**Socratic Seminar**

Students divide into teams and discuss essential open-ended questions. The strategy will promote critical thinking among the students allowing for deeper understanding through discussion.

**How to use**

1. **Create Questions –** A question or topic is created by the students or teacher. The question is open-ended and encourages discussion amongst the students.
2. **Form Team –** After the question is presented to the class, the students will choose their view on the question and join other students with similar views. A third group of undecided students may group together too.
3. **Discussion -** The students will the discuss the question or topic in a respectful manner. A student will state his or her name, the question, and their view or position on the topic or question. Then a student from the opposing group will state his or her name, will recognize the opposing students position by repeating what they said, and then give their own point of view on the topic.
4. **Persuasion** – For an extra challenge, students try to persuade members from opposing teams to change their views and switch teams.

**When to use**

Use Socratic Seminar at any point of the lesson assess the student’s knowledge of the topic or question.

* Before a unit discussion.
* At the end of class to close a lesson.
* Before an assessment to review topics discussed in the lesson. (Example: If you had to chose between being an Explorer or Founding Father, which would you chose and why?)
* Read a headline from the local newspaper and have the students chose a position.
* During indoor recess. Let the students chose a topic of discussion.

**Variations**

**Student-Created Topics**

Have students create topics of discussion. G/T students may keep a list in their journals and present the list to the teacher for approval.

**Inside Outside Circles**

Students who are comfortable at debating topics form an inner circle at the beginning of a Socratic Seminar. These student’s module discussion in a respectful manner, teaching students who are in the outer circle how to debate a topic.

When it is time to switch circles, the outer circle coaches the inner circle.

**Persuasion Game**

At the beginning Socratic Seminar, a third group of undecided students is formed. The object of the game is to persuade members of the undecided group to join your team.

**Classroom Charades**

Using the strategy of Classroom Charades, students will act out (without talking), important terms, vocabulary, and topics related to the unit or lesson.

**How to use**

1. **Create Cards –** The teacher/students will create topics to be used during the game of charades. The topics may include historical figures, dates, and vocabulary.
2. **Form teams –** Students will divide of into two teams.
3. **Chose a Card –** Cards will be placed face down upon a table. Flip a coin to decide who will go first. When decided, one player from a team will chose a card without showing it to anyone. The player may give the category to the team (character, vocabulary, or historical date, etc.).
4. **Let’s Play –** The player will then act out the topic on the card. The player will have a time limit of 30-60 seconds. If the team guesses correctly, they receive a point. If time runs out, the player reveals the answer and takes a seat. It is now the next teams turn.

**When to use**

Use Classroom Charades at any point of the lesson to engage the Kinesthetic learner.

* To review historical figures/events discussed in lesson. (Boston Tea Party, George Washington, Paul Revere’s Ride)
* When students must stay indoors for recess.
* At the beginning of the year to review classroom procedures.
* To connect the lesson to visual learners.
* To assess the students understanding of the topic.
* To review for a vocabulary quiz.

**Variations**

**Student created Charades**

The teacher will assign a topic, and students create their own cards for Charades. The student will then demonstrate how to act out the topic or character to the class. Upon approval by the teacher, the card will be used in future Classroom Charades. (G/T students will create cards relating to a topic of their choice.)

**Heads up Challenge**

A player from each team will be given the same card. At the same time the players will begin to act out the topic to their team. The first team to guess will win the point. Heads up challenge can be used in a close game to determine the overall winner.

**Choice Boards/Learning Menus**

This strategy is used to differentiate instruction by giving the student a choice in how they want to learn. The teacher provides a graphic organizer with 9 boxes like tic-tac-toe. Each box contains a different learning intelligence, ability, or student interest. Students will choose three instructional boxes that will guide them to the specific academic goal.

**How to use**

Janelle Cox, from TeachHub.Com, provides a step by step setup guide to help teachers implement Choice Boards in their classrooms.

1. *” Identify the topic or area of study on which you want students to focus.*
2. *Use student profiles and assessment data to determine student readiness, learning style, etc.*
3. *Create nine different tasks or activities from which students can choose.*
4. *Arrange the tasks on the choice board appropriately (do not put two of the same type in a row together).*
5. *The middle square can be left open for student choice, used as a fun activity, or used as a required task.*
6. *Students choose three adjacent or diagonal tasks to complete.*” (Cox, n.d.)

