

Word Wall / Warm-up / Closing Activities (part 2)

Lab Confab: Meet at your assigned lab station and have a confab over question or task. Select a leader to facilitate the confab. Prepare presentation for class.

Hot Seat: If you are in one of the "hot seats" you will need to answer questions or complete a task.

Anticipation Guide: Read the statements and decide if you AGREE or DISAGREE with each statement. At the end of your lesson, compare your answers. What did you learn?

Write-a-Riddle: A riddle is a statement or question or phrase having a double or hidden meaning, written as a puzzle to be solved. Write a riddle for your assigned word.

Pedersen Dice: Be ready to answer questions and complete tasks based on the roll of Mr. Pedersen's dice.

Possible Sentences: You will be given ten vocabulary words. Write five possible sentences each containing two words. After the lesson evaluate and revise any incorrect sentences.

Socratic Seminar: The teacher will start the seminar with a question. You must answer the question and then ask another student a question building upon your answer to the previous question.

Word Wall / Warm-up / Closing Activities (part 3)

Challenge Envelopes: You will be given an envelope with instructions to write a challenging question on the outside and place your answer on the inside. The class will exchange envelopes and answer the questions. The class will choose the most accurate answer to for each envelope's question.

4-Square Synectics: brainstorm four objects from a particular category (examples: kitchen appliances, household items, the circus, forests, shopping malls). Then, in small groups, students brainstorm what part of today's learning is similar in some way to the objects listed. Finally, create four analogies, one for each object; share analogies with the class.

Word Sorter: Students list key words from a reading selection. Students identify the meaning and properties of each word and then "sort" the list into collections of words with similar features. They must justify their reasoning for each word.

Activating Acrostic Students will be asked to write a concept word vertically on their paper. For each letter they will write a sentence that connects to the concept word.

Learning Frame: A template or learning frame will be posted in the class. In closing, students must complete the learning frame as their ticket out the door.

Word Wall / Warm-up / Closing Activities (part 4)

Door Questions: Students will be required to answer the three "door questions" posted in the classroom regarding the Georgia Performance Standard, the Essential Question and Relevance.

Summarizing Shapes: "The Heart," write one thing that you loved learning about in the lesson being reviewed. "The Square," write four things that you feel are important concepts from the lesson. "The Triangle," write the three most important facts you learned from lesson. "The Circle," write one, all-encompassing (global- like the circle) statement that summarizes all of the important concepts and facts learned in the lesson being reviewed.

Protein Pillar: Students will be given opportunities to remove amino acid blocks from the protein pillar. Each amino acid block contains a number and possibly a candy dot. The class must remove seven blocks, but if the pillar falls... Beware!

K-W-L Chart: Before lesson write down what you already know and what you want to learn. After lesson, write down what you learned about the topic.

Placement: Students will divide an entire sheet of paper in to quadrants. They will organize the four concepts in each section

3-2-1: Three things you learned, two questions you still have and one real life connection.

Word Wall / Warm-up / Closing Activities (part 1)

Connect Three: Choose three concept words and write 2-3 sentences that accurately connect the words.

Frayer Model: construct a Frayer model including the concept word, the definition, characteristics of the word, examples of the word, and non-examples of the word.

Venn Diagram: construct a Venn diagram comparing and contrasting 2-4 concept words.

Mind Map: make a diagram that represents words, ideas, tasks, or other items linked to and arranged around a central word.

Synonyms / Antonyms: choose six concept words and come up with a synonym and an antonym for each word.

Analogies: choose 4 concept words and write an analogy for each.

Bio-Ball: Students will use the famous "Bio-Ball" to review for tests and answer questions. Their left thumb will indicate the question to answer.

4-2-1: Four important concepts from the lesson, pick the two most important and share one with the class.