

## Step 2: LEARNING ACTIVITY Instructional Alternatives

This section contains directions for the following instructional activities that can be used during the Learning Activity component of the 5-Step Lesson Plan:

### **Games and Interactive Activities**

Interactive student-to-student and/or student-to teacher activities that allow learners to interact with each other one to one or team to team.

- ✓Line Dialogues
- ✓Top 10 Lists
- ✓Index Card Match
- ✓So Much in Common
- ✓Password
- ✓20 Questions
- ✓3 Questions
- ✓Find Someone Who...
- ✓The Dictionary Game
- ✓Memorizing Words
- ✓Pass the Chicken

### **Brainstorming**

Learners are asked to withhold judgment or criticism in order to generate a large number of creative ideas.

- ✓CASPAR

### **Think Pair Share**

Provides students with "food for thought" on a given topics enabling them to formulate individual ideas and share these ideas with another student.

- ✓Think Pair Share/ Write Pair Share
- ✓Think Aloud Pair Problem-Solving

## Games and Interactive Activities

*In addition to being fun, these activities can be useful for reinforcement, review, and practice*

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### Line Dialogues

*Learners in 2 lines use Cue Cards to elicit responses from each other.*

This activity allows teachers to unobtrusively evaluate learners by observing speaking and listening skills, vocabulary knowledge, question formation or clarification skills, and content knowledge.

A cue card is given to each student that contains a question to ask classmates. The questions should be appropriate for the level of students and the skills you are trying to reinforce. After students become familiar with the activity they can decide on their own questions to ask.

The questions can be “content-related”, such as “*What are the 5 components of a good GED writing sample?*” or they can be more “personal” such as “*What would you like to be doing 10 years from now?*”

#### **Directions:**

1. Learners form two lines facing each other. Each is handed a cue card containing a question to ask the learner facing them.
2. The learners respond to the questions. LINE A asks LINE B their questions and LINE B responds. LINE B asks LINE A their questions and LINE A responds.
3. All pairs talk at once.
4. At a signal from you, the pairs finish talking to each other.
5. LINE A remains stationary and LINE B moves left and faces another person in LINE A.
6. The last person in LINE B moves to the beginning of the line.
7. The activity continues until everyone in LINE A and LINE B has had a dialog.

Examples:

SCHOOL-RELATED: ***"Tell a story about..."***

- a memorable teacher
- a memorable student
- how you became a teacher
- something a teacher said or did that really discouraged you
- something a teacher said or did that really encouraged you
- something that has gone well in your classroom this term
- your first experiences using a computer
- how you learned to read

- something that was very hard for you to learn
- a mistake you've learned from
- your grade school years
- your high school years
- your college years
- something that has gone well in your classroom this term
- something that has not gone well in your classroom this term
- the school you teach at
- the pressing problems your students encounter
- what you like best about teaching adults
- what you wish you had known before your first day of class
- what you would like your students to say about you when you're out of the room
- the resources you wish you and your students had
- how you met a good friend or spouse
- your home town
- your family

#### FUTURE PLANS:

- What are your plans (definite or tentative) after getting your GED?
- What is your Intended career? What led you to this choice?

#### PERSONAL ABILITIES, ACHIEVEMENTS, & DISTINCTIVE QUALITIES:

- What are you really good at? What comes easily or naturally to you?
- What would you say are your most developed skills or talents?
- How do you think you learn best?
- What would you say has been your greatest accomplishment?
- What three words do you think best describe you?
- What would your best friend(s) say is your most likable quality?
- What would you say are your personal strengths right now?
- What personal areas you would like to work on or improve?

#### PERSONAL INTERESTS:

- What sorts of things do you look forward to, and get excited about?
- What have been your most enjoyable & least enjoyable learning experiences?
- What are your hobbies? Your fun activities?
- How do you to relax and unwind?
- If you had a day, week, or year to go anywhere you wanted and do anything you liked, where would you go and what would you do?
- What do you like to read?
- When you open a newspaper, what section of it do you turn to first?
- What's your favorite movie and/or TV program?
- What's your favorite music or musical artist(s)?
- Is there anyone dead or alive, real or imaginary, that you would like to meet and have a conversation with? (Why?)
- What do you value a lot? (What's really important to you?)
- When you have free time, what do you usually find yourself doing?

