



## Provide Opportunities for Success

### ACTIVATION STRATEGIES

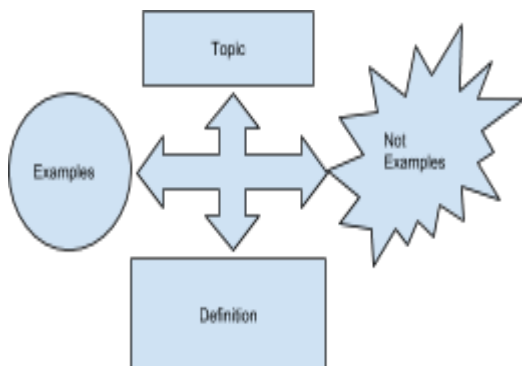
Activation of prior knowledge is an important part of previewing. It allows students to delve into their thoughts and determine what they already know about a topic. This is also an ideal time in the lesson to elicit what students would like to know about a given topic. Below are examples of activation strategies that can also be applied as review strategies where students can compare their ideas from before and after the lesson.

#### Word Splash



By using Wordle™ (<http://www.wordle.net>), teachers can create a “splash” or group of words from the material that is going to be covered. Students then use the word splash to generate ideas based on the words in the splash. At the end of the unit or lesson, students could complete the same activity and compare the two.

#### Concept Maps



Concept Mapping can be done in a variety of formats. The example to the left is just one example of a Concept Map. Concept Maps can be used to explore a new topic through determining definitions, properties, examples, non-examples, and relationships to other concepts or topics covered in class. One way to utilize Concept Maps is to decide what the most important aspects of the topic are and set the map up to include those categories. Again, at the end of the lesson or unit the students can revisit their Concept Maps, or they can use them throughout the lesson.

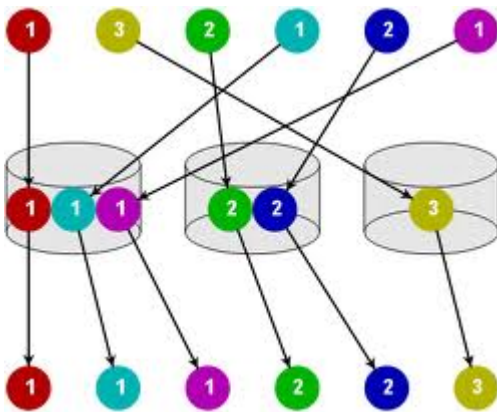


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At the beginning of a unit or lesson, the teacher should provide the topic or main idea. Students then take time to list 3 things they know about the topic, 2 things they'd like to know about the topic, and then 1 question they would like to ask about the topic. The teacher can then use this information to prepare the unit lessons and activities.

## Sorting



While particularly useful for math classes and spelling rules, sorting can be used as an activator for many lessons. There are several ways to incorporate sorting into classroom activities.

In **math** classes, students can practice matching problems to answers, looking for patterns within the problems, and grouping numbers based on types.

With **spelling**, students can sort words based on spelling patterns hoping to arrive at the appropriate spelling rule.

Furthermore, students could practice sorting substances based on chemical properties in **science** classes.

Although these are only a few examples, there are a multitude of ways to include sorting in any classroom.



## KWL

### Example of an Advanced Organizer

What do we  
**KNOW**  
about this already?

What do we  
**WANT**  
to know about this?

What did we  
**LEARN**  
about this?



KWL stands for “Know, Want to Know, Learned” and it is often done in chart form either as a class or individually. To start the unit, the teacher would provide the students with the topic or main idea as well as a KWL chart. The students would then take time to fill in the “K” and “W” sections of their chart. At the end of the unit or lesson, the students then return to the chart to fill in the “L” section and to determine if they learned everything they desired from their “Want to Learn” section.

### HOW DOES THIS PROVIDE OPPORTUNITIES FOR SUCCESS?

When students are guided through exploration of what they already know about a given topic, they feel confident and engaged in the lesson. Using activation strategies as a starting point for teaching content empowers students (especially those who have language-based learning disabilities or differences) to front-load their ideas and the language they need to express them. Not only does this increase the likelihood of their successful participation in class, it also lays the groundwork for more effective listening and reading comprehension.