

## **Learning Strategies from Lee Gabor**

Strategies we typically use (and looked at during walk throughs)

Active participation

Activity Centers (see Centers)

Audiotapes

Blooms' Taxonomy

Centers

Checking for understanding

Classroom management with rules and consequences

Cooperative Learning

DVD

Differentiated Instruction (see Whole Group Instruction, Independent Practice, Listening Activities, Partner Reading, Projects, Principles of Learning – Accountable Talks, Clear Expectations, Socializing Intelligence, etc.)

Writing Activities

Displaying student work

Graphic Organizers done by students (Inspiration is a great computer software program for this)

Know-Want to Know-Learned

Order/Sequence (which information is missing in the empty box)

Summary Box

Timelines

Venn Diagrams (Compare and Contrast)

Web Mapping

Guided Practice

Hands-On (and manipulatives, not quite the same)

Higher Level Thinking questions (see Kilgo Stems, Blooms, Accountable Talk)

Independent practice

Instructional Path

Manipulatives (also hands-on, not quite the same thing)

Mentoring

Modeling

Monitoring and Adjusting

Scaffolding – Teacher asks comprehension question and students answer, using think aloud

strategy

Student asks Comprehension question and students answer.

Note taking

Objectives posted

Oral reading

Peer Instruction

Pneumonic devices

Portfolios

Praising students

Predictions by students

Probing questions

Profiling Students

Print Rich Environments

QAR – Question and Response  
Questioning strategies  
Call outs (using cards or sticks)  
Choral  
Pair-Share  
Volunteer vs. non-volunteers  
Quite Time/Rest time  
Reciprocal teaching  
Refocus students' attention  
Round Robin Reading  
Rubrics  
SDAIE (Specifically Designed Academic Instruction in English)  
SSR (Sustained Silent Reading)  
Setting High Expectations  
Shadowing  
Small Group Instruction  
Student demonstrations in class  
Student projects  
Students using planners and outlines  
Student worksheets that require thinking  
Summary/Closure  
Teacher asks comprehension question and teacher answers while modeling his/her thought process  
and discussing what he/she is doing during the modeling  
Timed reading  
Transition  
Video Tapes  
Visuals (overhead projector, easel pads, white board, projections onto wall screens)  
Whole Group Instruction - Open with comprehension question, modeling, move to Differentiated  
as necessary, then closure, summarizing, and review  
Word Walls for content areas (vocabulary)