- When you have extra spending money, what do you usually spend it on?
- Is there a motto, quote, song, symbol, or bumper sticker that represents something you stand for or believe in?
- If there was one thing in this world that you could change, what would it be?
- How would you define success? (What does “being successful” mean to you?)
- Do you tend to daydream about anything in particular?
- Do you have any heroes? Is there anyone you admire, look up to, or feel has set an example worth following? (Why?)
- Who has had the greatest influence on your life? (In what way?)
- Is there is anything in your life that you would like to change or do over again? Why?
- What would you like to be said about you in your obituary or at your eulogy?

#### COURSE EXPECTATIONS, ATTITUDES, & INTERESTS:

- Why are you taking this class?
- What information or topics do you hope will be covered in this class?
- Do you have any class expectations or goals?
- Right now, how do you feel about taking this class—positive, negative, neutral?

#### PROBLEM SITUATIONS:

- I have a job interview next week. How should I prepare myself?
- I have a job interview next week but I don’t anything to wear. What should I do?
- I seem to have a lot of stress right now. Do you have any suggestions?
- I keep putting on weight. What are your suggestions?
- My neighbors are too noisy. What should I do?
- My friend is always late. What should I do or say to her/him.
- I forgot my mom’s birthday. Any suggestions on what I can do?

#### CONTENT QUESTIONS:

- What are “proper” nouns and please give 5 examples.
- What are the 4 steps of the problem solving process?
- What are the 6 levels of Bloom’s Taxonomy?

### **Top 10 Lists** ***On Course Student Success Strategies***

<http://www.oncourseworkshop.com/Student%20Success%20Strategies.htm>

Top 10 lists are used in a variety of ways in American culture. From David Letterman’s famous Top 10 List to on-line sources of Top 10 jokes, sports moments, green ideas, medical breakthroughs, video games, campaign gaffes, science discoveries, vacation spots, books, TV ads, songs, quotes, toys.....and the list goes on.

In the educational setting, Top 10 Lists can be used as a learner-centered instructional process in which small groups of 3-5 students work interdependently to create a list to reinforce instructional goals.

For this activity, you can use a variation of the familiar **Think/Write-Pair-Share** classroom technique developed by Frank Lyman to get students actively involved in class.

**Directions: Write-Share-Listen-Discuss-Create**

1. Pose a question such as “What are the 10 best ways to study?” and ask students to write their answers individually.
2. Form small groups and ask them to share their answers with the group and to listen to other group member’s answers.
3. Encourage them to discuss similarities and differences.
4. Ask them to create and record on newsprint a group list that incorporates the best ideas.
5. Ask each group to present their Top 10 List to the class.
6. Discuss similarities and differences of the Top 10 Lists.
7. If you wish, compare the lists to a Master List that you have prepared based on information you have found in textbooks, the web, other teachers, or your own personal experiences.
8. Follow up with Journal Writing and/or Class Discussion
  - What additional suggestions do you have for each of these topics?
  - Do you agree or disagree with any of the Master List suggestions, and why?
  - Which practices have you used before, and what were your experiences with them?
  - Rate yourself on each of the strategies. Identify at least two strategies that you would like to improve. Develop a Plan of Action for applying the information during the next month.

**Examples of Top 10 Lists:**

- Best Study Practices
- Best Ways to Study for a Test
- Best Things to Do in Class to Succeed
- Best Resources to Help You Succeed
- Common Mistakes Students Make
- Ways to Good Health
- Successful Writing Techniques
- What Good Math Students Do
- Successful Job Interview Techniques
- Time Management Techniques
- Healthy Eating Ideas
- Essential Items in an Hurricane Emergency Kit, Medicine Cabinet, or First Aid Kit

**Sample Master Lists**

<http://www.oncourseworkshop.com/Getting%20On%20Course019.htm>

**Best Study Practices**

1. Read assigned texts/handouts
2. Don’t procrastinate
3. Pay attention to the organization of the text
4. Highlight key points/terms in text as you read
5. Review often!
6. Study with a study group
7. Get help before it’s too late
8. Do homework assignments
9. Make an outline or take notes of your reading

10. Set aside a quiet place to study with few distractions

### **Best Ways to Study for a Test**

1. Review and reorganize notes
  2. Review text summaries and highlighted points
  3. Get together with study partners (choose ones who are serious about succeeding)
  4. Complete study guides
  5. Ask questions you are unclear on before the exam/understand what is being tested
  6. Make practice tests
  7. Don't procrastinate
  8. Read assigned texts/handouts
  9. Make note cards
  10. Eat well and get enough sleep
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### **Index Card Match**

*Active Learning: 101 Strategies to Teach Any Subject* by Mel Silberman;  
Simon & Schuster, 1996.

