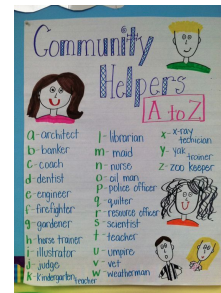


# Engagement Strategies

## Primary Grades through Lower Elementary

### A to Z

Make a list of the [Letters from A to Z](#) on a chart paper leaving room for a word or phrase after each letter. Guide students in coming up with some words or phrases that begin with the beginning letter of as many letters of the alphabet as possible that relates to specific concepts or topics that have been taught or reviewed in class. After working together as a class on a few words/phrases, display the anchor chart and encourage students to continue to think of words/phrases to fill the chart.



### Call Backs

Call backs are a great way to get students attention during their conversational or work time. There are many [lists](#) out there with teacher call backs that can be adjusted and varied for student engagement.

### Dictation

Have students listen to a word, repeat the word out loud, write it out on paper (or make visual representation), and then have them read the word out loud again.

### Elevator Speeches

Pair the students up with a partner. They have 30 seconds to discuss a topic or concept that they just learned about in class to their partners. They have to get their point across within that time. After 30 seconds, the students switch roles.

### Find Your Match

Give each student in the class a card and then have them find the other student with the matching card. You can do this with many topics including: rhyming words, uppercase/lowercase, antonyms/synonyms, words/definitions, problem/solution, math problems, and words/pictures.

### Four Corners

Place four signs in various corners of the classroom. Label these with four characters from a recent story, parts of the book (beginning, middle, end, and freebie-character, setting, event), books of a series, informational topics (ie; habitat, diet, type, and interesting fact), etc. Ask students to chose a corner that is their favorite or that they feel like an “expert” in. Once students have selected their corners, give them a few minutes to share with their corner group their reasons for choosing as a favorite or expert information. Share out as large group. *Students can also organize information to share with the class as a group.*

### Frayer Model

Use a version of the Frayer Model to create class anchor charts with students of new and interesting words. The middle of the diagram will be the word with the four corners including a student friendly definition, a picture or visual representation of the word, an example (synonym) or non example (antonym).

## Primary Grades through Lower Elementary

### GIST Statements

Students summarize information in 20 words or less through a [shared writing](#) experience with the teacher as the lead.

### Give Me Five

Students understand that readers continually ask themselves as they read. Use the [Give Me Five!](#) reading strategy during read alouds and shared reading.

### I Notice, I Wonder

Students provide discussion and feedback on interesting art/photographs using “I notice...” and/or “I wonder...” sentence starters. Label pictures with words and phrases for further reference. Write the words/phrases on sentence strips and place in writing center for students to use to create sentences, stories, sorts, etc.

### Mini Posters and Gallery Walk

Students create mini posters that reflect understanding of concepts or terms through a visual representation. Then allow students to participate in a gallery walk of the posters displayed around the room. Have students work with a partner and share one new thing they learned.

### Quick Draw

After learning a new concept or topic, have students draw a picture about what they’ve just learned in 5 minutes or less. This gives them time to think about the concept and visually articulate their learning. Then allow them to share with a partner before sharing out with the class.

### Response Cards

Use Response Cards for any number of responses, including: agree/disagree, true/false, yes/no, greater than/less than, multiple choice, and emotions. For example, while reading a book together as a class the teacher may pause and ask her students what they think the character is feeling right now. Students should then be able to display the correct response from appropriate side of their cards.

### Stand Up Sit Down

Teachers can use this strategy to help students differentiate between any two categories. For example, to help students distinguish between common nouns and proper nouns, give an example then instruct them to either stand up if it is a common noun or sit down if it is a proper noun. This allows teachers to quickly assess how much of the class is grasping the material.

### Think Pair Share

Students have time to think about their response before sharing. They are then directed to discuss with a partner their responses. Students are then encouraged to share with the class their individual or partner responses.

Primary Grades through Lower Elementary

**3-2-1**

Students complete a 3-2-1 over covered material as an anchor chart through a [shared writing](#) experience.

**3** - things we learned

**2** - interesting things

**1** - question we still have