

Strategies for “Chunk and Chew”

During instruction, learners can become overwhelmed if not given frequent opportunities to process and interact with information. Below are some strategies to engage students after you have delivered the “chunk” of content and are ready for them to start “chewing.” Teachers can use this time to check for understanding and clarify content for students. While students are processing information, be listening for misconceptions or misunderstandings that need to be addressed at some point.

The examples given span both elementary and secondary topics. Adjust them as you see fit to work with your group of students. Items marked with an * have additional resources available.

<p>Turn and Talk (Buddy Buzz) <i>Student partners respond and discuss ideas prompted by a focus question provided by the teacher. Teacher monitors, listens and records interactions; may choose to post some of responses on overhead or whiteboard to share.</i></p>	<p>Quick Write <i>Students produce a written response to a question, concept or idea that has been presented. Allow students one minute to write. Students could share with neighbor or volunteer to read their response to the class.</i></p>
<p>Question Cards <i>Students work with a partner to formulate questions over the key ideas or concepts which are recorded on index cards and given to the teacher. The teacher may use these questions for either a closure activity or an opener for the next day’s lesson.</i></p>	<p>Foldables * <i>Students create 3-D graphic organizers by folding and cutting paper in various ways (google “foldables” for some ideas). At the end of the instructional period, students have a complete graphic organizer to use for review of information.</i></p>
<p>Stand Up/Sit Down <i>The teacher shares a True/ False statement and asks students to stand if they believe it to be true, or remain seated if they believe it to be false. Teacher calls on several students to justify their responses. Students could also find a partner with the opposite viewpoint and attempt to change their mind.</i></p>	<p>Draw an Image <i>While reading a story, the teacher pauses at certain times and asks students to draw what they are visualizing about the story. Students may then be asked to share with partner or whole class. Once the story is complete, the teacher may ask students to write captions under their drawings.</i></p>
<p>What Do You Know? <i>The teacher poses a multiple choice question to students, with the answer choices carefully crafted in order to include common misconceptions. Students discuss their response with peers, being able to explain their answer. The teacher circulates, eavesdropping on student conversation in order to get a picture of the level of understanding their students have about the content.</i></p>	<p>Group Summary Statement <i>Together, students discuss the content shared in the preceding chunk. Student A writes a summary sentence on a piece of paper about that section. Then, another chunk is delivered, and students discuss. Student B then writes a summary sentence about that section on the common paper. The summary statement continues to develop in this fashion until the end of the lesson. Groups are then asked to share out their statements to the whole class.</i></p>

<p>Skeleton Notes <i>Students are provided skeleton or cloze note handouts. The teacher pauses periodically throughout instruction in order for students to collaborate about sections of notes.</i></p>	<p>White Board Responses <i>The teacher asks a short answer question. Students formulate a response and write it on white boards. Student responses are shown to the teacher for a quick check for understanding. As an alternative, students could work in partners or table teams.</i></p>
<p>Triple Flip <i>The Triple Flip tool can be used to chunk information throughout your lesson by giving students a physical separation between each section. Look in the March 2012 volume of “Your Professional Practice” newsletter for ideas on how to use a Triple Flip as well as make your own.</i></p>	<p>Role Play: What Would You Do? <i>Pose a problem, situation, or scenario to students, and ask them to make a decision based on the information they have thus far. Students role-play key figures in the situation or scenario, and are asked to share their point of view as that figure. Later on in the instruction, students can compare the decision they made with what actually happened in the content.</i></p>
<p>Make Predictions <i>The teacher asks students to make predictions about what may happen next in the story. Predictions could be recorded. As the story progresses, predictions are revisited and revised as needed.</i></p>	<p>Graphic Organizer <i>Graphic organizers can be used throughout instruction to focus students on key information. Teachers may have students fill out pieces of the graphic organizer as they go through content.</i></p>
<p>Questions of the Day <i>The teacher poses a question about key information that may require students to respond with a short explanation, annotation, calculation, or drawing. Students collaborate with a partner or table team about their response, and record it in some way. These questions could cover content that you want to include on a summative assessment.</i></p>	<p>Sorting Activity <i>Students are given a set of cards. First, they work in partners or teams to put together what goes together, making their own connections. The teacher then delivers a chunk of information, and students re-sort their cards to reflect this new knowledge, discussing how they are sorting the cards. This process continues until the cards have been sorted to the degree that the content requires.</i></p>
<p>Think-Pair-Share <i>Ask students a question to students that they must consider alone and then discuss with a partner before settling on a final answer. Students may then share out responses.</i></p>	<p>Stop That Video <i>The teacher stops the video at key points and asks questions, clarifies information, and allows for student discussion. A graphic organizer could be used for recording this information.</i></p>
<p>Response Rings <i>Each student receives a response ring with a set of generic responses (true/ false, A/B/C/D, agree, disagree, etc.). After each piece of instruction, ask questions that can be answered with one of the responses. Students confer with a partner quickly and then show their corresponding card.</i></p>	<p>Whip Around <i>Ask students an open- or closed-ended question that has multiple answers. Give students a few minutes to brainstorm some ideas for their responses. They could collaborate quickly with a partner. Then, whip around the classroom, having each student share their response quickly before going to the next student.</i></p>
<p>Your own ideas!</p>	