After the teacher instructs about new content, he/she stops and asks the students to describe, reflect, and summarize the new learning.

This organize and integrate strategy allows students to stop and process new information. Research has shown that students need to be able to process new information approximately every 7 minutes. This strategy is a fun way for students to process new information.

Students who are stronger with the new content could be asked to make connections to other prior learning, while students who struggle could come up with ideas to remember what they have just learned.
**Description**

Students are given 9 squares mixed up with both questions and answers along the sides of the boxes. Students assemble a 3 by 3 puzzle in which each side matches the question with the correct answer.

**Purpose**

This organizing and integrating activity is a kinesthetic way for students to show what they recall about a topic. This strategy is used to assess what was learned about a concept in a different way.

**Nine Square Puzzle**

**Modifications**

To make it challenging for higher level learners, they will be given nine boxes with extraneous questions or answers. When they finish assembling the box these students will solve the questions on the outside or create questions for the answers on the outside and make their own boxes to border their original nine squares.

For struggling students, they will be given nine boxes without extraneous questions bordering the outside of the squares. Students will only have the questions with which they have the corresponding answers.
### Description

Teacher poses multiple concepts or words for students to guess.
With a partner stand back to back - Partner A facing the screen, Partner B facing the back of room.
The concepts/words will be displayed to Partner A.
Partner A who is facing the screen must get Partner B to guess the concept/word.
When Partner B has guessed the concepts correctly move onto the next one.
When all concepts have been guessed correctly turn around and face the front.
Switch roles for the next set.
Teacher circulates during the activity, listening for context clues so they know what to re-teach.

### Purpose

This strategy can be used as an explore and discover when diving into new content or it could be used to organize and integrate new learning by checking for understanding. All students are given an opportunity to participate in each role of the activity and are accountable for the learning.

### A-B Pyramid

### Modifications

The teacher could assign partners and predetermine who is Partner A and who is Partner B. The topics/words given to the partners could be leveled based on readiness.
<table>
<thead>
<tr>
<th>Description</th>
<th>Content Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>After students read an article or piece of text, students are asked to record three facts from the reading and then three feelings about it.</td>
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<table>
<thead>
<tr>
<th>Purpose</th>
<th>Modifications</th>
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<tbody>
<tr>
<td>This organize and integrate strategy allows students to recall three facts about what they have just read or learned and then make connections to feelings they have about the learning. Studies have shown that students who are able to connect new learning to a feeling they have, they will be able to recall that information more readily.</td>
<td>Students who struggle to come up with three facts and feelings could be asked to come up with two facts and feelings instead but to elaborate on what they chose.</td>
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</tbody>
</table>
Students are posed with a problem in groups. Students work to solve the problem and write their solutions on poster board. One person stays behind with the poster while their teammates visit other posters. Students ask questions and provide feedback to the poster presenter. Then students return back to their poster to finalize and make changes to their solution if necessary.

This explore and discover activity allows students to solve problems in teams but then they have the opportunity to visit other teams’ solutions. If a particular team is having difficulty solving the problem, they can visit other groups to get some ideas for solving.

The teacher can have a “hints” chart that students can add to as they are working on the problem. If students are stuck on how to begin solving the problem, the group hints could help them figure out how to start the problem.

The teacher could also pose different problems to each group to begin working on and then rotate the through the different problems until all problems are solved. Giving the groups different colored markers could help to see what students understand how to solve the problem and what students need additional instruction.
The teacher poses a word to the class for them to define. Each student independently defines the word on an index card. Students pass the card clockwise and underline or highlight the words that are most important to them. Students keep passing the cards until the student gets their card back. Using the underlined words, the group creates a unified definition and writes it on the table.

This activity can be used as an activate and engage strategy where students are posed with a word to see what they already know about this word before beginning the lesson. It can be used as an organize and integrate activity where the teacher can check for understanding after a lesson is taught. This strategy is great for English Language Learners.

The teacher can provide the topic or word and students can write three words describing the topic. Then the student chooses one word and the group writes a sentence using those words. The teacher could also provide a list of words for students to choose from in defining the word. Students could draw pictures to illustrate the word or topic.
Students are posed with examples and non-examples of a new concept. Pairs discuss possibilities of what may be the concept. More examples and non-examples are posed until all pairs have the concept.

This explore and discover activity allows students to form their own ideas about a concept instead of being explicitly taught about the concept. Students are able to explore their own definitions and characteristics of a particular concept.

For groups of students who understand the concept quicker than other students, they can create more examples and non-examples instead of giving away what the concept is.
### Description

In this strategy, students play a card game to respond to questions and the roles rotate each turn. Each team receives a set of questions.  
Student #1: holds the questions and says, pick a card any card  
Student #2: chooses a card and reads the question aloud  
Student #3: answers the question  
Student #4: responds to the answer; if student is correct, praise, if student is incorrect, coach, if the question has no right or wrong answer paraphrase. At the end, praise the student for responding.  
Roles rotate and process begins again.

