

Good Questions



On a piece of paper, write three questions you could ask to learn more about the topic we studied today.

After Lesson

Sarah Reed, 2010

3-Minute Writing



You have three minutes to list everything you learned today. Do not worry about the organization or conventions.

After Lesson

Sarah Reed, 2010

Draw Names



You have one minute to think about WHAT is IMPORTANT from today's lesson. ___# of names will be drawn and those people will stand. Each person will contribute a sentence or word for the important points of this lesson.

After Lesson

Sarah Reed, 2010

Skim and Scan

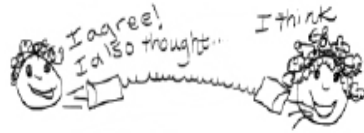


Skim and Scan over _____ that we have already read. You will have ___# of minutes to do this. (Ring bell...) You now have ___# minutes/seconds to tell your partner some key ideas or words from the passage/text/book. Then when I give the sound, you will switch and your partner/elbow buddy does the same.

Before or During Lesson

Sarah Reed, 2010

Pair-Share



Partner up students either by pre-determined pairs or elbow buddies. Label one student A. Label the other B. Tell pairs that student A will discuss/share _____; student B will discuss/share _____. Give set time. Then have students share out to large group and/or write thinking on paper.

Before, During, After

Sarah Reed, 2010

It Never Happened



Pretend that ____ had never happened or _____ never had been born. How would things be different.

Draw/Discuss/Write with your partner.

During, After

Sarah Reed, 2010

I am Foggy!



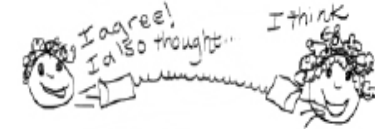
What part of the lesson was the most foggy (unclear or confusing) to you?

Write it down on a piece of paper.

During, After Lesson

Sarah Reed, 2010

Retelling



You have just finished reading/hearing/learning about _____. You have ___# minutes to think about what you read/heard/learned. Partner/Elbow Buddy A retell your learning/thinking to Partner/Elbow Buddy B in ___# minutes. Partner B ask questions to check for understanding.

During, After

Sarah Reed, 2010

Nouns have Perspectives Too!



What were the nouns (*people, places, things*) in today's lesson. Identify ___# of nouns. Draw or write them. If they could talk or share their thinking what would be their perspective, opinion, or thinking about our topic/author's message. Draw each noun. Then under each noun write two perspectives.

After

Sarah Reed, 2010

Key Concepts



Explain the key concept _____. Draw a picture/symbol to represent it. Give an example of it. Write a definition of what it means. Put the concept in a sentence. Write a word that means the opposite of the concept.

Before, During, After

Sarah Reed, 2010

Whiteboard Fun!

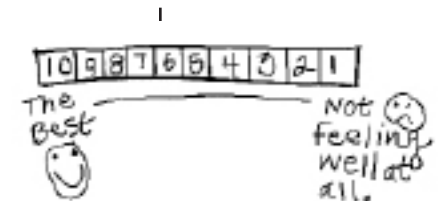


Divide the class into teams. Divide the whiteboard into a large space for each team. Each person needs a dry erase marker. When you say "go" all team members must write or draw symbols/pictures to represent key ideas in the presentation. Tell students number of minutes. Give sound. At end, have teams present 2 or 4 ideas from their whiteboard creation.

During, After

Sarah Reed, 2010

I am Rating Myself



Rate yourself from 1 to 10, with 10 being the best on how well you understand EVERYTHING we learned in class. Then ask student to write one statement as to what you could do to help them. And one statement as to what you are doing that is working.

After

Sarah Reed, 2010

Drama Time!



The main idea of today's lesson was _____. You and your partner have _____# minutes to come up with a short skit that tells the main idea of today's lesson. Present your play to your Counter Clockwise Partners.

After

Sarah Reed, 2010

Dear _____,

Write a short letter to _____ telling them of all the ideas you have learned about this week in _____.



After

Sarah Reed, 2010

Prove It!

Students work with partners. They are to decide on the most important idea or message from the lesson. Together they are to state their thinking in one sentence. Then at your signal they are to come up to you and tell you (teacher) what the most important idea is.



