

Teacher Toolkit

(session no.2)



**KEDC Social Studies
Leadership Network**

Jot Thoughts

Students “cover the table,” writing ideas on slips of paper.

Students will need many small slips of paper to write down their thoughts, ideally sticky notes.

The teacher will start out by naming a topic, setting a time limit, and will provide **THINK TIME** before students start writing. *(Primary & Secondary sources are also great to use for a topic)*

For example, by observing the picture below, what conclusions can you come up with?



Students write and announce as many ideas as they can in the time given. One idea per slip of paper.

Each slip of paper is placed in the center of the table. Students will attempt to cover the table with all slips, but none of them overlap each other.

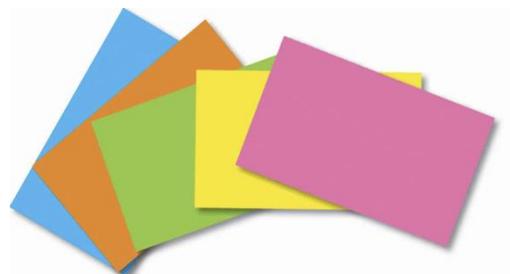
****Write it, Show it, Say it****

Fan-N-Pick

Students play a card game to respond to questions. Roles rotate with each new question.

Each group receives a set of question cards. Ideally, this will be a group of 4, each student will be assigned a role and the roles also rotate. *(Cards can be teacher or student created)*

- Student 1 holds question cards in a fan and says, “Pick a card, any card!”
- Student 2 picks a card, reads the question aloud, and allows at least five seconds of **THINK TIME**.
- Student 3 answers the question.
- Student 4 responds to the answer
 - For right/wrong answers, Student 4 checks and then either praises or tutors.
 - For questions that have no right or wrong answer, Student 4 does not check for correctness, but praises and then paraphrases the thinking that went into the answer.
- Students rotate roles, one person clockwise for each new round.