### Purpose

This strategy can be used as an inclusion activity for students to get to know each other. It can be used to explore and discover a new concept or it could be used to organize and integrate new learning. All students are given an opportunity to participate in each role of the activity and are accountable for the learning.

### Fan-n-Pick

### Modifications

Students could be homogeneously grouped and different questions could be given to the groups based on ability. For example, students who are struggling with the concept could be given questions requiring lower levels of Bloom’s Taxonomy vs. students who know the concept could be asked tasks requiring higher levels of Bloom’s Taxonomy.
<table>
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<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Students are given an article or section of text to read. Students are also given an interactive bookmark in which the teacher predetermines different places to stop and reflect within the text. Students are asked to write as well as draw a visual representation of their reflections.</td>
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<tr>
<th>Purpose</th>
<th>Interactive Bookmark</th>
<th>Modifications</th>
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<tr>
<td>This organize and integrate activity allows students to stop and process what they are reading as well as come up with a visual to help them remember what they have read.</td>
<td>For students who have difficulty summarizing in words, they can chose to either write or draw their responses to the prompts.</td>
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</table>
Each student is given a strip of paper in the format of “I am…” and “Who is…” Students begin the game by asking who is… and then the student who has that answer says, I am… and then reads their who is statement. The game continues until each student has answered.

As an organize and integrate activity, students need to pay attention to all of the questions so they know when the question to their answer is read. It is an engaging way to review concepts from a lesson or unit and a quick way to check for understanding.

Students can be split into two homogeneously grouped teams. The questions and answers can be leveled based on ability for each group.
Students move around the room while music is playing. The teacher calls “pair” and students must pair up with the classmate closest to them. The teacher then asks a question and allows the students think time. Students share their answers taking turns.

This inclusion activity allows students to get to know each other and meet new students in the classroom. It can also be used as an organize and integrate strategy if the students are being asked to respond to questions about recently learned content.

If teachers do not want certain students to be paired together or if they want the students heterogeneously grouped, students could be numbered so that each student would either have to find someone who has the same/different number as they do.
Students are posed with a topic or concept in which they are asked to describe things they notice about the prompt, jot down some thoughts or conjectures, and then write some wonders/questions.

This is an explore and discover strategy in which students are generating ideas about something new or unfamiliar. It may also be used as an anticipatory set to see what prior knowledge students have about a topic or concept. This strategy can also be used to have students analyze a word problem.

Students could be homogeneously grouped so that groups could be posed with different examples at varying levels of difficulty.
<table>
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<tr>
<td>Students number off. Teacher poses a question or problem and allows think time. Students independently write their answers. Students then stand up and “put their heads together” showing their answers, discussing, and teaching each other. Once the group comes to consensus, they sit down. The teacher calls a number and that student from each group must answer the question.</td>
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<tr>
<td>This activity is great for organizing and integrating knowledge. Every student is accountable to know the answer to the question because the teacher could call any member of the group. Students who did not understand the question, have the opportunity to learn and be coached by their teammates.</td>
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<tr>
<th>Numbered Heads Together</th>
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<tr>
<td>Having the groups heterogeneously grouped naturally differentiates this activity because students who did not understand the question have the opportunity to learn from their classmates who know the answer. The teacher can purposefully number the students so that they can call on specific students that they need to check for understanding with.</td>
</tr>
</tbody>
</table>
The teacher gives each student a question with the correct answer on the back. Students stand up and find another student in the class to work with. Partner A quizzes partner B, partner B answers, partner A praises or coaches. Then the roles are reversed. Once the partners quiz each other, they switch their questions and find another classmate to quiz.

**Quiz-Quiz-Trade**

This strategy naturally differentiates itself because if a student does not know the answer, their partner can coach or re-teach if necessary. When the questions are traded, the student has the opportunity to review that question a second time when they quiz a new partner.

Questions could also be color-coded and then students would have to find partners with the same colored card and those questions could be tiered based on levels.

If a question is particularly important, there could be multiple cards out with the same question to guarantee students answer important concepts.
### Description
At the end of a topic or unit, students are given a graphic organizer in which they could choose the role, audience, format, and topic to demonstrate understanding about the topic or concept.

### Purpose
This organize and integrate strategy allows students some autonomy to choose how they would like to show their understanding about a topic or unit.

### RAFT
This strategy naturally differentiates itself because it allows students to choose the modality in which they feel most comfortable demonstrating understanding.
Students work in pairs. One student is partner A and the other is partner B.
Partner A solves the first problem.
Partner B watches and listens, checks, and coaches if necessary.
Partner B solves the second problem.
Partner A watches and listens, checks, and coaches if necessary.
Partners repeat taking turns until all problems are solved.

This is an organizing and integrating strategy that allows students practice what they learned. All students are accountable to either solve the problem or check for understanding every turn.

