

1:11 Read and Pass Note Cards

OVERVIEW

A strategy designed to provide supplemental information.

DESCRIPTION

Students read and then pass note cards containing pertinent facts to enhance a unit and lead to group discussion or review.

PROTOCOL

- ◆ Make a set of note cards depicting the intended information.
- ◆ Establish the method of manipulation.
- ◆ Hand out cards, one for each member of the group.
- ◆ Indicate a leader who keeps the extra cards until they are to be passed.
- ◆ The last member in the group puts his cards on the bottom of the leader's pile.
- ◆ Establish a time allotment for reading each card and use a timer.
- ◆ Stress that the cards be handled with care and not altered.
- ◆ Conclude the activity with discussion.

RATIONALE

It is a good idea to share supplemental information with the students, but if the teacher has to read everything aloud he doesn't always have the students' full attention. When supplemental information is put on note cards, students can interact on a more personal level with a read and pass.

Make at least two sets of note cards so two groups can read and pass at the same time. After handing out the cards set up the passing protocol so the cards are always passed in the same direction, usually clockwise. When tables can be arranged in a round setting it is easier to pass cards. A timer is a must for this activity, with a set time for each student to have a card. The students are to keep.

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the cards until the timer sounds, so the sequence stays the same. Also stipulate that the cards are not to be marked on, or mutilated. It is nice if the cards can be laminated. When the cards have made the complete round, call for discussion of the facts.

Test questions along with the correct answers can also be made into note cards for a read and pass activity. This gives the students a chance to review for tests on an interactive level.

When typing a test make a version of a key first and set it up on the computer so it can be printed with each question and answer on a note card. Because it is the key version the correct answers can be indicated. If the question is multiple choice or true or false, use the ">" symbol to indicate the correct answer. If the question is a fill-in the blank or short answer put the answer in parentheses. After running a copy for note cards, and a copy for the test key, use the find/change option on the computer to delete all symbol indicators, and any answers, and then run a copy of the test. Having the test questions on cards can provide a student with a checkout option if they would want to study or review on their own.

A pass and read is a good activity for a substitute as it is student directed and does not rely on someone having to present information. This is also an activity that gives the teacher a break once in a while from directing all the class activities.

1:12 Sequence List

OVERVIEW

A group activity designed for learning or reinforcing a sequence of facts.

DESCRIPTION

Students are assigned to a group to practice arranging a list of terms in the correct sequence.

PROTOCOL

- ◆ Prepare a set of cards with the pertinent terms.
- ◆ Prepare an answer key with the correct sequence.
- ◆ Designate groups and the roles for each member.
- ◆ Ask the group leader to collect the materials.
- ◆ The leader in each group keeps track of the answer key.
- ◆ The members of the group work together to arrange the terms in the correct sequence.
- ◆ When all students have mastered the correct sequence, the group works together to arrange the terms against the clock.
- ◆ The group with the fastest time can be rewarded accordingly (extra credit, treats, etc.).

RATIONALE

One significant sequential concept for students of biology is the organs of the alimentary canal. When students have learned the sequence of these organs they have a good association on which to base other concepts of the digestive system.

Make a list of all the organs in the correct sequence and made copies of it as the answer key. This list can also be passed out to the students for self study. Enlarge the print size of the list using a copy machine, and make copies that can be cut apart, one term to a card. Prepare group activity sets consisting of an answer key and the set of cards with the organ terms on each.

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To perform the activity, have the students organize into groups where one person is in charge of the correct list. His job is to monitor the group as they work at arranging the cards in the correct sequence. For the first round all members of the group should work together to arrange the cards. When the list is correctly assembled, the students can then start taking turns at arranging the cards without any help from the group. When each team member can set up the correct sequence, the team is ready to be challenged to arrange the sequence against the time clock. After all teams have competed against the clock, determine which team has the record time and award each student on the winning team ten points extra credit toward his grade. The team with the second place time can get nine points extra credit, the third place team, eight points, and so on.

After the teams have competed at arranging the organ lists they are ready for a quiz grade. Make an alphabetized list from the master terms list and add a blank by each term where the students can write in the number sequence for the organs. This activity makes a good introduction to the digestive unit, as the students can relate to the organs as they are mentioned in lecture or reading assignments.

This activity can actually be adapted to any topic that would involve a list of interrelated terms. The physical act of manipulating the cards into the correct sequence adds a play factor, as does the challenge against the clock, and other teams. Learning is enhanced when a play factor can be incorporated into the interaction. A variety of interactions within a lesson also enhances learning, as it increases the number of times students are presented with thinking opportunities. The more a student thinks about a lesson, the greater his retention and internalization skills become.

1:13 Show and Tell

OVERVIEW

A strategy where students share information with others in the class by repeating the facts for each student.

DESCRIPTION

Provide each student with a unique fact and allow an interaction between the students, on a one-to-one basis where each tells the other about his or her fact.

PROTOCOL

- Assign a topic or fact for each student.
- Allow time for in-text research.
- Pass out a class roster.
- Distribute any appropriate models.
- Check for competence of topic.
- Set a time limit for student interaction and use a timer.
- Have students work in pairs, one to one.
- Insist that all students remain on task during interactions.
- Mingle among the students and be a participant.
- Indicate that each partnership share their facts or teach their part.
- Encourage discussion and verbal interaction between partners.

RATIONALE

Remember when you could hardly wait to get to school because you had the neatest “show and tell”? We never lose that desire to share good news or something fun, yet as students get older it seems that more emphasis is placed on academics and less time is available for personal sharing and validation.

In order to instill information about bones a show and tell activity wherein each student is assigned a bone along with a specific detail unique to that bone can be very effective.

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Have each student become familiar with his feature and select a model of the feature to use for show and tell. This activity is most effective if there are enough models or samples for each student to have their own. After making sure each student is competent at his feature, direct the students to pair up with one other student and “show and tell” on a one-to-one basis until they have interacted with all the students in the class.

Setting a time limit and a sequence of interaction can increase the level of control in student interaction. Another effective tool is a class rooster for each student so he can check the names of students as he interacts, keeping track of those students with whom he has or has not visited. If time permits, the students can do a two-part show and tell where they can ask a question about the feature to each student after a show and tell. If a question is answered correctly, they can mark off the student’s name in a different column or with a different check mark.

One result of a show and tell is that the presenter remembers his information better than the listener. This goes to show that the telling of something means more to the teller than the hearing does for the listener. This is not to say that there shouldn't be listening activities, it just says it takes more than mere listening for learning to occur, and more than just one exposure to new information. The teller of the ‘news’ can end up telling it some 20 or so times, while the listener may only hear it once.

In order to reinforce the show and tell information conduct recall activities over the next several days. When students have trouble recalling a feature, they can be reminded to think of the student who might have told them about it. Working with this type of association, if they can bring to mind the student in the class, they can usually think through association to successfully recall a feature.

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Students are impressed when they realize how they retain information after sharing in a show and tell. It would be ideal if students could interact with all the information in the unit in this manner but the time element and their interest levels tend to be prohibitive. Once students understand this concept of a show and tell they really don't have to share everything in a unit because they can use the process on their own.

Students should be encouraged to teach new facts of a lesson to someone else, or even to their dogs. A dog can't learn from what you might say, but that doesn't mean you can't make the effort to teach, and who better to practice on than your dog? When students are asked to teach something to the other students they claim that they can't because the other students already know it. It doesn't matter what the other students know, the thing that matters is what the student who is teaching is saying as he is teaching. The act of teaching reinforces a piece of information more so than merely learning it.