After

Sarah Reed, 2010

Rock, Paper, Scissors

Teacher will ask question and ask students to discuss an answer with their partner. Ask students to do ROCK-PAPER-SCISSOR with their partner. The winner of the round will stand. Then the teacher will ask questions from these students. Repeat several times. Very fun!!!



After

Sarah Reed, 2010

Partner Power!

Break students into partner pairs.
Give each pair a mini-white board.
Have students stand back to back.
Ask students a question. Have students write answer on board.
Then ask students to turn around to show answers and discuss.



Before, During, After

Sarah Reed, 2010

3-2-1



Ask students to record 3 facts they learned, 2 questions they have or wonder about; 1 personal connection they have to the topic/lesson learned.

After

Sarah Reed, 2010

S.O.S. Summary

Teacher presents a statement (s) and asks students opinion (o) to be supported (s) with evidence.

Teacher statement:
What this means to me:
In my opinion, _____.
My evidence (facts, reasons, etc)...



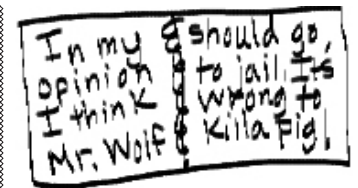
Before, During, After

Sarah Reed, 2010

Opinions Count!

Provide students with journal or booklet made of lined paper.
Title this - My Opinions Journal. At beginning of lesson/unit, provide sentence starters. Work on one together. Then use regularly at the end of lessons.

Sentence Starters:
In my opinion...
I believeis good/bad because...
I think...is important because...
I used to believe...but now I believe...



After

Sarah Reed, 2010

My Top Ten List!

Model creation of top 10 list. Ask all students to participate in sharing time. Record students' responses. After class has shared break students into partners and have them create a top ten list. Share out with class.



Before or After

Sarah Reed, 2010

Four More!

First students work on their own. Then students move around classroom and gather information from classmates. Next, students come back to seat. They add more information that they have learned. Afterwards ask students to reflect what they have learned by interacting with their peers.

Name _____	Date _____
My thoughts	_____'s thoughts
_____'s thoughts	_____'s thoughts
_____'s thoughts	what I learned..
TOPIC: _____	

After

Sarah Reed, 2010

Carousel Brainstorming

Place charts strategically around room with questions on them. Break students off into groups. Give each group a different colored marker. Students move around to charts working as a group to form responses. Have signal for movement. Have groups pick 1 member to large group share.



Before or After

Sarah Reed, 2010

Application Cards

After introducing an important procedure or concept, ask students to write down ___# of real world applications for what they just learned.



After

Sarah Reed, 2010

RSQCZ

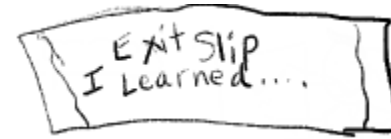
In ___# minutes, have students recall and list in rank order the most important ideas from a previous lesson. Then in ___# minutes they are to summarize these in a single sentence. Next, they are to write one question they want answered. Finally, ask students to identify the theme of the lesson to the overall goal or core content.



After

Sarah Reed, 2010

Exit Cards



Teacher asks students to answer a question at the end of lesson in journal or on a slip of paper.

After

Sarah Reed, 2010

Idea Spinner

Teacher creates a spinner marked into 4 quadrants and labeled: predict, explain, evaluate, summarize. After lesson is presented, teacher spins the spinner and asks students to answer a question based on the location of the location of the spinner.



Before or After

Sarah Reed, 2010

Hand Signals

Ask students to give a hand signal to demonstrate their understanding, confusion, not sure about thinking. Thumbs up, thumbs down, thumb to the side.



Before, During, After

Sarah Reed, 2010

Inside-Outside Circle

Inside and outside circles of students face one another. Each pair of students quiz each other, outside/inside circle asks question each time. Repeat.



Before or After

Sarah Reed, 2010

Misconception Check

Present students with question(s) about a topic/concept or process. Ask them whether they agree or disagree and explain why.



