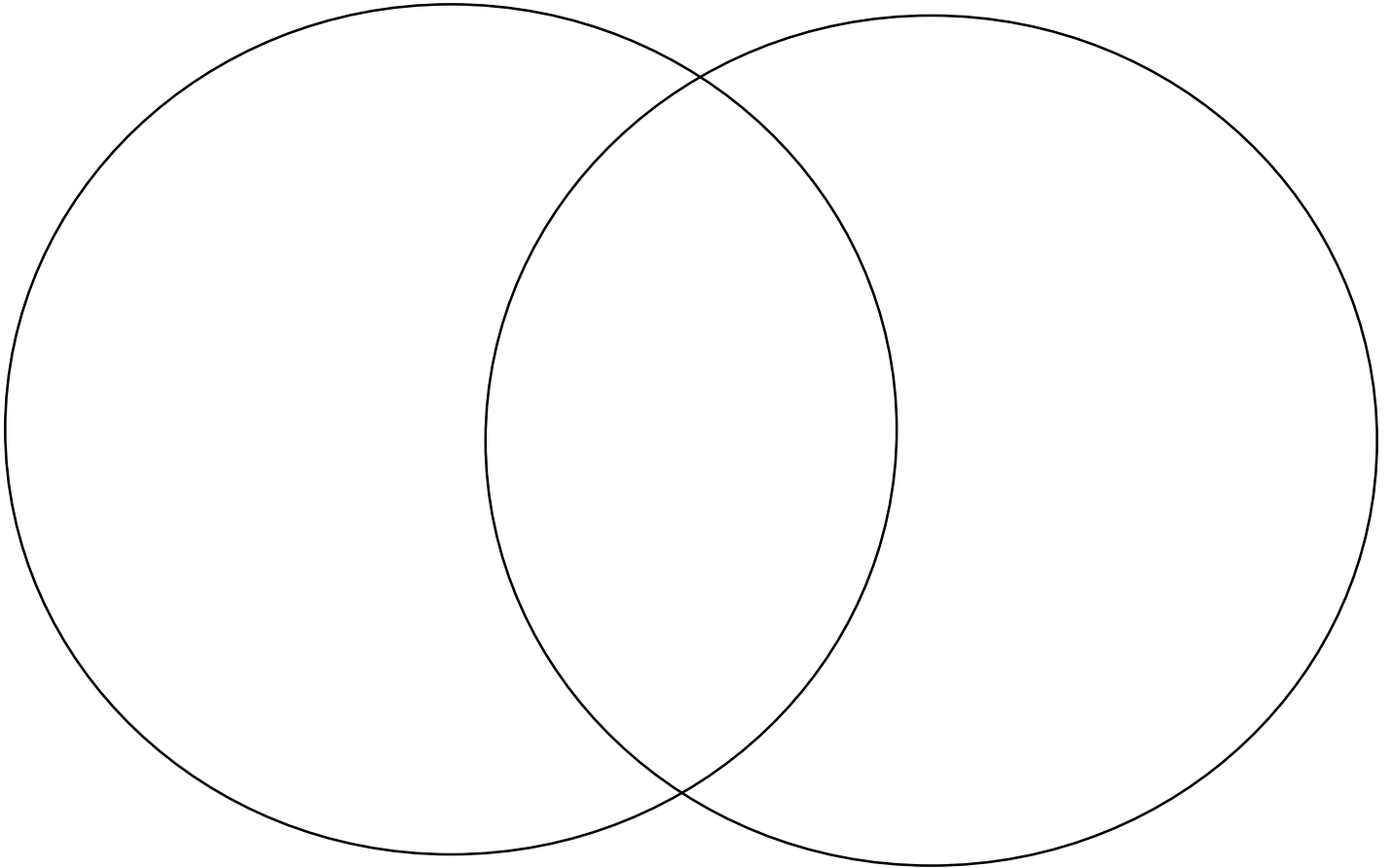
This strategy could be shown in a couple different ways, one is a vendiagram. It is to compare two different things to teach other and make connections.

Reflection

This strategy helps because by making connections to other information could help you make connections in your long term memory so you will remember it for a very long period of time.

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Vendiagram



THINK PAIR SHARE

This strategy is when you give a topic on the board and you think about the answer with your group. After a couple minutes, when every group is ready to share their thoughts on the topic or question you have somebody from the group share.

