Co-Teaching Strategies

MSUM Co-Teaching Team
Deal or No Deal
Deal or No Deal
Appointment Calendar Strategy

Students fill in "appointment" times with the classmates of their choice. When partners are needed, the teacher directs students to pair with their 10:00 appointment (or 11:00 or 12:00.) For trios, use the 9:00 appointment.

Appointment Calendar

<table>
<thead>
<tr>
<th>Time</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Jamie</td>
</tr>
<tr>
<td></td>
<td>Troy</td>
</tr>
<tr>
<td>10:00</td>
<td>Melisa</td>
</tr>
<tr>
<td>11:00</td>
<td>Rachel</td>
</tr>
<tr>
<td>12:00</td>
<td>Shane</td>
</tr>
</tbody>
</table>
Task Cards

Originally designed for kids who finish work early, Task Cards provide interesting extension tasks that are generic enough to apply to any content.

First:

Then pick one of these:

- Make up test questions, with answers, about the math lesson. Give them to the teacher.
- Write a math story that includes what you learned in math today.
- Build something that shows what you learned in math today. Use blocks, paper or other things you can find in the room.
- Make a treasure hunt for something in the room. Make up clues that use math. Have a friend follow the clues.
- Draw a picture. Use the math you learned today. Label the drawing using math.
- Make up a game that uses the math you learned today. Make up rules and directions. Play it with a friend.
Thinking Tasks

Hand out slips of paper to students with “thinking tasks” on them – a simple way to keep kids more engaged during lectures!

Think of a famous person who might need to know the information you are learning in this lesson.

Think of an art form that could be used to show the information you are learning in this lesson.
Reading Task Card

Name: ___________________________ Date: ________________

Must Do...

☐ Before reading, randomly place 6 sticky notes in your book.
   When you encounter a sticky as you read, write a question on it related to what was just read.

☐ Draw three pictures that show the conclusion of the story

☐ Create a poem about the story

When finished, do as many of these as possible...

☐ Using the computer, find out about the author of the story

☐ Write a dialogue between two characters about why you don’t want to do something that someone else wants you to do.

☐ Create an alphabetical list of singular and plural nouns from the story.

☐ Write a diary entry as if you were a character from the story thinking about the story or similar ideas
“Ask Me” Signs

Students wear these in the hallways. An adult can ask them the question. The answer is on the back if they need to check.

Ask me...

4 + 7
Wordle:
http://www.wordle.net/create
Focus Tool
Emoticons

These emoticons have been printed on magnet paper. Cut out the circles and stick them on the white board. Move them around as students are discussing emotions related to a novel.
Test Your Strength

Just like a carnival game, students have to test the strength of their persuasive arguments. If it is a strong argument, they get to ring the bell. Make this on a laminated surface so that you can use it for other types of rubrics, for Bloom’s taxonomy, etc.
Laminated Puzzles

These jigsaw puzzle pieces were made with an Ellison Die Cut machine. Laminate them so that you can change the content as your curriculum changes.
Homemade Raised Paper

Purchase this sewing tool for about a dollar in a craft or sewing store. Run the rough wheel along the paper to create your own raised lines. Students can feel the lines as they work.
File Folder: Laptop

- Warm
- bark
- Spark
- park

Laptop

Student can practice spelling words or math facts on their very own laptops! A nice tactile variation for spelling practice, and helps students learn typing skills.
QR Codes:
http://www.the-qrcode-generator.com/

Original sentence: The person sneezed.

Expanded writing:
He leaned his head back, closed his eyes and sneezed. 
Gases flared through the air like an exploding rubber balloon.
These assignments allow you to vary the difficulty levels (the more unusual the connection, the higher level the challenge) and allow students some creative choices in showing their knowledge.

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>P. Diddy</td>
<td>California Legislature</td>
<td>Rap or Poem</td>
<td>Describe the theory of Plate Tectonics</td>
</tr>
<tr>
<td>Broadcaster</td>
<td>The general public</td>
<td>News Report</td>
<td>Compare and contrast the three types of plate boundaries</td>
</tr>
<tr>
<td>Sixth grade student</td>
<td>Wegener’s critics</td>
<td>Perform a skill with one other person</td>
<td>Compare and contrast Plate Tectonics with Continental Drift</td>
</tr>
<tr>
<td>Steve Jobs</td>
<td>MAC World Convention</td>
<td>Design a homepage that includes links</td>
<td>Evidence supporting the development of the theory of Plate Tectonics from previous theories</td>
</tr>
<tr>
<td>Wegener</td>
<td>Wilson or Hess</td>
<td>Thank you note</td>
<td>A note defending his point of view</td>
</tr>
<tr>
<td>Wegener</td>
<td>Wegener’s sister</td>
<td>Two-sided postcard</td>
<td>Describe/draw the evidence for continental drift</td>
</tr>
</tbody>
</table>
Pen the Tale

Similar to a RAFT, but for elementary students. The student pins the tail on the donkey by placing a sticky dot. That character becomes the “role” and then they choose an action and a format to write. Great for idea generation and motivating students to think beyond typical story ideas.