*This is an active, fun way to review class material. It allows students to pair up and quiz their classmates.*

#### **Directions:**

1. On a separate index card, write down questions about anything taught in the class. Create enough question cards to equal one-half the number of students.
2. On a separate card, write down answers to each of these questions.
3. Mix the two sets of cards and shuffle them several times so they are well mixed.
4. Give out one card to each student. Explain that this is a matching exercise. Some students have review questions and others have the answers.
5. Have students find their matching cards. When a match is formed, ask the matching students to find seat together. (Tell them not to reveal to other students what is contained on their cards.)
6. When all the matching pairs have seated, have each pair quiz the rest of the class by reading aloud their question and challenging classmates to tell them the answer.

#### **VARIATIONS**

1. Develop cards containing a sentence with a missing word to be matched to cards containing the missing word. Example: "The President is the \_\_\_\_\_ of armed forces. (*commander-in-chief*)."
  2. Develop cards containing questions with several possible answers-for example, "What are ways to defuse a conflict?" Match them with cards that contain a corresponding assortment of answers. When each pair quizzes the group, have them obtain several answers from other students.
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## So Much In Common

Source: Lenora Billings-Harris, Chandler, AZ

### Directions:

1. Ask the group members to find a partner quickly.
2. When given the signal to begin, instruct them to find out as many things as they possibly can that the two of them have in common.
3. Ask them to write down their partner's name and jot down the items that they find to be in common.
4. At the end of the allotted time, ask the pairs to introduce each other and mention all that they have in common
5. Discuss the activity by asking questions such as:
  - How many of you found more than 15 things in common?
  - How did you uncover these areas of commonality?
  - How can you use this activity in the "real world"?
  - What implications does this have for us as students? workers?

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## Password

[http://www.educationworld.com/a\\_lesson/lesson/lesson169.shtml](http://www.educationworld.com/a_lesson/lesson/lesson169.shtml)

### Directions:

1. Choose two students to be the "contestants." You can always use the "I'm thinking of a number ..." guessing game to determine the contestants.
2. Those two students go to the front of the room and face their classmates.
3. Reveal a secret word -- write it on the chalkboard or a chart or hold up a card -- to everyone but the two contestants.
4. The rest of the students raise their hands to volunteer one-word clues that might help the contestants guess the word.
5. Contestants take turns calling on clue volunteers until one of the contestants correctly guesses the secret password.
6. The contestant who guesses the password remains at the front of the class; the student who gave the final clue replaces the other contestant.

Tip: Choose words appropriate for your students' abilities. Words for which they might know multiple synonyms or meanings are best! You might use a thesaurus to create a list of possible words before playing the game. Write those words in large letters on cards so students can use them as the game is played. Save the cards from year to year.

Sample password: *ferocious*

Possible clues: *fierce, vicious, wild, fiendish, savage, cruel, brutal*

More possible passwords: *understand, taste, slam, easy, recess, ancient, nasty, laugh, drink, impatient, hot, pound, glimpse, friend, correct, motion, ruin*

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### **Twenty Questions**

*How To Kit Literacy Games for Adults* NWT Literacy Council

[http://www.nwt.literacy.ca/adultlit\\_res.htm](http://www.nwt.literacy.ca/adultlit_res.htm)

#### **Directions:**

1. Choose any person, place, or thing that students might be familiar with. For example, you might choose Jon Stewart, a skate board, an armadillo or a number.
  2. Participants try to guess the item, but can ask only questions with “Yes”, “No”, or “I don’t know” answers. For example: *Is it a person? Is the person a male? Does he live in the US? Is the number greater than 100? Does the animal live on land?*
  3. The game is over if twenty questions have been asked and no one has guessed the right answer.
  4. If someone guesses the right answer, that person can choose the next item and answer the questions.
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### **Three Questions**

<http://www.esflow.com/ICEBREAKERSreal.html>

#### **Directions:**

1. Have everyone in the group write down three thought-provoking questions they would like to ask others in the group. Do not ask the normal “what’s your name” type questions, but something like, “Where is the most interesting place you have ever traveled?” or “Name a topic you feel absolutely passionate about”.
  2. Give participants time to mingle and to ask three different people in the group one of their three questions.
  3. Get back together and have each person stand and give their name. After they give their name, ask the group to tell what they know about this person based on their answers.
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### **Find Someone Who**

*Students use a checklist as they walk around the room trying to find a person who has a certain characteristic or who knows targeted information.*

This is a good activity to do with students at the beginning of a course. It provides a quick way for students to connect with one another and it is also a great way for the teacher to learn student names.