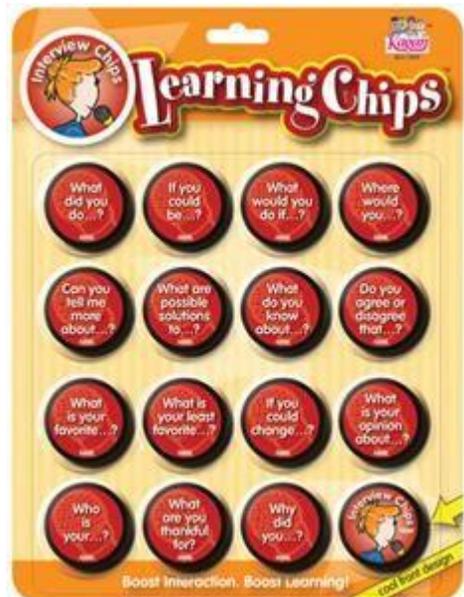
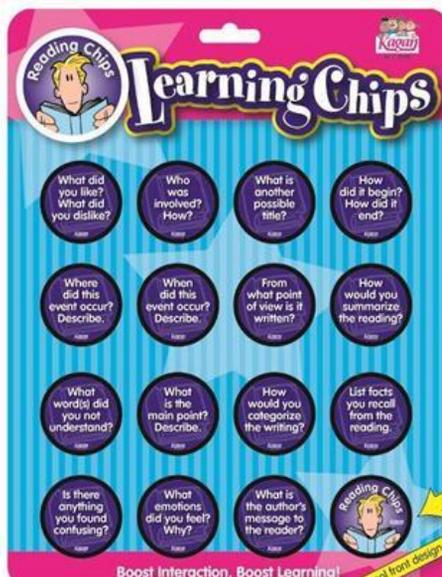
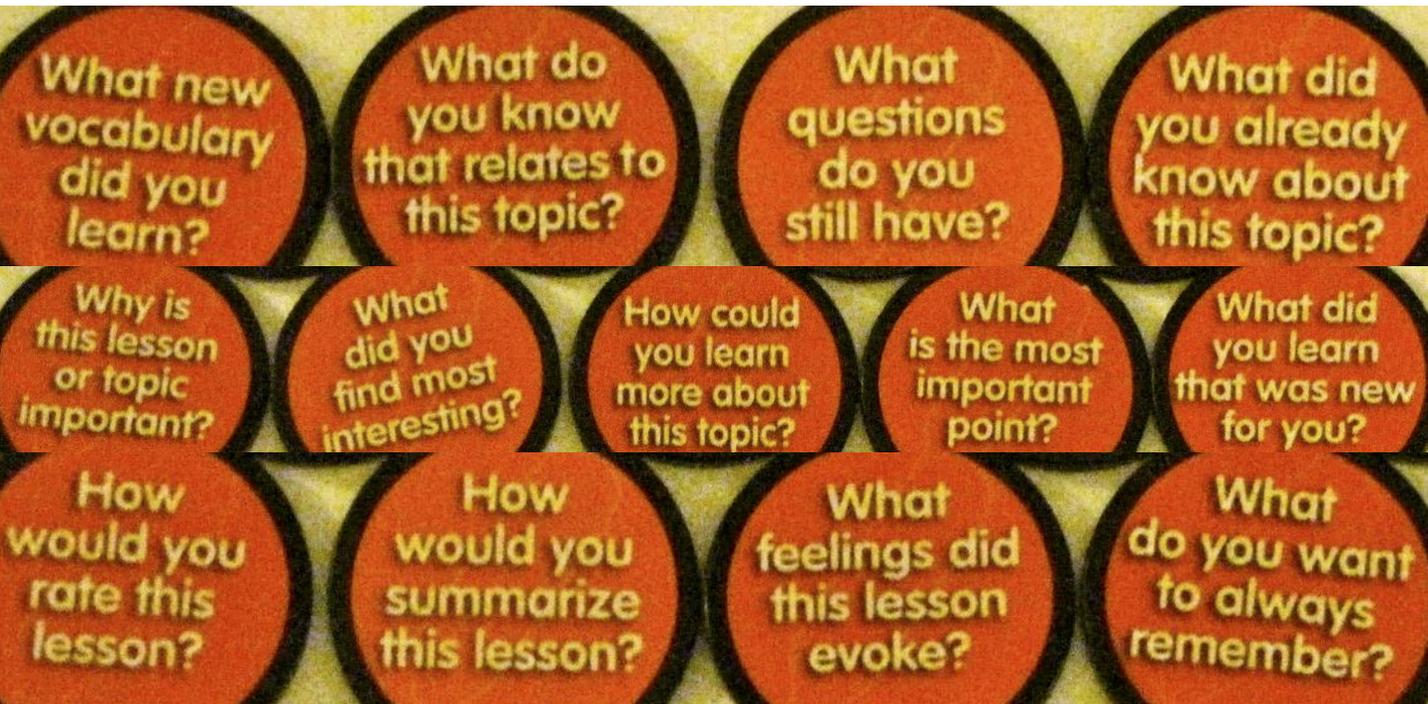


Talking Chips

Students place Talking Chips in the center of the table to make sure everyone contributes to the team discussion.

Groups have talking chips (maximum 2 each) – *These can be generate by the teacher or student.*

- The teacher provides a discussion topic and provides **THINK TIME**.
- Any student begins the discussion, placing one of his/her chips in the center of the table.
- Any student with a chip continues discussing, using his/her chip.
- When all chips are used, teammates each collect their chips and continue the discussion using their talking chips.



Event Chips

What questions do you have about this event?

What lasting effect did this event have?

Who was involved in this event?

What impact did the location have?

Would you change the outcome if you could?

What events led up to this event?

Who was most affected by the event?

Are there two sides to the issue? What are they?

Was the outcome good or bad? Why?

What are three facts about the event?

What emotions does this event evoke?

How can you best summarize this event?

Is this an important event?

What would be different if this event never happened?

What does this event remind you of?

What is the sequence of events?