<table>
<thead>
<tr>
<th>Action</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eating ice cream</td>
<td>Story</td>
</tr>
<tr>
<td>Flying in a plane</td>
<td>Poem</td>
</tr>
<tr>
<td>Riding a horse</td>
<td>Song lyrics</td>
</tr>
<tr>
<td>Swimming in the ocean</td>
<td>Love letter</td>
</tr>
<tr>
<td>Playing a sport</td>
<td>Directions</td>
</tr>
<tr>
<td>Making cookies</td>
<td>Conversation</td>
</tr>
<tr>
<td>Hunting for treasure</td>
<td>News article</td>
</tr>
<tr>
<td>Singing in a contest</td>
<td>Interview</td>
</tr>
<tr>
<td>Losing a pet</td>
<td>Bulleted List</td>
</tr>
<tr>
<td>Going to a party</td>
<td>Advice Column</td>
</tr>
<tr>
<td>Opening a gift</td>
<td>Thank you note</td>
</tr>
<tr>
<td>Saying goodbye</td>
<td>Non-fiction</td>
</tr>
</tbody>
</table>
Directors Clapboard

Director’s Clapboard

Use this to teach students to visualize more details before writing. Students are given a basic, boring sentence and have to write it with more detail as if directing a movie scene.

Hollywood Production: Enphon S.

DIRECTOR

The strong muscular firefighter ran down the school hallway while it filled with smoke. Dozens of voices were screaming all around him.

DATE | SCENE | TAKE
---|---|---
1-21 | 1 | 2
Character Layers

Staple together several strips of laminate. Have students write one character trait on each strip. Students place the layers on the overhead projector, revealing one layer at a time. Other students try to guess who the character will be. This idea can be used for any layered concept, such as graphs, timelines, etc.
Magnetic Punctuation

Make editing at the board more fun and tactile with magnetic punctuation marks. Purchase sheets of magnet at office supply stores and print on them with your computer/printer.

What is this thing called love?
Main Idea and Details

Use a Greek Temple as a visual and tactile metaphor for teaching main idea and supporting details. Students use foam pieces and strips of paper to build temples identifying the main idea. Add a “theme” cloud for students ready for more complexity.
Text Message Summary

Students practice summarizing succinctly by writing text messages, using as few characters as necessary.

Younger students may have fun making “cell phones” by gluing a cutout onto corrugated cardboard.

Text Message Summary
Obituary Summary

Use an obituary as a summarizing activity. Students generate responses to each prompt. Use a gravestone epitaph as a “most important idea” activity.

Befitting Obituary

Directions:
Write a one paragraph obituary for Colorado Settlement.
Use the following prompts to generate your ideas. Be creative but accurate!

1. Full name of the deceased: J.M. Settled
2. Date of birth: 10,000 B.C.E.
3. Date and cause of death: 2009 - poor economy, no jobs
4. Places lived: New Mexico, Colorado, Mts., rivers, plains, basins
5. Name of surviving relatives: American Indians, traders, hunters, some miners
6. Marriage or important relationships: Am. Indians, Spanish
7. Major accomplishments (education, job, awards):
   Beaver hats, towns like Denver, Ft. Bent, Exploration
8. Reasons or purpose:
   To make a living in new territory
9. Unusual character traits:
   Stubborn, wild, independent, beautiful, extreme
10. Donations can be made to:
    Colorado History Museum or Beaver Protection Refuge
Legos and Duplos

Write attributes or examples on the blocks with water-based markers. Have students build towers or structures with the blocks. For example, a tower of nouns, prime numbers, or characteristics of the middle ages.

This high school English class was studying "Utopias" and had to build "Utopias" with Legos.
Brain Bookmarks

Use these bookmarks to work on metacognition. As students become aware of their thought process, they can highlight the corresponding section of the brain. The goal is to "light up the brain" by highlighting all sections eventually.

Plastic Eggs

Write on the eggs with markers. Have students make groups of common eggs.

Write one idea on the top of the eggs, a different one on the bottom of the eggs, and have students find matches.

