

Step 5: REVIEW and APPLICATION Instructional Alternatives

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

- ✓ Learning Logs
- ✓ Classroom Assessment Techniques
- ✓ 3-2-1 Strategy
- ✓ Chalk Talk
- ✓ Gallery Walk
- ✓ GIST

Learning Logs

Learning logs are a simple and straightforward way to help students integrate content, process, and personal feelings. Learning logs operate from the stance that students learn from writing rather than writing what they have learned. The common application is to have students make entries in their logs during the last five minutes of class or after each completed week of class. The message here is that short, frequent bursts of writing are more productive over time than are infrequent, longer assignments.

The most valuable result of learning logs is that as students write to learn, they also learn to recognize their own and other's good work. Both learning logs and journals assist the learning process. Journals are free flowing and subjective relying on opinion and personal experience. Learning logs are concise, objective, factual, and impersonal in tone.

Logs can include problem-solving entries from mathematics or science, observations from lab experiments, questions about lectures or readings, lists of books students have read or would like to read, and homework assignments.

The following questions could be used to guide students in making thoughtful entries in their learning logs:

- What did I do in class today?
- What did I learn?
- What did I find interesting?
- What questions do I have about what I learned?
- What was the point of today's lesson?
- What connections did I make to previous ideas of lessons?

Source: <http://olc.spsd.sk.ca/DE/PD/instr/strats/logs/index.html>

Classroom Assessment Techniques

1. Minute Paper

This technique -- also known as the *One-Minute Paper* and the *Half-Sheet Response* -- provides a quick and extremely simple way to collect written feedback on student learning. Stop the class two or three minutes early and ask students to respond briefly to some variation on the following two questions: "*What was the most important thing you learned during this class?*" and "*What important question remains unanswered?*" Students they write their responses on index cards or half-sheets of scrap paper and hand them in.

2. Muddiest Point

This simple technique is remarkably efficient because it provides a lot of information without investing much time or energy. The technique consists of asking students to jot down a quick response to one question: "*What was the muddiest point in*?" The focus of the *Muddiest Point* assessment might be the day's activities, a discussion, a homework assignment, or play, or a film.

3. One Sentence Summary

This simple technique challenges students to answer the questions "*Who does what to whom, when, where, how, and why?*" (represented by the letters WDWWWHW) about a given topic, and then to synthesize those answers into a simple informative, grammatical, and long summary sentence

4. Two Five-Minute Essays

Students are asked to write in the last five minutes of class answers to the following:

What did you learn in class today?

What questions or concerns do you have?

In answering the first question, students often discover gaps in their knowledge, and these then appear in the second question. If instructors ask only the second question because of time pressures, students may not be able to formulate the more sophisticated questions. Students assemble into groups of four to share their responses and select the best one or two questions to submit to the entire class. Otherwise, students can submit their answers without first discussing them in a group.

Source: Angelo, T. A., and Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*, 2nd edition, San Francisco: Jossey-Boss.

3-2-1 Strategy

This summarization strategy is an effective way to end a class session. Students are asked to complete the 3-2-1 prompts on their own paper or on a form created by the teacher. The activity gives students a chance to summarize some key ideas, think about what interests them, and pose a question that they have.

Upon conclusion of an activity, ask students to identify:

- **3 Things You Found Out**
- **2 Interesting Things**
- **1 Question You Still Have**

Of course, you can modify the 3-2-1 depending on what you have been studying, for example you could ask for **3** similarities, **2** difference, and **1** question they still have.

Sources: <http://www.readingquest.org/strat/321.html> <http://www.forpd.ucf.edu/strategies/strat321.html>

Chalk Talk

Chalk Talk is a silent way to reflect, generate ideas, check on learning, develop projects, or solve problems. It can be used productively with any group—students, faculty, workshop participants, or committees. Because it is done completely in silence, it gives groups a change of pace and encourages thoughtful contemplation. It can be an unforgettable experience.

1. The facilitator explains VERY BRIEFLY that Chalk Talk is a silent activity. (No one may talk at all. Anyone may add to the chalk talk as they please.) You can comment on other people's ideas simply by drawing a connecting line to the comment. It can also be very effective to say nothing at all except to put finger to lips in a gesture of silence and simply begin with #2.

2. The facilitator writes a relevant question in a circle on the board. Sample questions:
 - _ What did you learn today?
 - _ So what? Or now what?
 - _ What do you think about social responsibility and schooling?
 - _ How can we involve the community in the school, and the school in community?
 - _ How can we keep the noise level down in this room?
 - _ What do you want to tell the scheduling committee?
 - _ What do you know about Croatia?
 - _ How are decimals used in the world?

3. The facilitator either hands a piece of chalk to everyone or places many pieces of chalk at the board and hands several pieces to people at random.

4. People write as they feel moved. There are likely to be long silences—that is natural, so allow plenty of wait time before deciding it is over.

5. How the facilitator chooses to interact with the Chalk Talk influences its outcome. The facilitator can stand back and let it unfold or expand thinking by:
 - _ circling other interesting ideas, thereby inviting comments to broaden
 - _ writing questions about a participant comment adding his/her own reflections or ideas

Source: **THE EDUCATION ALLIANCE** at Brown University Changing Systems to Personalize Learning: Teaching to Each Student www.alliance.brown.edu/pubs/changing_systems/teach_to_student/ChalkTalk.pdf

Gallery Walk

This activity is a way to assess and celebrate what students have learned over a course of study.

1. Divide students into groups of two four members.

2. Ask each subgroup to discuss what its members are taking away from the class.
 - These may include any of the following:
 - New knowledge
 - New skills
 - Improvement in _____
 - New or renewed interest in _____
 - Confidence in _____

3. Then ask them to list on a large paper these “learnings.” Ask them to title the list “What We Are Taking Away”

4. Paper the walls with these lists.

5. Ask students to walk by and review each list. Ask them to place a check mark next to learnings on the lists that they agree with and are taking away as well.

6. Survey the results, noting the most popular learnings. Also mention some that are unusual and unexpected.

VARIATIONS

- If the size of the class warrants, ask each student to make his or her own list.
- Instead of listing “learning,” ask students to list “keepers”-ideas or suggestions given in the class that students think are worth keeping or retaining for future application.

Source: Silberman, M. (1996). *Active Learning: 101 Strategies to Teach Any Subject*. Needham, Massachusetts: Simon & Schuster.

Get the GIST

Name _____

Title _____

Source _____

1. Read the article or section of text.

2. Fill in the 5 Ws and H.

Who:

What:

When:

Where:

Why:

How:

3. Write a 20-word GIST summary.

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____