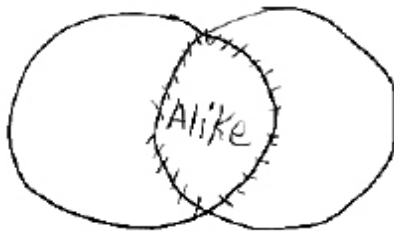
Before, During or After

Sarah Reed, 2010

Analogy

Prompt

Ask students to think how ____ is alike to _____.



Before or After

Sarah Reed, 2010

A, B, C Summaries

Assign each student in the class a letter of the alphabet. Students must brainstorm and state a word beginning with the letter of the alphabet relating to the topic.

A __, B __, C __, D __...

Before or After

Sarah Reed, 2010

Think-Pair-Share

Students think individually and then turn to a partner and share.



Before, During

Sarah Reed, 2010

Find the Rule

Give students sets of examples that demonstrate a single rule. Ask students to work to find and state the



Before or After

Sarah Reed, 2010

Fishbowl

Create questions. Cut up. Place in a bag or fishbowl. Have students draw out one question from a past lesson and be prepared to answer that question after your signal.



Before or After

Sarah Reed, 2010

Gaps or Cloze

Post sentences with gaps (missing numbers, words, symbols) and students are asked to fill in the gaps.

$$2 + 2 \text{ ____ } 4$$

A fish has ______.

A tadpole has ______.

Before or After

Sarah Reed, 2010

Jumbled Summary

Post or cut up and place in an envelope randomly ordered key words and phrases from a lesson. Put the terms and phrases in a logical order to show understand-

character
The curious
Holly
is

Before or After

Sarah Reed, 2010

Surveys

Hand out a mini survey at the beginning of a unit/lesson that asks for opinions and knowledge concerning the topic that will be covered.

How do you feel about yourself as a reader?

Phenomenal ____

Great ____

Okay ____

Not good ____

Before or After

Sarah Reed, 2010

Unknown Objects

Display objects/props that in class students are unlikely to recognize. Ask students to write three

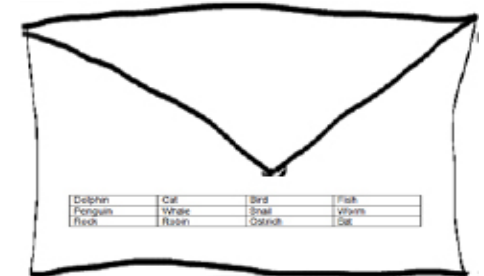


Before or After

Sarah Reed, 2010

Word Sort

Have word sorts placed in envelopes. Provide envelopes to student partners. Students are encouraged to group cards in a certain way. Ask students to justify their thinking.



Before or After

Sarah Reed, 2010

Sources:

1. Science: Formative Assessment, 75 Practical Strategies for Linking Assessment, Instruction and Learning. by Page Keely Copyright c 2008 by Corwin Press.
2. Scholastic: 25 Quick Formative Assessments for a Differentiated Classroom by Judith Dodge Copyright c 2009 by Judith Dodge.
3. www.lincoln.k12.or.us/.../Formative%20Assessment%20Strategies.pdf
4. Formative Assessment List from Franklin, County Teachers, Tennessee

Sarah Reed, 2010

Fact or Fib

Teacher writes statements.
Students decide if statements are fact or fiction/
not real/not true.

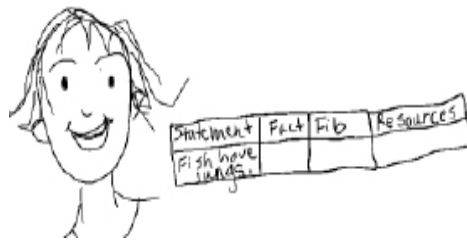


Before, During or After

Sarah Reed, 2010

Fact or Fib extended....

teacher writes statements.
Students decide if statements are fact or fiction/not real/not true. Then teacher has students discuss to determine what they need to do to find out the truth.. What resources should they use, etc.



