



Connecting Learning Assures Successful Students

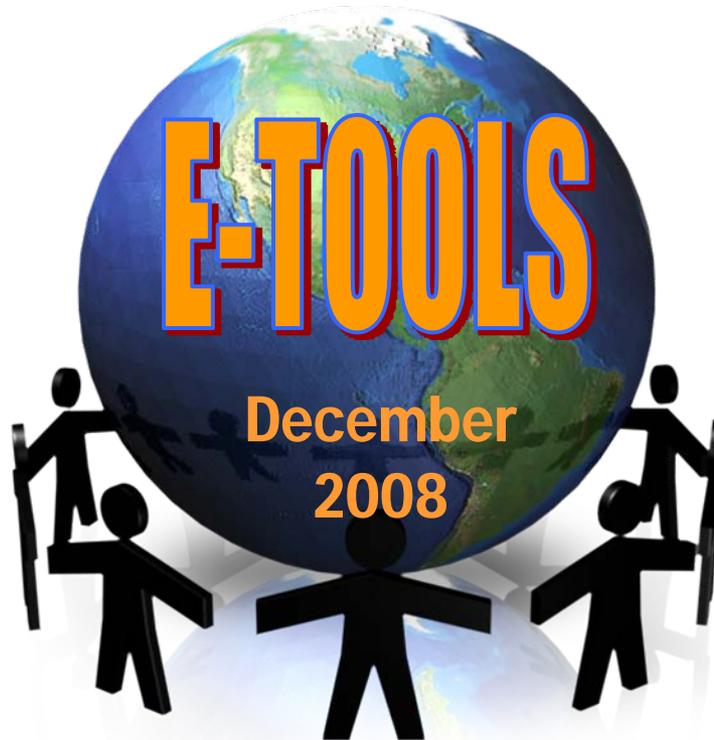
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Upcoming Events

Special Needs Day

Thursday, February 5, 2009

Related Arts Day

Friday, February 20, 2009

Support Team Day

Friday, March 13, 2009

Literacy Strategies that Work! with Barbara Pedersen, Jim McMillan & Ruby Butler

Thursday, March 12, 2009

To register please contact the
C.L.A.S.S. Office.



December Issue: Collaboration

"It's such a joy to work with different ensembles and create a collaboration. Rehearsing and building a performance is very interesting for me."

--Cecilia Bartoli

Welcome to C.L.A.S.S. ETools!

Welcome to the December issue of E-Tools. We all know what it can be like when you get the family together for the holidays. We always hope everyone “plays” nice. Collaborative structures give you a way for students to play (learn) nice, too! We’re going to pick some of our favorites to share ideas of how you might use them in your classroom. Collaborative structures give students a way to process information. Choosing a structure for students to use to practice what you are teaching them is the “Play It” part of Say It, Play it, Relay It, Weigh It. Make sure to have procedures in place for each structure to keep harmony in your classroom. Students need to know what to expect and what they are suppose to be doing. Clear procedures make the focus more on the content being practice and less on the structure.

Meet your Partner

- What is it?

Students meet in pair and interview each other. They try to find things that they have in common and things that are different. Then they introduce each other to the rest of the class.

- How could I use it?

- For younger students use this structure as a community building activity.
- For older students have the students take on roles. Students could be animals from a biome, characters from a novel, a favorite book, etc. Then as they look for commonalities and differences based on their assumed role.

Cell Phone Buddy

- What is it?

Put students in pairs and tell them this is your Cell Phone Buddy. They find a spot in the room where they get the best reception. You can have them discuss what Lifelines look like or sound like and other questions about character.

- How could I use it?

- Students brainstorm a list of all the words that start with the br sound.
- Students re-read a story to each other to practice fluency.
- Students use dry erase boards and practice math facts.
- Students could talk about the setting, characters, and plot form a novel.
- Students might have a research question to answer together.

Table Talk

- What is it?

Students share ideas and answers to questions in a Learning Club. Each person is given an opportunity to share. Each student takes turns and listens to each other. One student summarizes ideas for the rest of the class after each person has shared.

- How could I use it?

- Students could review procedures. Can everyone at their table remember the process to follow?
- Students could each comment on a statement or question from the Welcome Message, Agenda Board, or Hallway Greeting.
- Have students retell the story you just read. Can they remember the main points in order?
- Using dry erase boards, solve a problem. Does everyone agree? Why or why not?

I Have, Who Has?

- What is it?

Create a sequential set of cards that are connected to one another. They can be questions and answers about anything. One card would have a question like, Who has the opposite of dark? Another student would have the answer. - I have light as well as another question like, Who has the opposite of hot? I have cold, who has.... This continues until all the cards are revealed.

- How could I use it?

- There are tons of these already created and available online. Here are some links:
- Math
<http://www.mathwire.com/whohas/whohas.html>
- Social Studies
<http://webs.rps205.com/curriculum/ssandvoc/IHaveYouHaveActivities.html>
- Language Arts
<http://www.carlscorner.us.com/Games.htm>

To Tell the Truth

- What is it?

After reading a story students write one true statement and one false statement on a piece of paper about the characters, setting, plot, etc. Then they partner with another student or learning club and share their statements to see if the other group can determine which one is false. Then they rewrite the statement together so it is true.

- How could I use it?

- Use it as a way to summarize a chapter from a novel.
- Students could come up with words with a short a sound.
- After reading in social studies about George Rogers Clark, students write true/false statements.
- After learning about a composer, students write down famous pieces of music they wrote.

Clipboard Cruising

- What is it?

Students write on a clipboard something they will be sharing. Students walk around and share what they wrote with others. They can also write ideas they get from others.

- How could I use it?

- Students have to write down four adjectives. Now they can go around the room and “build” their list with ideas from their classmates.
- Students could write down at least four things they might have packed in a cover wagon. Then walk around the room to see what others packed.

Divide and Conquer

- What is it?

Each student in the group is given a different part of a topic to research. If the topic is animals, each student will be responsible for researching one of the following: habitat, food, enemies, etc. Students record their information on a chart. Finally they teach the other students about their animal or topic. Then the whole group can teach the rest of the class about their topic.

- How could I use it?

- Biomes
- Animals
- Famous People
- Community Leaders
- Characters from a Novel
- Famous Places
- Countries
- Composers
- Artists
- Time Periods in History
- Games / Sports

Yesterday and Today

- What is it?

Fold a piece of paper in half. Label one side yesterday and the other side today. On one side of the paper write what you remember from yesterday. At the end of the class write what you learned today. Share with a partner or use as an exit slip.

- How could I use it?

- Do this activity for a couple of days in a row. Have students write what they remember? Does it match what they wrote from the day before?
- Students could use these summaries to help them review for a test.
- Compare what your classmates wrote down. Did you write down similar things? Did you write down different things? If they were different, why did you pick what you wrote? Talk about it with your partner.

Exit Slips

- What is it?

Students must have an exit slip to leave the room. Students write the answer to a question provided by the teacher. Students could share their answer with a partner. Make sure their name is on it and turn it into the teacher as they leave.

- How could I use it?

- Ask students to write a list of compound words.
- Ask students who led the American troops during the American Revolution.
- Ask students to draw a visual of the water cycle.
- Ask students to solve a math equation.
- Ask students to share their favorite part of the novel they read today.