Write tasks on slips of paper and stuff the eggs.
Can’t read this slide
Mr. Cabbage Head

Students attach pieces (eyes, ears, etc.) as they listen to a read aloud. For example, “If the author uses language that helps you smell something, attach a nose.”
Mystery Box

Cover a box with paper. Fill the box with assorted small items. Add the following directions:

1. Pull something out of the box (without looking!)
2. Think of a way that you could do something with the item that would involve the concept you are learning about.
3. Put the item back in the box.
Wow ‘em Writer’s Pencils

A surprise writing challenge awaits inside each pencil. Effective for students who need a greater challenge in their writing. The same idea can be used for math challenges — a challenging math task lies within each calculator.
Velcro Spelling

Write letters directly on to Velcro pieces (the hook side.) Students can spell words on the carpet. Can also be used to practice math facts.
Challenge Authority Cards

Hand cards to students who are ready for higher level thinking. Each card is a task aimed at "challenging authority," but in a "challenging manner!" Good practice for critical thinking skills.

How could you "fix" this experiment/game/situation (c) so that the outcome would be different?
Mr. Noisy bought some wood.

Mr. Noisy bought some wood.
Computer Keyboard Fabric

One more way to practice spelling words — use a fabric keyboard for some tactile input. This fabric is available at www.jandofabrics.com
Math Bands

Create these colorful wrist bands with Velcro and a marker. Students choose a math fact they need to memorize, select the correct numbers and operational signs and design their own band. Each day they can swap out for a new fact (or spelling word!)

6 + 7 =

6 + 7 =
Work Masks

Cut file folders in the middle. Place the test or paper inside the folder. The student folds back the top half to reveal only half the page. Very effective for students with visual perception difficulties or attention difficulties – keeps them from feeling less overwhelmed.

Complete the following table:

<table>
<thead>
<tr>
<th>Is it a gamete or fertilized egg?</th>
<th>Egg</th>
<th>Sperm</th>
<th>Zygote</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the number of chromosomes it contains?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the number of chromosomes the haploid or diploid number?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the cell represented by 2n or n?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it produced as the result of meiosis?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it produced as the result of fertilization?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use the following table to answer questions 30–34.

<table>
<thead>
<tr>
<th>Organism</th>
<th>Body Cell</th>
<th>Gamete</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(2n)</td>
<td>(n)</td>
</tr>
</tbody>
</table>

10. What is the diploid number of chromosomes in corn?
Reusable Fortune Cookies

Make your own out of sheets of craft foam – cut a circle and fold in half. Glue with hot glue gun, bend back and glue again. Great for predictions or hypotheses. Students can swap cookies and discuss predictions.
Stretch ‘em’s

A tactile way to manipulate phonemes — string elastic through small, laminated cards. Hold each end of the elastic and pull—this separates the letters. Students can sound out individual phonemes and then relax the elastic band to blend the sounds.
A thousand-word report? How many words is that in text messages?
Bottle Top Sort

Write words or numbers on bottle tops with water-based markers. Have students sort them into groups. Make a sorting board out of Styrofoam by scoring circles into the board with the tops.
A high school science teacher had students develop the Periodic Table this way!
Differentiated Book Marks

Each student uses the bookmark related to his/her learning need. During sustained silent reading they can make notes about story sequence, character traits, examples of metaphor, etc.
NEW! Analogy Lego Tower

- Place Duplos in a bag with a wet-erase marker and this direction sheet.
- Add your prompt to Step #1.
- Great for early finishers or students who need enrichment.

Directions

You will be building an analogy tower like the one in the photo.

1. Start with:

   Sun is to food web as...

2. Think about what makes the relationship between these two words unique.

3. Think of other pairs of words that have a similar relationship.

4. Write them on the blocks.
“I’m in!”

Each of these poker chips represents a different reading strategy. During book groups, each student has a set. When they have something to contribute, they toss the chip and say “I’m in!” The chips motivate kids to participate, cue them as to things to say, and serve as a visual cue to the teachers as they wander the room.
CD Cover and Playlist

Collect empty jewel cases and cut paper rectangles. Have students create covers and playlists about the topic.
Use this activity with partners, small groups or as an individual enrichment activity.

1. YOU ARE A 3 SIDED PUZZLE TO ME
2. "I SAW CELESE" AND SHE LOOKED THE SAME
3. YOU SURE ARE ‘CUTE BUT SOMETIMES OBTUSE
4. YOU WERE RIGHT, ANGLE
5. MY HEART SPINS 180 WHEN I THINK OF YOU
6. POLLY – GONE FOREVER BUT NOT FORGOTTEN
7. VERTEX, YOU MADE YOUR POINT
8. ONE AND A TWO AND A THREE...
10. YOUR SHAPE IS THREE TIMES BETTER THAN A LINE

Dan Paracha, Melissa Delgado, Von Thomas
Bloom’s
Connection
Puzzles
Spelling
Vocab
Shapes
Boomerang Bookmarks

Boomerang Bookmarks

Students can use these bookmarks in their books and continue them as they read.