Before or After

Sarah Reed, 2010

Agreement Circle

Students stand in a circle as teacher reads statement. The students who agree with the statement step to the center of the circle. Then students match themselves up in agree/

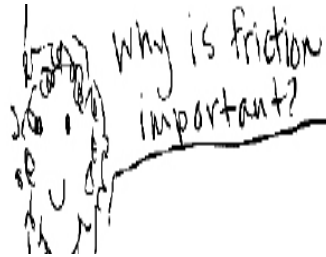


Before or During

Sarah Reed, 2010

Chain Notes

Write a question on a piece of paper and pass around the room. Each student responds with one or two sentences related to the question and passes it on to the next student.

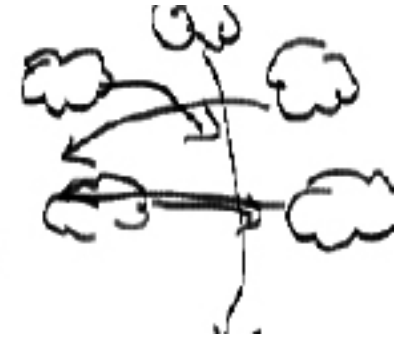


Before or After

Sarah Reed, 2010

Commit and Toss

Students are given a question. After completing the question, students crumple their paper into a ball, and upon a signal from teacher, throw their balls around room until the



Before , During or After

Sarah Reed, 2010

Data Match

Teacher presents data on board from a student investigation. Then teacher creates statements on that data, some fact, some fiction. Students then discuss and analyze the validity of the data.

Author or Title	Theme author wrote about
Harry By The Sea	passion

Before or After

Sarah Reed, 2010

First Fact Questioning

Students turn factual, recall questions into a deeper how or why question, because you are state the fact first and asking students to elaborate.



Before, During or After

Sarah Reed, 2010

First Word-Last Word

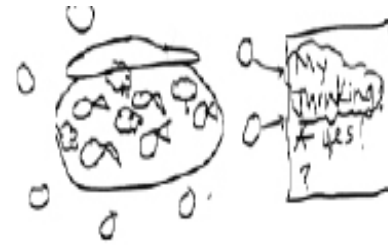
Students construct statements about a concept or topic that begins with a designated letter of the alphabet or use the acrostic poem structure to build their concept development. Have students share/discuss.

Light
Increasing ray
goes in a straight line
has many colors
true color

Before or After

Sarah Reed, 2010

Fishbowl Think Aloud



Four or five students are selected of a sampling in class. They sit together in a cluster in front of the room. The rest of the class surround these students. The inside group discusses a concept while others listen, take notes, and or record their thinking.

During or After

Sarah Reed, 2010

Fist of Five

Students are asked to indicate their thinking and/or understanding of a topic/concept/procedure by holding up a fist (no understanding) to a range of 5 fingers for complete understanding.



Before or After

Sarah Reed, 2010

Focused Listening

Teacher selects a topic that is not too broad or too narrow. Students write the word or phrase at top of sheet and list as many facts, terms, ideas concepts as they can remember from previous lessons of study. Students can also work in small groups. Have students post and share. Look for similarities/differences.



Before or After

Sarah Reed, 2010

Four Corners

Teacher makes statement. Students move to a corner of the room designated to match their response or similar way of thinking.



Before or After

Sarah Reed, 2010

Talk Probes

Teacher creates a real-life scenario in which persons talk about a concept. Students are asked to pick the person they agree with and why. Great way to work on distracters and misconceptions.



Before or After

Sarah Reed, 2010

Hot Topic

Teacher creates a chart with a scale in which students place post-its on a scale of low to high to indicate their level of interest or knowledge in the topic being studied.



Before or After

Sarah Reed, 2010

I Think-We Think

Students first record their own ideas. Then they compare their ideas to the group, to clarify their initial thinking, and/or modify their thinking.



Before, During or After

Sarah Reed, 2010

Justified T/F

Teacher posts statements on chart of whiteboard and reads them out loud with class. Teacher asks students to consider statement and work in pairs/small groups or whole class to discuss their thinking and support with evidence (facts and reasons).



Before, During or After

Sarah Reed, 2010

What I Learned...How I Learned It

Students recount what they have learned over the unit of study and recount things and/or examples that they know now that they did not know before. Students also describe how they learned them.