The activity can also be used to review course content.

#### **Directions:**

1. Distribute the Find Someone Who checklists that you have developed for the activity. Explain that students are to walk around the room and find people who match the description on the

sheet. When they find someone, they write the name in the blank provided. Ask them to find as many different people as possible, using each person's name only once.

2. Begin the game. Continue until several students complete the worksheet. This will probably take about five to fifteen minutes.
3. Ask students to return to their seats. Go down the list discussing each item and acknowledging the people who fit each category. Where appropriate, ask for more details.
4. Discuss
  - What did you notice about yourself and others during this game?
  - Did you learn anything new about someone?
  - If you were making up questions for this worksheet, what are some things you'd like to ask?

An alternative is for students to write to write a 'unique' fact about themselves and you develop the checklist based on their input.

Examples: Find someone who:

- has an older brother or sister
- has eaten something really strange
- has done a bungee jump
- has lived in another state
- has an unusual pet
- plays a musical instrument
- has a birthday the same month as you
- owns more than two watches
- is good at math.
- does not like pizza
- prefers Coke over Pepsi
- speaks a language other than English
- takes showers instead of baths
- only eats Chinese food with chop sticks
- read the newspaper this morning
- has marched in a parade
- has been to Canada
- has seen the movie \_\_\_\_\_
- has read \_\_\_\_\_
- knows the equation for \_\_\_\_\_
- knows the definition of \_\_\_\_\_
- can name the 3 branches of government
- can identify 3 causes for the Civil War

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### The Dictionary Game

<http://www.education-world.com/>

*The Dictionary Game (also called Balderdash) is an activity used to introduce new vocabulary words from content areas. In order for the game to work all students playing the game must be completely ignorant*

*of the definition of the word being used. The game can be used to help students learn new vocabulary words that will be used in an upcoming unit.*

**Resources and materials:**

The words and their definitions plus enough identical pieces of paper to go around.

**Directions:**

1. The teacher chooses a word that no student can define.
2. Each student (or group of students if teacher chooses to play in teams) will write a made-up definition for the word in question and the teacher will write the real definition. All of the definitions must be written on identical pieces of paper so that the paper doesn't become the clue.
3. All definitions are turned in to the teacher and read by him/her.
4. The students vote for a definition when the teacher reads them through the second time.
5. Points are scored in two ways:
  - a. someone votes for your definition as the real one (one point per vote).
  - b. you vote for the correct definition.
6. The winner is the student with the most points.

**TYING IT ALL TOGETHER:** The game is the most fun when the players get creative and humorous with their made-up definitions. The teacher needs to model definitions so that students can see how to do it.

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**Memorizing Words**

Source: *Five-Minute Activities* by Penny Ur and Andrew Wright;  
Cambridge University Press, 1992  
*Use this activity for vocabulary enrichment.*

**Directions:**

1. Divide the boards into two halves.
  2. Write in one half vocabulary words which the students have only just encountered and which you would like them to remember.
  3. Ask the class to pick one of the new words and to suggest a word they know which it reminds them of in some way.
  4. Write this "reminding word" on the other side of the board.
  5. Having written the "reminding word", erase the new word.
  6. Do this with each of the vocabulary words until they have all been replaced by the "reminding words".
  7. Ask the students what vocabulary word each "reminding word" was linked to.
  8. Write the vocabulary words again and erase the "reminding words".
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**Pass the Chicken**

[http://www.educationworld.com/a\\_lesson/friday/friday016.shtml](http://www.educationworld.com/a_lesson/friday/friday016.shtml)

*In this game, nobody wants to hold the rubber chicken -- the game's only prop!*

**Directions:**

1. To begin the game, all students sit in a circle. Select one person to be *It*.

2. That person holds the rubber chicken. The teacher or a "caller" says to the person holding the chicken something like...
  - "Name five fast-food restaurants. Pass the chicken!"
  - "State five first names of boys. None of the names can be names of boys in our class. Pass the chicken!"
  - "Name five presidents of the United States. Pass the chicken!"
  - "Name five addition facts that result in a sum of 10. Pass the chicken!"
  - "Name five 3-syllable words. Pass the chicken!"

Variation 1: As soon as students hear the caller say "Pass the chicken," the person holding the chicken passes it to the right. Students quickly pass the chicken around the circle. If it returns to the original holder before he or she can name five fast-food restaurants (or presidents or number facts or...), the holder is still *It*. Otherwise, the person holding the chicken when *It* finishes listing five restaurants is the new *It*.