Reflection

This enhances student learning by having them all share their opinions and for people to understand the meanings of other information from another person's point of view. When you get someone else's point of view it could help you understand something so much more.

NO VISUAL NEEDED

10/2

This strategy is when you...

1. Give the students information for 10 minutes
2. For 2 minutes you have the students share what they have learned with a partner

Reflection

This strategy enhances student learning by checking for understanding. For example, when a student does not understand something you would be able to tell by what they have written down.

NO VISUAL NEEDED

JIGSAW STRATEGY


This strategy divides the work into groups and then after they find the answers or do the work they share with the class their understanding of their subject with them.

Reflection

This strategy enhances student learning by having them deeply understand the information that they are looking up and doing work for, while they are also getting the deep understand of the other information when the other students present their information.

NO VISUAL NEEDED

READ WITH A PENCIL

This strategy is when the student reads an article they have to put an “!” where you find something interesting, a “?” when you do not understand what something is, and a  where you find something important.

Reflection

This strategy helps the students figure out what information is important and find something that is interesting to them. It also checks for understanding, so the teacher can go over the information the students put a “?” next to.

NO VISUAL NEEDED

VOCABULARY WHEEL

This strategy is to help the students practice their vocabulary words, and to review for a test. They would put the vocabulary words on a wheel and you would have to define them. Some teachers actually have a group of people work on it together and they would spin to select a word and define it at the bottom of the page.

1. Spin the wheel
2. Define the vocabulary word
3. Next person goes... repeat

Reflection

This strategy enhances student learning by helping the students review for a test. For example, if the students have a test the next day this could be a great game to play to help them refresh their minds. This is a very good way for the students to review and to help them learn the vocabulary words.

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Your

Title ●

Here

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Write the six words that end in "ar."

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

PEARLS OF WISDOM

This strategy is when you are...

1. Given an article to read
2. A worksheet with circles on it to put information in
3. Big circles are there to put the main points
4. Little circles are there to put information about the main points

