

10 Easy CHEW Strategies that Get ALL Kids Actively Engaged

Core Groups with Jobs



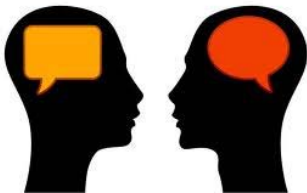
- At the beginning of the year, students are randomly assigned to groups.
- The group members are assigned jobs such as leader, recorded, teacher getter, timekeeper, life coach, organizer, etc.
- Groups can then give themselves a name, a silent signal, or a symbol.
- The teacher has the groups do fun community building activities, such as building the tallest tower from straws and tape, without talking!
- The groups stay together for a marking period, a semester, or a year.
- The core group responsibilities are as follows:
 - – If anyone from the core group is absent, they get the make--up work and assignment from their core group members. (This buys the teacher valuable teaching time and builds responsibility)
 - – The teacher can always call the core group together at the beginning of end of class to plan, reflect, review, etc.

Numbered Heads Together



- Number students off from 1 to 4 within their groups.
- Call out a question or problem (Example: Where do plants get their energy?)
- Students in teams put their heads together to discuss the answer. They must make sure everyone on the team knows the answer.
- Randomly call a number from 1 to 4 (use a spinner, draw popsicle sticks out of a cup, roll a dice, etc.)
- On each team, the student whose number was called says or writes the answer. He or she may not receive any help from his team at this point! If they didn't pay attention during the discussion, too bad!

Turn and Talk:






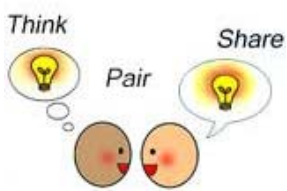


- Give students a prompt on the board, overhead or Power Point.
- Students turn and talk to a partner .
- Students have 2--3 minutes to talk and share. While they are talking, the teacher is floating around the room listening for quality talk.
- The whole class processes the talk, with the teacher noting quality talk that s/he heard while going around the room.

Walk and Talk:



- Give students a prompt on the board, overhead or power point.
- Students stand up and walk (five giant steps) and find a talk partner.
- Students have 2--3 minutes to talk and share. While they are talking, the teacher is floating around the room listening for quality talk.
- The whole class processes the talk, with the teacher noting quality talk that s/he heard while going around the room.

<p>Stand and Share: (For discussions that involve several responses or for reviews.)</p> 	<ul style="list-style-type: none"> Teacher poses a question and asks the whole class to stand, then asks for volunteers to share. <p>The steps for Stand and Share are:</p> <ol style="list-style-type: none"> once a students shares, they get to sit down. if someone shares what you were going to share and you don't have another idea to contribute, you get to sit down. <ul style="list-style-type: none"> The teacher calls on students until all ideas have been presented and all students are sitting. (Note: Call on the shy or more struggling learners first, so they have the opportunity to contribute. Save the gifted students or more vocal students for last, as they will still have ideas to contribute.)
<p>Vote on Your Feet:</p> 	<ul style="list-style-type: none"> Give students a choice on a response of a question (EX: Do you think it's answer A or answer B?) Have them stand if they think it's A and then support their answer, then stand if they think it's B and support their answer. Discuss the rationale and determine which one is correct. Another version would be to have the kids vote by moving to a place in the room to vote YES, NO, or NOT SURE around a question or idea. (Do you think that schools have the right to allow only eating healthy foods?)
<p>Stop and Draw:</p> 	<ul style="list-style-type: none"> After you have taught students a key concept or key term, give them two minutes to stop and sketch their visual representation of that idea. (Tell them you are looking for very simple drawings like they would do if playing Pictionary) After students do their sketches, have them share what they've drawn with their table mates or talk partners. Float around the room and look for quality and unique visuals to share with the whole class.
<p>Clock Partners</p> 	<ul style="list-style-type: none"> Give students a blank clock face with blank lines at specific times. (12, 3, 6, 9 o'clock) Students have 2 minutes to go around the room and "make a date" with 4 people who be their clock partners, one at each time slot. Throughout the class period, over the day or week, you can have students meet with their partners to share. (Meet with your 2 o'clock partner and do this or talk about that) NOTE: You could also intentionally assign some of their clock partners by readiness or learning style.
<p>Musical Matches</p> 	<ul style="list-style-type: none"> Have students all stand up. Play music. When you stop the music, they must FREEZE. Then turn to the person nearest them and share. Repeat as needed.
<p>Think/Pair/Share and Reflect/Pair/Share</p> 	<ul style="list-style-type: none"> Give students a discussion prompt Have them think for 1 minute about what they know about the prompt. (THINK) Then have them discuss their ideas for 2 minutes with a partner. (PAIR) Then pull students names randomly (names on popsicle sticks or index cards) for a while class share. (SHARE) The rules are... they can't say, "I don't know." or something that somebody else already said, but they can get help from their partner (Lifeline) if they need help. Reflect/Pair/Share is the same as Think/Pair/Share, but the talk prompts are more metacognitive than cognitive. Students are asked to reflect on what they can do when they are stuck, or how they would approach a new learning task, etc.