Before, During or After

Sarah Reed, 2010

Missed Conception

Students are asked to analyze a statement, describe why some people might believe it is true, and describe what someone might do to change their mind.



Before, During or After

Sarah Reed, 2010

Muddiest Point

Ask students to take a few minutes to down what is the most difficult or confusing part of the lesson.



Before, During or After

Sarah Reed, 2010

Question Generating

Teacher asks students to work in pairs/small groups to generate questions about a topic. Teacher posts questions. May want to post Bloom Verbs to help students ask really deep questions.



Before or After

Sarah Reed, 2010

Sticky Bars

Present students with short answer or multiple choice questions. Students answer using a post it anonymously. Arrange on whiteboard or anchor chart, as a bar graph representing the different choices students made.



Before, During or After

Sarah Reed, 2010

10-2

After 10 minutes of instruction, students take 2 minutes to reflect or summarize what they have learned so far.

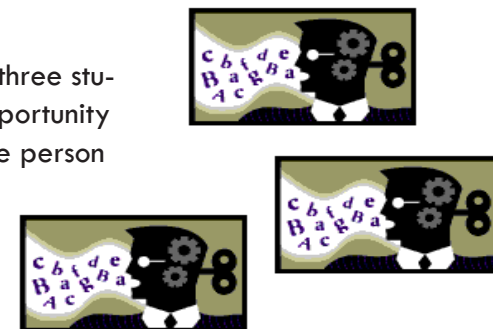


During

Sarah Reed, 2010

Two or Three Before Me

The rule is that two or three students must have an opportunity to talk before the same person can talk again.



Before, During or After

Sarah Reed, 2010

Volleyball - Not Ping Pong!

Teacher asks question, a student responds, and another student asks a question or makes a connection from the student who responds before the teacher asks another question to group.



Before, During or After

Sarah Reed, 2010

Baggage Claim

Pass out index cards with topic or vocab word written on one side. This is students' suitcase. Ask students to take 3-5 minutes to fill suitcase with facts related to card. Then get up and find a partner to share. Swap cards. Read. Find a new partner share new card with. When teacher gives signal students claim baggage by listening to their statements read aloud.



Before , During or After

Sarah Reed, 2010

Beach Ball

A fun way of setting the purpose for learning. A question is written on each side of the ball. Throw, student catches, reads and answers.



Before, During or After

Sarah Reed, 2010

CATs (Classroom Assessment Techniques)

In-class activities that give students and teacher instant, feedback on the teaching-learning process. They can be in the form of oral responses, written responses or signals. Everyone responds at the same time. "Class when I say Tell Me, I want everyone to say the answer of this _____. Ready, Tell me". Use thumbs up/down, T/F, Agree/Disagree Cards.



Before, During or After

Sarah Reed, 2010

CIR-Cooperative Integrated Reading

Students work in pairs to practice and to prepare for assessments. Teacher-administered assessments are not taken until the students' teammates decide that they are ready for the assessment.



Before

Sarah Reed, 2010

Clue

Group problem-solving with each team member given a different clue.

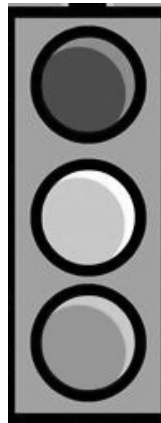


Before , During or After

Sarah Reed, 2010

Highlighting - Stoplight

Green- I know this very well.
Yellow-I am confused. Red - I need help.



Before or After

Sarah Reed, 2010

I Have - Who Has

Students each receive a card with a word and a definition - not the definition to their word that is on card. Students must be familiar with content. Teacher will start out with a 'Who Has' card. The person with the word calls out and reads their 'Who Has...and so on.



Before, During or After

Sarah Reed, 2010

Connect Two

Select 10 to 12 words or phrases that you think are important for students to know prior to a unit of study or lesson. List words on board for students to copy on small pieces of paper. Students are to choose two words that they think go together, and state reason. "I would connect ___ and _____," Students explain why giving evidence.