Variation 2: The teacher calls out a category and "passes the chicken." The person holding the chicken responds and passes the chicken to the next student, who responds and passes the chicken. The game continues until the holder of the chicken cannot respond.

Note: Prepare the topics in advance and relate them to the classroom curriculum or more "general information" topics for oral communication practice.

#### **Some Suggested Topics**

- state capitols
- nouns that begin with M
- countries in Africa
- items in an emergency health kit
- things that grow in the desert
- local city, county, state, and national politicians
- planets in the solar system
- rights identified in the Bill of Rights
- rivers in the United States
- large bodies of water
- counties in Texas

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## **Brainstorming**

Learners are asked to withhold judgment or criticism in order to generate a large number of creative ideas

### **CASPAR**

**Not a friendly ghost but a friendly checklist of "What If...?" questions to trigger alternative ideas**

The key rule for brainstorming is not to criticize any idea right away but to use *what-if...?* thoughts as stepping stones to the ultimate new idea.

**C – Cut out:** *What can we eliminate or replace?*

**A – Add:** *What can we add/increase or make longer?*

**S – Subtract:** *What can we reduce/decrease or make shorter?*

**P – Put to another use:** *What else could we use this for?*

**A – Adapt:** *What else is similar?*

**R – Rearrange:** *Can we reverse or alter the order?*

#### **Cut Out**

- What if we eliminated the “graduated” income tax and replaced it with a “flat” income tax?
- What if we scrapped conventional grades and concentrated on finished student projects as the main form of assessment?

#### **Add**

- What if we added a year of community service to high school graduation requirements?
- What if adult basic education and literacy programs were funded the same as K-12 education?

#### **Subtract**

- What if we eliminated standardized tests in the public schools?
- What if we reduced prison sentences, but made the guilty party work directly for the victim?

#### **Put to Another Use**

- What if schools became community learning centers and stayed open 13 hours a day, 7 days a week?
- What if school corridors became art galleries for the local community?

#### **Adapt**

- What if you adapted an oil drill into a domestic tool to use around the house?
- What if you adapted a wild bear cub into a family pet?

#### **Rearrange**

- What if classes were composed of students who had reached the same level in the subject – instead of arranging classes by age?
- What if every country’s defense department was staffed only by women?

Source: Rose, C., & Nicholl, M.J. (1998). *Accelerated learning for the 21<sup>st</sup> century*. New York, N.Y. Dell Publishing.

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## **Think Pair Share**

*Provides students with "food for thought" on a given topic enabling them to formulate individual ideas and share these ideas with another student.*

Think-pair-share, first proposed by Frank Lyman in 1981, is a cooperative discussion strategy that provides structure in the classroom while allowing students "think time" to internalize content. Students follow a prescribed process that keeps them on task and holds them accountable for their results.

#### **Directions:**

#### **THINK**

The teacher provokes students' thinking with a question, prompt, or observation. Students take several minutes to **think** about and write down their ideas.

### **PAIR**

Using partners, students **pair** up to talk about the answer each has developed. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique.

### **SHARE**

After students discuss their reasoning in pairs, the teacher calls for pairs to **share** their thinking with the rest of the class. This can be done in round-robin fashion, calling on each pair randomly, or taking answers as they are called out (or as hands are raised). Often, the teacher or a designated helper will record these responses on the board or on an overhead projector.

#### **Think-Pair-Share**

- Think about your answer individually
- Pair with a partner and discuss your answers
- Share your answer(s) when called upon

#### **Write-Pair-Share**

- Write your answer individually
- Pair with a partner and discuss your answers
- Share your answer(s) when called upon

### **Examples**

Sample Math Starters for Individual Thinking before Pairing:

- Think of three things you know about \_\_\_\_ . (e.g., scientific notation).
- Take about 5 minutes to jot down things you remember about \_\_\_\_ . (e.g., triangles).
- Write a definition for \_\_\_\_ . (e.g., rhombus).
- What is the difference between \_\_\_\_ and \_\_\_\_ ? (e.g., the instructions *solve* and *simplify*)
- What is the same and what is different between \_\_\_\_ and \_\_\_\_ ? (e.g. mean and median)
- Think about different ways that you can \_\_\_\_ . (e.g. model the addition of -7 and +5)
- You are going to look at a diagram on the overhead for a few moments. Then I will cover the diagram  
and ask you to individually write things that you remember about the diagram.
- Read the set of instructions and highlight any that you don't understand.
- Read the set of instructions and rephrase them in your own words
- Think about the activities we did in class over the last few days. Summarize the mathematics concepts that you learned and state the concepts that are still unclear to you.

