



# Activating Strategies, Distilled\*

\*Distilled (di-stild') adj. 4. Separated or extracted essence

What an Activating Strategy is...	What it is NOT ...
<ul style="list-style-type: none"> <li>• A “hook” to engage students in the content of the lesson at the beginning of the lesson</li> <li>• A way to connect the prior knowledge to the new lesson’s concepts</li> <li>• An advance organizer for the concepts/skills/content of the lesson</li> <li>• An experience that provides a foundation for the upcoming lesson</li> <li>• A preview of key content vocabulary in the lesson</li> <li>• An opportunity for learners to use the new vocabulary</li> <li>• A purposeful activity, built on what you know the students know (or don’t know)</li> <li>• Building of missing background knowledge</li> <li>• Short—approximately 10% of the total time of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• A statement of the goals of the lesson</li> <li>• A list of new content</li> <li>• A review of the previous lesson</li> <li>• A check of the homework from the previous night</li> <li>• An overview of the next few lessons</li> <li>• An activity—however worthy—that does not connect to the content of the lesson</li> <li>• A “bell-ringer” or “sponge” activity</li> <li>• A pop quiz or graded assignment</li> <li>• Silent reading time</li> <li>• A passive or teacher-focused learning experience</li> <li>• One more “hoop” for kids to jump through or busy work</li> <li>• Labor-intensive or time-consuming</li> </ul>
Why do we need Activating Strategies?	
<ul style="list-style-type: none"> <li>• To help all learners begin the new lesson with balanced background knowledge; to make up for students’ lack of experience or prior knowledge</li> <li>• To engage and focus learners’ minds and energy</li> <li>• To launch the lesson with a meaningful, focused experience</li> <li>• To enable new information to be laid on a solid foundation</li> <li>• To give new information something to “stick” to (<i>Velcro</i> effect)</li> </ul>	

What to Consider When Developing an Activating Strategy...	
<ol style="list-style-type: none"> <li>1. The background knowledge or skills students need in order to be successful in the upcoming lesson</li> <li>2. The information or knowledge that students might be missing</li> <li>3. An aspect of the lesson which might be particularly intriguing or motivating for students</li> </ol> <p>Remember: <i>You are only limited by your imagination and your ability to adapt a good idea from someone else!</i></p>	
Some Examples of Activating Strategies...	
 <b>Spoken/Written</b> 	
Wordsplash Anticipation Guide 3-2-1 Written conversations Think-Write-Share Activating Acrostic Carousel Brainstorm Think-Pair-Share Turn and Talk Thought Bubble	Dear Teacher Headline Journal Response to a Prompt Give One, Get One Framed Paragraph Sentence Starters The Top Ten . . . Quick Write Quick Talk Entrance/Admit Ticket
 <b>Tactile/Kinesthetic</b> 	
Draw a Picture/Diagram Kinesthetic Tic-Tac-Toe Four Corners Clothes Line Find Someone Who Knows	Charades/ Improvisation/Role Play Stand the Line (1 step in, 1 step back) Scavenger Hunt Between a Rock and a Hard Place It's In the Bag



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