Based on assessment data for the concept that is being practiced in rally coach, the teacher should pair high students with low medium students and high medium students with low students.

For pairs that struggle, have pairs check with other pairs at specified times to make sure everyone is on the same page and being successful.
### Description

The teacher poses a problem to which there are multiple possible responses or solutions and provides the students with think time. Students take turns stating their responses or solutions.

- **In a single round robin**, each student shares 1 short response.
- **In a continuous round robin**, each student takes their turn listing one example and students keep going around the group until the teacher calls time.
- **In a timed round robin**, students share and explain with more lengthy responses.
- **In a think-write-round robin**, think about their responses, write some ideas down and then share one at a time.

### Purpose

This activity can be used as an activate and engage activity where students are posed with a topic to see what they already know before beginning the lesson. It can be used as an organize and integrate activity where the teacher can check for understanding after a lesson is taught. This activity could also be used as an explore and discover activity when diving deep into content discussions.

### Round Robin

### Modifications

Instead of having students work in groups, students can work in pairs and share back and forth which would require each student to come up with more solutions on their own. For accountability, students could write down their solutions on a whiteboard or sheet of paper and the teacher can check each pair for understanding.
The teacher poses a problem on paper to which there are multiple possible responses or solutions and provides the students with think time. Students take turns writing their responses or solutions on the paper and then passing the paper.

In a single round table, each student writes 1 short response.

In a continuous round table, each student takes their turn listing one example/solving one part and students keep going around the group until the teacher calls time.

This activity can be used as an activate and engage activity where students are posed with a topic to see what they already know before beginning the lesson. It can be used as an organize and integrate activity where the teacher can check for understanding after a lesson is taught. This activity could also be used as an explore and discover activity when diving deep into content discussions.

Instead of having students work in groups, students can work in pairs and pass the paper back and forth which would require each student to come up with more solutions on their own.
Students walk around the classroom and ask their classmates to respond to questions in a 3 by 3 activity sheet. The student who is listening may choose to write down responses to the questions but once the classmate is done responding, he or she initials the box of the question they responded to. The student then finds another classmate to answer another question and the process repeats. The goal is to have tic-tac-toe at the end of the activity.

This strategy can be used as an inclusion activity that engages students and promotes social interaction in the classroom. It can also be used to activate and engage students in the learning and assess prior knowledge. This activity could also be used as an organize and integrate activity to summarize the learning from a mini-lesson. It allows choice in the lesson and all students are accountable for the learning.

Give students different color sheets of paper where they can only ask students who have the same color and then the questions could be tiered based on readiness. Students could have pictures to explain the concept instead of words. This activity also naturally differentiates itself because of student choice in answering questions.
The teacher provides a discussion topic and provides think time. Each student is given a finite number of chips/pennies. Any student can begin responding to the discussion question. Once a student responds to the question, they place one of their chips in the center of the table. Group members continue to share until all of the chips are in the center of the table.

This activity can be used as an explore and discover activity where students are posed with a topic to see what they have learned at different points throughout a lesson. It can be used as an organize and integrate activity where the teacher can check for understanding after a lesson is taught. This activity allows for equal participation and not one member of the group will dominate the conversation.

Instead of having students work in groups, students can work in pairs and share back and forth which would require each student to come up with more responses on their own. For accountability, students could write down their responses on a whiteboard or sheet of paper and the teacher can check each pair for understanding.
Description

Establish a group of four. Each person in the group looks through the strategy packet. Put a code next to each strategy. Check mark = I know what this is. ? = I don’t know what this is. * next to a check mark = I know what this is, it’s really good, and I want to sell it.

Round 1: Group of four goes around and each person tries to sell one of his strategies. If a person buys it, he/she is willing to try it in the classroom. If everyone in the group buys it, the strategy gets a ** and everyone records this.

Round 2: Two people from group travel to new group to sell; two others remain as “potential buyers.” When someone buys a ** in a new group, then it becomes ***. Come back to home group and share what was bought. *** become valued strategies that we expect teachers to try in their classrooms.

Purpose

Traveling Salesman

It can be used as an organize and integrate activity where the teacher can check for understanding after a lesson is taught. In this activity students defend their choice with evidence and persuade others to agree with their selection. It could also be used as an explore and discover activity when diving deep into content discussions that involve argument or differing opinions.

Modifications

Having the groups heterogeneously grouped naturally differentiates this activity because students who did not understand the question have the opportunity to learn from their classmates who know the answer.
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<th><strong>Purpose</strong></th>
<th><strong>Walk Around Survey</strong></th>
<th><strong>Modifications</strong></th>
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<tbody>
<tr>
<td>The purpose of this strategy is to activate and engage students in the learning. This is a knowledge building exercise that allows students who do not know the answers to all of the questions, to gain an understanding and those students who do know the answers have the opportunity to teach others.</td>
<td><strong>Walk Around Survey</strong></td>
<td>Give students different color sheets of paper where they can only ask students who have the same color.</td>
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</table>