Review Chips

What questions do you still have?

Why is this lesson or topic important?

What did you find most interesting?

What is the most important point?

What feelings did this lesson evoke?

How would you summarize this lesson?

What did you find most difficult?

How can you relate this topic to your life?

What are three facts about this lesson?

How would you rate this lesson?

What do you want to always remember?

What new vocabulary did you learn?

What did you already know about this topic?

What do you know that relates to this topic?

What did you learn the was new for you?

How could you learn more about this topic?

Interview Chips

How would you feel if...?

Who is your...?

What are you thankful for?

Why did you...?

What did you...?

If you could be...?

What would you do if...?

Where would you...?

Do you agree or disagree that...?

What do you know about...?

Can you tell me more about...?

What are the possible solutions to...?

What is your opinion about...?

What is your favorite...?

If you could change...?

What is your least favorite...?

Thinking Chips

What is the cause of...?

What would be the effect of...?

What are possible...?

What is an example of...?

What is the relationship between...?

What conclusions can you draw from...?

What questions do you have about...?

What similarities do...?

What is the difference between...?

What do you predict...?

What would happen if...?

What is the sequence of...?

How would you feel if...?

What do you know about...?

What is the most important...?

Do you agree or disagree with...?

Famous People Chips

Would you like to be this person? Why or Why not?

What is his/her greatest success?

What did this person believe in?

What would you change about this person?

What events influenced him/her?

Who had the greatest influence on this person?

What impact did he/she have on the world?

What do you know about his/her personal life?

Why is this person important to study?

What obstacles did he/she face?

How would you describe him/her?

What questions would you ask him/her?

What is his/her greatest failure?

Who were his/her friends and foes?

How you like/unlike this person?

What is his/her best attribute?

The Q-Matrix by Kagan

It's such a simple concept: students generate, investigate and process their own questions. Based upon Bloom's Taxonomy, the Q-Matrix is focused on teacher instructional objectives. What makes the Q-Matrix unique is that it allows students to manipulate the questions through a variety of manipulatives.

The variety provided in the Q-Materials is very important: it allows for variety, versatility, and adaptability. It can provide a singular focus or an open-ended investigation.

The "Question Matrix" is the foundation for all manipulatives. The squares are numbered 1-36 and run the range of Bloom's. This allows for differentiation in the classroom.

Other resources:

The Q-Dice and Q-Spinners/Dials: they are set up to roll two - one with a the question and one with the verb- that can be rolled to determine the question upon which to focus. Imagine: a small group of four could investigate the same instructional objective, but with completely different angles. This can be a very powerful tool!

The Q-Cards: these are split into four categories - recall, comparison explanations-examples, prediction and possibilities, and speculation-probabilities-evaluations. These can easily be color-coded for ease of recognition. You can use these cards to create games, review, etc. every team member could have a card. These can be used to limit or expand student thinking.

The Q-Strips: they can be used in conjunction with each other or alone. You might use these to create a racetrack-type game and really scaffolds learning.

The Q-Chips: completely flexible! Use as individual focus or in groups for cooperative learning!

Using all these resources, have fun, get creative and allow your students some control over their own learning!

Cooperative Learning & Higher Level Thinking. Wiederhold, C. Kagan Publishing, San Clemente, CA. 1998.

The Q-Cards

1 What is?	2 Where/ When is?	3 Which Is?	4 Who Is?	5 Why Is?	6 How Is?
7 What Did?	8 Where/ When Did?	9 Which Did?	10 Who Did?	11 Why Did?	12 How Did?
13 What Can?	14 Where/ When Can?	15 Which Can?	16 Who Can?	17 Why Can?	18 How Can?
19 What Would?	20 Where/ When Would?	21 Which Would?	22 Who Would?	23 Why Would?	24 How Would?
25 What Will?	26 Where/ When Will?	27 Which Will?	28 Who Will?	29 Why Will?	30 How Will?
31 What Might?	32 Where/ When Might?	33 Which Might?	34 Who Might?	35 Why Might?	36 How Might?