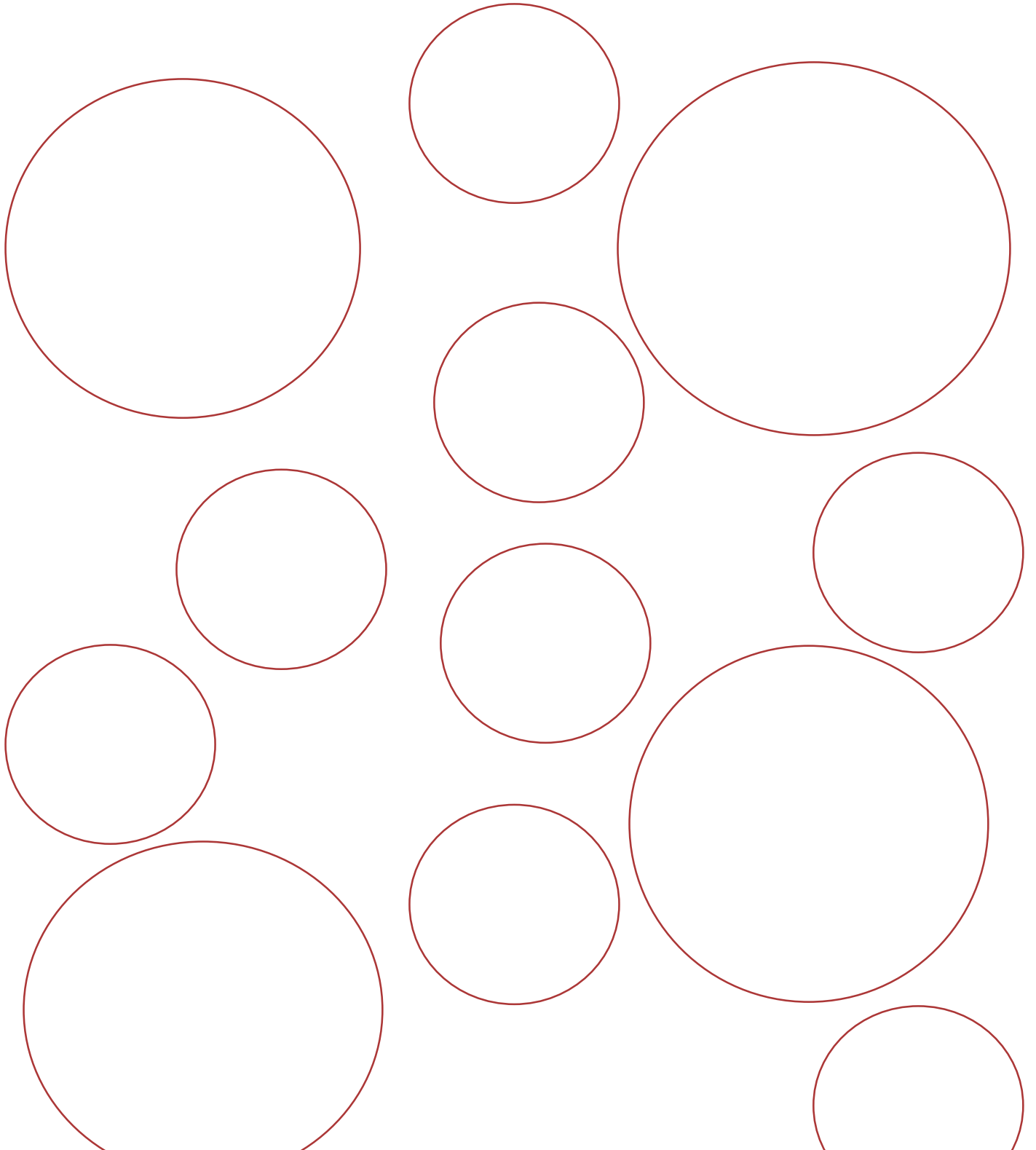
Reflection

This helps children find the main points and focus on that information. For example, the students read the chapter or article given and find the main points of it. After they find the main points they can go into more detail, which helps them only focus on the important information.

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Pearls of Wisdom

Find 4 main points and put them in the big circles. Put the information for the main points in the little circles.



10 IMPORTANT WORDS

This strategy is when you have to pick out 10 words the article cannot go without.

Reflection

This strategy enhances student learning because it gets the students to read the article and pick out certain information that is important, and find 10 words to show what the article stands for. This helps the students find the information that is most important in the chapter to focus on.

NO VISUAL NEEDED

FISH BOWL

This strategy is...

1. Half of the class is in a circle in the middle of the room and the other half is around the circle observing the discussion.
2. The half of the class in the circle has a discussion on what questions they had that were important about the section that they read for homework.
3. After the discussion is over the people from the outside can give comments on the discussion.

Reflection

This strategy helps get the students engaged in the class by having a discussion of what they think was important about the chapter or section they read. This also helps with checking for understanding, so the students understand the information given to them by a discussion.

NO VISUAL NEEDED

LUCK OF THE DRAW

This strategy is when the students write a summary for class that day and the teacher randomly selects somebody's summary to read.

Reflection

This enhances student learning by making sure the students are expecting their essay to be read. If they know they will be selected then they will try to do their best on the summary.

NO VISUAL NEEDED

1 WORD SUMMARY

This strategy is after reading and learning about information you figure out one word that describes the information given.

Reflection

This strategy helps the students think of a main point of the information that was given to them, so they can summarize it in one word. This helps the students think about the whole chapter to figure out what is the most important and what the chapter could not go without.

NO VISUAL NEEDED

Y CHART

This strategy is used as a chart/graphic organizer. The three parts it separates the information into are...