Three levels of bookmarks allow for differentiation based on equipment used.
Each student can be differentiated in terms of ability required.
Redefining Vocabulary

Imagine that you are reading an alternate source to your textbook. How might the term be defined differently?

- Sports Illustrated
- A teen fashion magazine
- A religious newspaper
- A sales ad
- A Children’s dictionary
- The comics
- A school announcement
  - A cookbook
  - A poetry collection
  - An environmental/nature magazine
  - A health handbook

Acid

Be careful not to add too much tomato to the recipe. They are acidic and can make the food sour. They can also corrode your Tupperware.
Multiple Perspectives
Glasses

Write names of famous people on the lenses. Students choose a pair out of a basket and try to discuss the topic from that person’s perspective.
**Wipe-Off Magnets**

Purchase business card magnets at an office supply store. Attach laminated card stock to the front of the magnet. Students then write on the magnets with wet or dry erase markers. Students can sort the magnets on a magnetic white board into categories, sequence, order, etc.

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**Heart Rate**

---

**Temp**

---

**Blood Pressure**

---

**Copymasters for BSCS Biology: A Human Approach**
Sweet Sheet

Place the Sweet Sheet on the table, or between the students when they are having a small group book discussion. The prompts on the Sweet Sheet will help struggling students develop ideas for what to say to be more involved in the discussion.
Retell Cards

As we are reading, think about how you might teach this information to a 5 year old child.

Be prepared, when I call on you, to reword the most recent part of what we read.

Remember, pretend you are telling it to a 5 year old child.

As we are reading, think about how you might teach this information if you were a cartoon character from t.v. (Bart Simpson, Spiderman, Sponge Bob, etc.)

Be prepared, when I call on you, to reword the most recent part of what we read.

Remember, pretend you are a cartoon character.

As we are reading, think about how you might teach this information to a 95 year old grandparent, who has never had this class.

Be prepared, when I call on you, to reword the most recent part of what we read.

Remember, pretend you are telling it to a 95 year old grandparent who has never had this class.
Brain Connections

Dendrites fire up with connections while the Wikki Stix act as axon terminals.
Tie a Knot

Based on the old memory concept of "Tie a string around your finger" - Hang a cord from the top of the board. Have two students come up to the board. One ties a knot in the cord, while the other writes the concept to be remembered next to it. Continue for each thing to be remembered. Then erase the words and challenge the students to remember!
Retell Puzzles

Purchase blank puzzles at www.compozapiuzzles.com

As students read a passage, they attach the pieces if they find content that answers one of the question words.

Puzzles can also be used as rubrics, parts of a quote, mini maps, equivalents and more!
NEW! Indoor Frisbee Sort

- Write on Frisbees with dry erase markers
- Toss Frisbee to sort ideas or content

Ex: Show a prompt that is either narrative or expository
Ask students to choose and toss

Indoor Frisbee Sort
Passing Time

Passing Time

Place paper clocks around the inside of the classroom door frame. Just before students “pass” to their next class, ask a student to open a clock. The question found is read aloud and students are encouraged to “pass time” thinking about it.
Colored Acetate Strips

Cut strips of colored acetate from report covers. Place over the page in the book to highlight the text. Slide the strip down the page as you read.

Light bulb Moments

Laminate paper light bulbs. As students watch a video in class, they record their “Aha” moments on the light bulb using a wipe-off marker. Light bulbs get posted on the door or board. These examples are from a 10th-grade class watching “SuperSize Me.”

“Light Bulb” Moments
Who Wants to be a Millionaire?
Writer’s Mirror

Use gold or silver reflective poster board. Have students write facts about themselves that influence their writing (and perhaps their perspectives as readers.)
Linoleum

When I was installing a linoleum floor in my bathroom, I realized that you can write on it with dry erase markers. Leftover linoleum is readily available (usually for free!) from flooring installation companies. Just cut it up for instant “white boards” — an alternative feeling than traditional boards.

\[5 \times 5 = 25\]
\[5 \times 6 = 30\]
Reading Road Trip

Students used a variety of road signs to increase their participation during a read-aloud. Engagement and oral comprehension increased because students had a tactile/kinesthetic way to participate while listening.

Signs can be large to use whole class or small to use individually at desks.
Frame of Reference

Place frame over a book or article. Around the edges of the frame, students write what they know about the author that might have influenced their writing (and perhaps led to bias?). For example, age, gender, culture, etc.