Before, During or After

Sarah Reed, 2010

Fan and Pick

Teacher prepares questions over content on index cards. Put students in groups of 3 or 4. Rotate positions. Person 1: fans cards; Person 2: Picks and reads card; Person 3: Responds to the answer, praising it or adding to it.

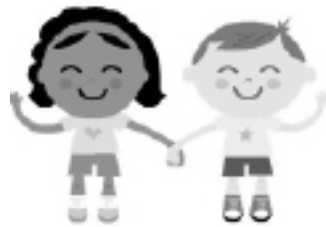


Before, During or After

Sarah Reed, 2010

"I am Thinking Of..."

Key words are listed on the board. Teacher has large index cards with words on one side and clues on the other. Teacher gives students clues. Students write guess on piece of paper. Then turn the correct answer toward the group. They in turn hold up their answer to see if there is a match.



Before, During or After

Sarah Reed, 2010

Line Up!

Student teams are given concepts that can be put in order. Each team member holds one concept and the members line up to represent the correct order.



Before, During or After

Sarah Reed, 2010

Move - Freeze - Pair

Have students move around the room. Freeze on your signal, then pair up with someone close to them to give and/or receive information.



Before or During

Sarah Reed, 2010

Pairs Check or Pairs Worksheet

Pairs work together and check one another's work. Students with partner. One does odd; one does even; one partner watches or asks questions while other partner works and explains thinking. Students turn in 1 paper and get the same grade.



Before

Sarah Reed, 2010

Place mat

Group activity for sharing ideas. Divide large piece of paper into sections, 1 section for each group member. Draw circle in the middle of paper. Each member writes ideas about issues or topic in their section. The person to the right summarizes and records speakers main points in a different color.



Before or After

Sarah Reed, 2010

PMI - Plus/Minus/Interesting

Group students. Give each group a 3 column organizer with headings: Plus, Minus, Interesting for recording responses to questions.



Before, During, or After

Sarah Reed, 2010

Stump the Teacher

Game where students make up questions based on unit, lesson, assignment. Teacher gets point if they can answer question. Students get point if teacher fails to answer question.



Before

Sarah Reed, 2010

Two Cents Worth

Each student is given two pennies at beginning of lesson. Student has to have a comment or question in order to turn in his/her pennies by the end of discussion.



Before, During or After

Sarah Reed, 2010

VSS - Vocabulary Self Collection Strategy

As a class, students nominate words they'd like to learn more about.



Before

Sarah Reed, 2010

CROWN

Connect. Make a connection.

Reaction. State your opinion.

Offer. Offer Real World Ways You could use.

Note. Note your goal today and note your strength or growth.



Before, During, or After

Sarah Reed, 2010

Triangle Review

Draw a small triangle and have students answer What are the 3 points I want to remember?



Before or After

Sarah Reed, 2010

10 minute _____ or Daily _____

An opener activity in which teacher posts statements or any number of daily questions, problems for student to work on and finish, explain... etc...



Before

Sarah Reed, 2010

Flashbacks

Design and post 5 questions from previous content learned to start your class.



Before or After

Sarah Reed, 2010

Quick Talk

Number students off 1 and 2. Say "Number 1's raise your hands. Turn to your partner and tell them what you know about....You have 30 seconds. Go!" Once 30 seconds have gone by, regain attention with bell, and say, Number 2's, it's your turn to share what you know. You have 30 seconds. Go"



Before, During or After

Sarah Reed, 2010

Sticky Reading

Give each student a large sticky note. Students are to write down any unfamiliar words or concepts that they do not understand. After lesson, discuss words students' have written. Reteach or have an additional guided lesson. Look up words. Use Frayer Model. Put word in sentence. Example, Non Example and Draw.



Before, During or After

Sarah Reed, 2010

Formative Assessment Response Cards

Compiled, Reformatted and Designed by Sarah Reed, 2010

Clip Art Resources:

- 1. Own Creations :)*
- 2. <http://office.microsoft.com>*

Sarah Reed, 2010

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[HTTP://MSREEDSCLASS.WEEBLY.COM/](http://msreedsclass.weebly.com/) UNDER TEACHER RESOURCES, FORMATIVE ASSESSMENT

Sarah Reed, 2010