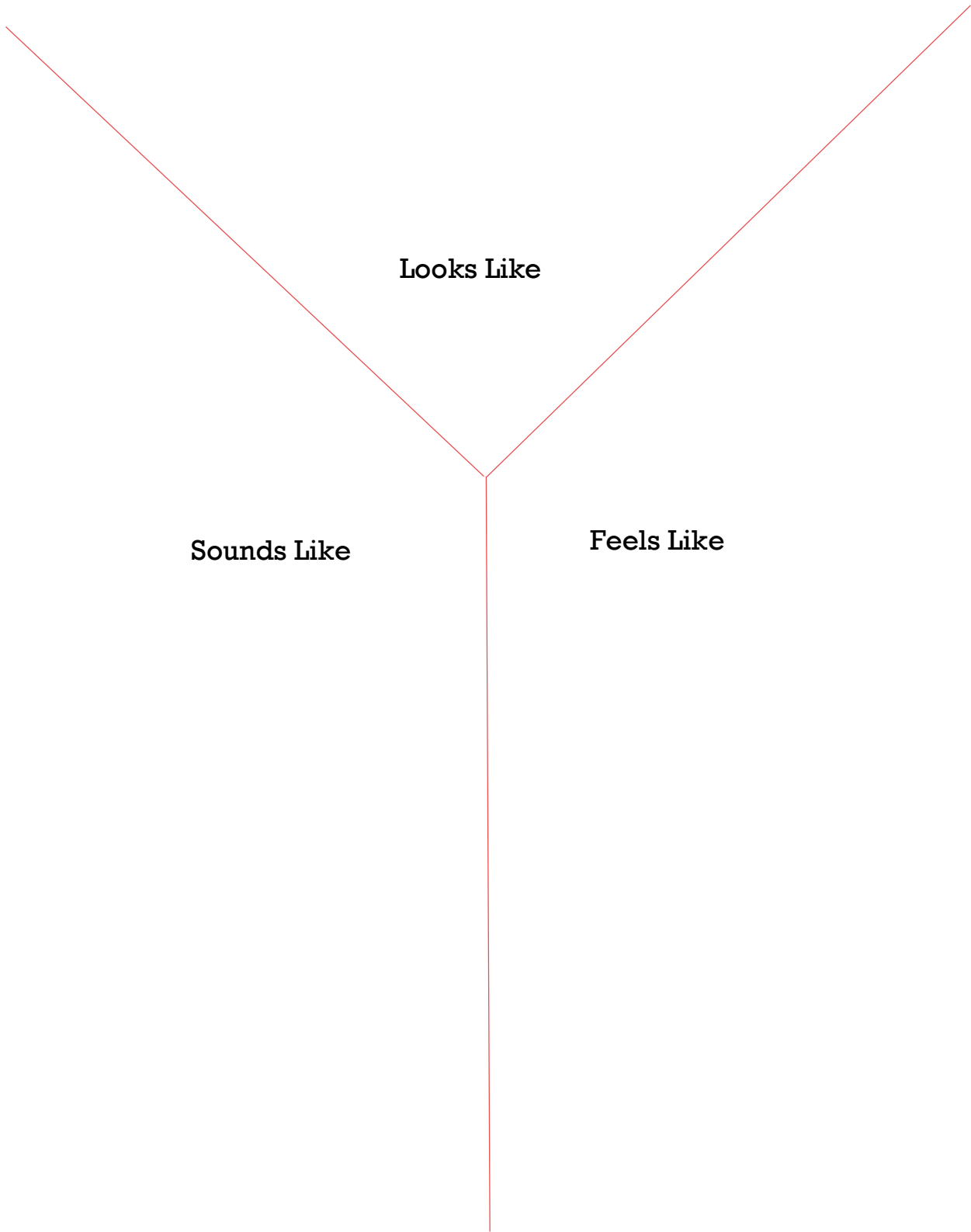
1. Looks like
2. Sounds like
3. Feels like

Reflection

This strategy enhances student knowledge by helping them organize their information into looks like, sounds like, and feels like. For example, students can separate their thoughts into the three different sections.

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Y- Chart



WHAT IF CHART

This strategy is an interactive way to set rules that lets the students choose what happens for positive and negative punishment.

1. A rules column, positive column, and a negative column
2. The rule column has the rule that is in place
3. The positive column has what happens if you follow the rule
4. The negative column has the negative punishment of what will happen if you do not follow the rule
5. The students pick what happens for each rule

Reflection

This strategy gives the students a say in what happens if they disobey the rules or follow them, and it helps them know the rule better. This makes the students create the punishment so they think it is fair and will abide by it.

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Rule	Positive Punishment	Negative Punishment
Show Respect		
Don't speak out in class		
Raise your hand		
Be quiet when lined up		

THINK PAIR SHARE SPLASH

This strategy is...

1. You answer the question given with a partner
2. One person between the two of you puts the answer on the board

Reflection

This strategy is a quick way to help the students focus on the information and share with a partner. This also helps with social interaction with other students.

This strategy also helps students understand the information more, because what their partner is thinking might help you understand the question more.

NO VISUAL NEEDED

QUIZ

This strategy is a strategy that checks for understanding. You check to see if they did their work and if they understood what you taught them by giving them a small quiz that shows if they know their material.

Reflection

This strategy enhances student learning by making sure they are ready to move onto the next step. This also helps to make sure the students know the material.

For teachers this helps them check their students for understanding.

NO VISUAL NEEDED