53 WAYS *#*BESTYEAREVER

## 15. Mind Map

**To Check for**

**Understanding**

1. **Summary:**
   * Summarize in ten sentences or less what you just learned

## Kid Quiz

* + Write 5 higher-order text questions related to the content. Pick 2 and answer them in half a page.

## The 911

* + Pick a perspective and summarize

## Opinion Chart

* + List opinions about the content in one half of a T-chart, and then who might have that opinion on the other

## So What? Journal

* + Identify the main idea of the lesson. Why is it important?

## Rate Understanding

1. **Clickers (Response System)**
2. **Teacher Observation Checklist**
3. **Explaining**

* Explain the main idea using an analogy.

## Evaluate

* What is the author’s main point? What are the arguments for and against this idea?

## Describe

* What are the important characteristsics or features of the main concept or idea of the reading?

## Define

* Pick out an important word or phrase that the author introduces. What does this word or phrase mean?

## Compare & Contrast

* Identify the theory or idea the author is advancing. Then identify an opposite theory. What are the similar- ities and differences between these ideas?

## Question Stems

* I believe that because .
* I am confused by .
* Create a mind map that represents a concept using a diagram-making tool (like Gliffy). Provide your teacher / classmates with the link to your mind map.

## Intrigue Journal

* List the five most interesting, controversial, or resonant ideas you found in the readings. Include page #s and a short rationale (100 words) for your selection.

## Advertisement

* Create an ad, with visuals and text, for the newly learned concept.

## 5 Words

* What 5 words would you use to describe ? Explain and justify your choices.

## Muddy Moment

* What frustrates and confuses you about the text? Why?

## Collage

* Create a collage around the lesson’s themes. Explain your choices in one paragraph.

## Letter

* Explain in a letter to your best friend.

## Talk Show Panel

* Have a cast of experts debate the finer points of .

## Study Guide

* What are the main topics, supporting details, important person’s contributions, terms, and definitions?

## Illustration

* Draw a picture that illustrates a relationship between terms in the text. Explain in one paragraph your visual representation.

## KWL Chart

* What do you know, what do you want to know, and what have you learned?

## Sticky Notes Annotation

* Use sticky notes to describe key passages that are nota- ble or that you have questions about.

## 27. 3-2-1

* 3 things you found out, 2 interesting things, and 1 question you still have.

## Outline

* Represent the organization of by outlining it.

*#*BESTYEAREVER

## Anticipation Guide

* Establish a purpose for reading and create post-reading reflections and discussion.

## Simile

* What we learned today is like .

## The Minute Paper

* In 1 minute, describe the most meanignful thing you’ve learned.

## Interview You

* You’re the guest expert on *60 Minutes*. Answer:
  1. What are component parts of ?
  2. Why does this topic matter?

## Double Entry Notebook

* Create a two-column table. Use the left column to write down 5–8 important quotations. Use the right column to record reactions to the quotations.

## Comic Book

* Use a comic book creation tool like Bitstrips to represent understanding.

## Tagxedo

* What are key words that express the main ideas? Be ready to discuss and explain.

## Classroom TED Talk

1. **Podcast**

* Play the part of a content expert and discuss content- related issues on a podcast, using the free Easypodcast.

## Create a Multimedia Poster

1. **Twitter Post**

* Define in under 140 characters.

## Explain Your Solution

* Describe how you solved and academic solution step- by-step.

## Dramatic Interpretation

* Dramtize a critical scene from a complex narrative.

## Ballad

* Summarize a narrative that employs a poem or song structure that using short stanzas.

## Pamphlet

* Describe the key features of in a visually and textually compelling pamphlet.

## Study Guide

* Create a study guide that outlines main ideas.

## Bio Poem

* To describe a character or a person, write a poem that includes:

Line 1) First Name

Line 2) 3–4 adjectives that describe the person Line 3) Important relationship

Line 4) 2–3 things, people, or ideas that the person loved

Line 5) 3 feelings the person experienced Line 6) 3 fears the person experienced Line 7) Accomplishments

Line 8) 2–3 things the person wanted to see happen or wanted to experience

Line 9) His or her residence Line 10) Last name

## Sketch

* Visually represent new knowlege.

## Top 10 List

* What are the most important takeaways, written with humor?

## Color Cards

* Red = Stop, I need help.
* Green = Keep going, I understand.
* Yellow = I’m a little confused.

## Quickwrite

* Without stopping, write what most confuses you.

## Conference

* A short, focused discussion between the teacher and student.

## Debrief

* Reflect immediately after an activity.

## Exit Slip

* Have students reflect on lessons learned during class.

## Misconception Check

* Given a common misconception about a topic, students explain why they agree or disagree with it.