### **Sample Think/Pair/Share Process for Problem Solving:**

Step 1: Think Individually think about the following (3-5 minutes):

- What information do you need to solve the problem?
- What information do you already know?
- What tools and strategies could you use?
- What questions do you need to ask your group?

Step 2: Pair With a partner, jot down ideas to help you get started with the problem (2-3 minutes). You may use any of the tools provided in the classroom, including calculators to help with estimating.

Step 3: Share Take turns sharing ideas in a larger group (3-4 minutes).

Step 4: Decide on the first strategy your group would like to apply to solve the problem. Record other possible strategies. You may want to revise your plan as you work through the problem.

Step 5: The person with \_\_\_\_\_ shares your favorite strategy with the whole class.

Source: THINKLITERACY: Cross - Curricular Approaches <http://oame.on.ca/main/files/thinklrit/ThinkPairShare.pdf>

### Variations

Extend the Think/Pair/Share with a further partner trade and have students swap partners and exchange ideas again.

Journal writing activities are productive follow-ups to Think/Pair/Share activities.

- **Think-Write-Pair-Share** - To increase individual accountability, have students jot down their ideas before turning to a partner to discuss them. You can walk around the room and look at what they are writing to see who understands the concept. It also keeps students from sit back and letting their partner to all the thinking.
- **Science** - Making predictions about an experiment, discussing the results of an experiment, talking over charts and graphs, drawing conclusions, developing a concept through discussion, talking about environmental problems.
- **Health** - Discussing healthful practices, talking about how to handle stress, discussing proper placement of foods in food groups, analyzing problems in a diet, reviewing body systems,
- **Social Studies** - Discussing political viewpoints, learning about latitude and longitude, discussing economic trends, analyzing causes and effects of important events, discussing important contributions of historical figures
- **Math Problem-Solving** - Place a complex problem on the overhead (For example, use one of the Weekly Math Challenges found in the Math File Cabinet.) Ask students to think about the steps they would use to solve the problem, but do not let them figure out the actual answer. Without telling the answer to the problem, have students discuss their strategies for solving the problem. Then let them work out the problem individually and compare answers.
- **Math** - Practicing how to read large numbers, learning how to round numbers to various places, reviewing place value, solving word problems (as described above), recalling basic geometric terms, discussing the steps of division, discussing how to rename a fraction to lowest terms
- **Spelling** - Call out a word, have them think of the spelling, then designate one person to turn and whisper the spelling to their partner. The partner gives a thumbs-up to show agreement, or corrects the spelling. You can reveal the correct spelling by uncovering the word from a chart.
- **Reading** - Discuss character traits and motives, make predictions before a chapter or at the end of a read-aloud session, discuss the theme of a book or story, make guesses about vocabulary words based on context clues in the story, discuss the meaning of similes and metaphors in a story
- **Language Arts** - Discuss Daily Oral Language responses, discuss ways to edit or revise a piece of writing, talk over story ideas, discuss letter-writing conventions
- **Art** - Discuss elements of artistic compositions, discuss symbolism in artwork, compare and contrast the various works of a particular artist, analyze the use of color and line in works of art

- **Music** - Identify elements of musical compositions, identify instruments in musical selections, compare and contrast types of music

Source: Saskatoon Public Schools <http://olc.spsd.sk.ca/DE/PD/instr/strats/think/index.html>

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**Think Aloud Pair Problem-Solving**  
***On Course Student Success Strategies***

<http://www.oncourseworkshop.com/Student%20Success%20Strategies.htm>

*This activity gets students actively involved in identifying relevant information and practicing problem-solving strategies*

You will need a set of problems to solve such as grammar or math problems.

**Directions:**

1. Ask students to form pairs.
  2. Explain to students the roles of problem solver and listener.  
Say, "The role of the problem solver is to read the problem aloud and talk through the reasoning process in attempting to solve the problem. The role of the listener is to encourage the problem solver to think aloud, describing the steps to solve the problem. The listener may also ask clarification questions and offer suggestions, but should refrain from actually solving the problem." (Note: It would be helpful here to have these roles written on the board, overhead or handout). It helps to model the process so students can see what it looks like.
  3. Ask students to solve a set of problems, alternating roles with each new problem.
  4. Select pairs at random to choose their most challenging problem to write on the board and explain to the class.
  5. Ask students to share any insights they had about learning to solve problems.
-