**When to use**

Use Choice Boards during a lesson to provide differentiated instructions for all learners.

* Use to for class project that requires multiply skills to complete. (newspaper, website, historical skit)
* Use in Science class during a topic on weather. Students can chart patterns, write forecasts, report the weather, and design maps.
* Use to discover the multiply intelligences within your classroom.
* Use to assess the students’ knowledge after a unit.
* Use within your content team to create an interactive display for parent night.

Variations

**What is on the Menu**

The Choice Board layout is like the menu of a favorite restaurant. The student is given the Appetizer, Entrée, and Desert. They must choose from each category to create a final project. Point values are assigned to each category. G/T students should choose more than one topic from at least two categories.

**Broadway Bound**

Students determine what is required to put on a class play. Based on what is determined, categories are made. They may include set designer, music director, skit writer, actors, director, researchers, etc. A topic will be given to the students and they will create a play to be performed during a parent’s night.

# References

Cox, J. (n.d.). *All About Differentiated Instruction with Menus*. Retrieved from TeachHub.Com: https://www.teachhub.com/classroom-management-differentiated-instruction-menus

**Google Street View**

Google street view is an app that allows students to explore the world from inside the classroom. Using a virtual reality (VR) device and the app, students can step inside the museums of Paris, go on a tour of Paul Revere’s ride, and discover the wonders of the Grand Canyon. Students can also share their own experiences with capture 360º. Just type in where you want to go and let Google Street View take you there.

**How to use**

1. **Download Google Street View** for free (<https://apps.apple.com/us/app/google-street-view/id904418768>).
2. **Install and Explore –** Start simple. Let students familiarize themselves with the app. Search for local landmarks first. Warn students not to share personal information, such as home address.
3. **Create a lesson –** Discover the featured collection within the app and plan a lesson which would include a VR tour of the location.
4. **Take a tour –** With a VR device, let the students take a guided tour. The teacher can highlight important information along the way.

**When to use**

Use Google Street View to engage students and make the lesson come alive.

* After a unit discussing historical locations
* In art classes when discussing famous artist. Students will have the ability to tour museums where famous paintings are located.
* In Science class when discussing rock formations. Take the students to the Grand Canyon and never leave the classroom.
* Let the students choose where they would like to visit. Have them research the location, and after approval from the teacher, can narrate their own tour.
* Before the students begin a new unit. This will allow them to familiarize themselves with the area before discussion of the events that happened there.

**Variations**

**My Spring Break**

Students can use capture 360º to photograph areas that they visited during a vacation. With information that they had gathered during the vacation, Google Street View ads another element to show and tell.

**My Hometown**

Students research their hometown and share the information with students from other parts of the world. Google Street View enables the student to create 360º images of local landmarks, restaurants, and their own classroom.

**Plickers**

Plickers is an assessment tool which provides the teacher with immediate feedback of the students understanding.

**How to use**

1. **Sign up –** Sign up for Plickers at <https://get.plickers.com/>. Plickers offers a free version, and for an additional fee, one can upgrade to Plickers Pro.
2. **Installation –** Install the app on both your computer and iPhone, iPad, or another device.
3. **Create classes -** Add your class information (subject, and students).
4. **Create questions –** Create multiply choice questions. The free version allows the teacher to create 5 questions. With the Pro version, the teacher can create unlimited questions and also pull questions from bank.
5. **Print Plicker cards –** Print cards for the students. Plickers assigns each student a individual card.
6. **Quiz the class –** Read your created question to the class. The student will hold up their Plicker card up to display their answer.
7. **Scan the class –** With an iPhone or iPad, scan the Plicker cards that the students are presenting.
8. **Tally your results –** Plickers provides immediate assessment. While scanning the cards the teacher can identify which students have the correct answer and which students need additional help.

**When to use**

Use Plickers as a quick assessment of the students understanding.

* As a quick warmup for the daily lesson.
* As a quick review of material that was previously covered.
* Before the beginning of a unit to assess prior knowledge.
* Create multiple questions for a complete review of a unit.
* Use Plickers in a team trivia competition.
* Use Plickers as an exit ticket to check for understanding after a daily lesson.

**Variations**

**Student Created Plickers**

Students may create the questions within a unit to review. After teacher approval, the questions can be added to the teachers question bank.

**Class Challenge**

Students create questions to be used to challenge other classes. After teacher approval, the questions would be used in a game between classes and the teacher would keep classroom scores on the board.