



Language Tree Online



Active Learning Strategy Cards

10 Techniques to Engage English Learners



“Quickwrite”

- Ask students to write on a specific topic for a short amount of time (3-10 minutes)
- Quickwrites can be used to activate prior knowledge, clarify issue, make connections and to allow for reflection
- Ideally, students should have a “language notebook” that they use for quickwrites and taking notes



Educator Tip : Allow for thinking time prior to beginning the quickwrite exercise. Follow up with opportunities to share responses, noting similarities and differences in the responses.



Graphic Organizers

- Use this visual tool to organize information, thoughts, and ideas
- Examples of graphic organizers include:

Circle Map	T-Chart	Venn Diagram
Flow Map	Tree Map	Bubble Map



Educator Tip : Teach the purpose of a graphic organizer, show visual examples, practice using accessible topics, use as a cloze/fill-in exercise, color code information



Match Mine Activity

- Prepare a series of questions
- Hand out Match Mine Sheets (9 box frame) to individual students or student pairs
- Call out a number on the frame ("Put your answer on frame #5")
- Pose a question for the students
- Students respond by writing or drawing into the frame you called out
- Review and discuss answers when all 9 frames are filled in



Educator Tip : Prepare questions ahead of time and ideally have students work in pairs. Scaffold questioning if needed. Allow students enough time to draw or write response.



Think-Pair-Share

- Students are assigned a partner for this exercise
- Teacher poses a question and asks one of the students to think independently about a response
- Teacher signals students to turn and talk to his/her partner
- Student explains response and how he/she came up with it
- Partner can ask the student to explain more if they don't understand or agree with the response



Educator Tip : Create groups with eye partner, shoulder partner and diagonal partner; allow students to write down their responses.



Multiple Choice Response Cards

- Assign students to work in pairs or groups of 3
- Give a series of multiple-choice cards (A, B, C, D) to each group
- Ask students to read a question and to discuss quietly what the answer could be
- Students come to consensus on the answer
- Signal group to hold up the card with their answer and ask them to justify their answer
- Confirm or clarify the correct answer



Educator Tip : Allow enough time for students to discuss possible answers. Display the multiple-choice question and (later) answer on a big screen.



Carousel

- Students are assigned to a group and within that group, they are assigned a number (e.g., #1 – 4)
- Teacher writes different questions or problems on chart paper and posts them around the room
- Teacher gives each group a different colored marker
- Each group moves to a poster and writes in their joint response. Students take turns writing in the answer by passing their pen to the next # (1, 2, 3, 4)
- After a time, teacher signals group to move to the next poster until all the questions have been answered
- Review the responses with the class; Teacher may call on a group to ask them how they came up with their response



Educator Tip : If there is an extra student, pair them up with a buddy so that there is the same number (#1-4) in each group. When posting individual problems, make sure each student has a problem to answer. The number of posters is determined by the number of groups.



12 Word Summary

- In pairs, students discuss the most important aspects of a lesson
- Teacher asks students to come to a consensus on the key learning
- Student pairs write down the most important aspects of the lesson in 12 words or less
- Teacher asks a few student pairs to share their written summaries with the class



Educator Tip : Pre-teach how to write a summary. Provide students enough time to discuss.



Solo-Team-Teach

- SOLO: Each student solves the same practice problem independently and writes down the answer
- TEAM: Teacher forms a small number of teams and assigns students to a team. Teacher directs the students in a team to share their answers with other members (if team members do not all agree, they will work together through the question to come to a consensus).
- TEACH: For each problem assigned to a group, the teacher selects one student from a group to “teach” the class how they solved the problem



Educator Tip : Monitor team closely to make sure all students in the team are speaking.



Parallel Lines

- Students engage in formal discussion and play the roles of “speaker” and active “listener”
- Teacher assigns students to a line (1 or 2) and identifies a “speaker” line and a “listener” line
- Teacher gives a topic for discussion and sets a time limit
- Once time is up, teacher directs one line to move to the right so each student is standing in front of a different partner



Educator Tip : You may want to have students also switch lines so everyone has an opportunity to play both roles. The “listeners” should not be silent. Remind them to restate or paraphrase what their partners said and ask questions.



Four Corners

- Teachers post questions, quotes, photos, etc. in each corner of the classroom. Posts a response frame next to the materials along with a marker.
- Teacher assigns students to a corner
- Once in a corner, the students discuss the topic or information posted and write down their response on the response frame
- When signaled, students visit another corner of the room



Educator Tip : Ask students to take turns speaking in their corner; also allow students to log information in their language notebooks