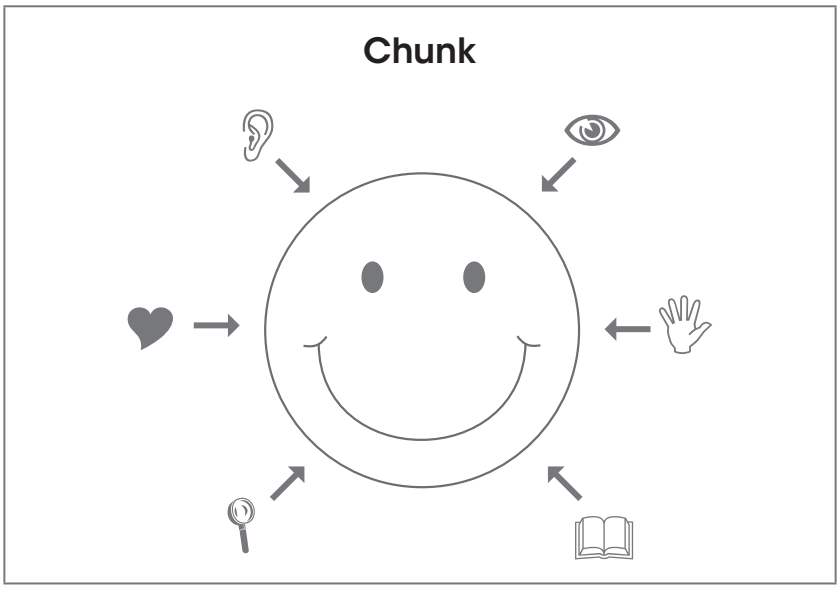
CCC Ideas

The following are lists of ideas for chunking, chewing, and checking in varied ways, offering many possibilities for keeping your lessons engaging and meaningful for your students.

Chunk = Taking in Content

Students acquire new information in varied ways.



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Chunk Ideas

Ask yourself . . .

What are some other ways I can help students acquire new knowledge?

Visual: Can I . . .

- Show a movie or clip from a movie; demonstrate from a chart or graph; watch a United Stream or TeacherTube video; share a blog, Wikipedia entry, WebQuest, or PowerPoint; use graphics, pictures, graphic organizers, conceptual organizers, articles, magazines, or books; give a presentation or demonstration; use technology or media; or read in various structures (small groups, aloud, jigsaws, paired readings, and reading centers)

Auditory: Can I . . .

- Say it, have students say it to each other (repeat information they have learned and need to recall to each other), play a song, listen to a speech, encourage them to talk to each other, listen to a speaker, listen to music, play recorded lectures, or use audiobooks

Kinesthetic: Can I . . .

- Role-play; demonstrate; have students demonstrate; rotate students through stations set up to teach content; encourage movement, touch, building, drawing, and taking apart; play charades; create a group tableau; or conduct a lab experiment

Social: Can I . . .

- Encourage talking, listening, or telling others; use brainstorming; have students share experiences; use predicting or hypothesizing; do a role play; play a game; or have a class discussion

Activities

- **Event cards:** Groups of students sort events from a story in order to build anticipation.
- **Visual literacy:** Students use images to chunk new information.
- **Gallery walk:** Students view photos in carousel style and then engage in a chew activity to process what they have taken in.
- **Expert groups:** Students become experts in an area, topic, or subset of information and continue to share information throughout a unit.

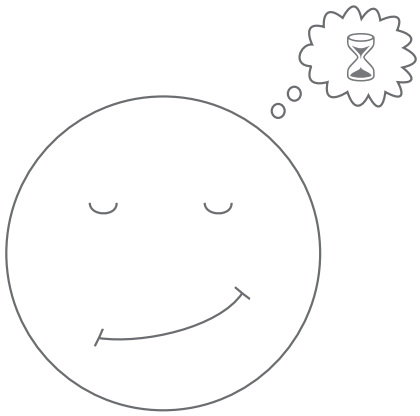
Chew Ideas

Ask yourself . . .
How can I vary the ways I help students process new knowledge?

Chew = Processing Content

Students make sense of new information in varied ways.

Chew



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Ways to Collaborate to Chew

1. Jigsaw
    a. Each student receives a portion of the materials to be introduced.
    b. Students leave their home groups and meet in expert groups.
    c. Expert groups discuss the material and brainstorm ways in which to present their understandings to the other members of their home groups.
    d. The experts return to their home groups to teach their portion of the materials and to learn from the other members of their home groups.

    Note: You can also jigsaw poetry, text, and vocabulary.

2. Numbered heads together
    a. Number students from 1 to 4 within their groups.
    b. Call out a question or problem (for example, "Where do plants get their energy?").
    c. In teams, students put their heads together to discuss the answer. They must make sure everyone on the team knows the answer.
    d. Randomly call a number from 1 to 4 (use a spinner, draw Popsicle sticks out of a cup, roll a die, and so on).
    e. On each team, the student whose number was called says or writes the answer. He or she may not receive any help from his or her team at this point!

3. Turn and talk / walk and talk
    a. Give students a prompt on the board, on the overhead, or on a PowerPoint.
    b. Students turn and talk to a partner or stand up and walk (five giant steps) and find a talk partner.
    c. Students have two to three minutes to talk and share. While they are talking, the teacher is floating around the room listening for quality talk.
    d. The whole class processes the talk, with the teacher noting quality talk that he or she heard while going around the room.

4. Core workgroups
    a. At the beginning of the year, students are randomly assigned to groups.
    b. The group members are assigned jobs, such as leader, recorder, teacher getter, timekeeper, life coach, organizer, and so on.
    c. Groups then give themselves a name, a silent signal, or a symbol.
    d. The groups do fun community-building activities, such as building the tallest tower from straws and tape, all without talking!
    e. The groups stay together for a marking period, a semester, or a school year.

f. The core group responsibilities are as follows.

   - If anyone from the core group is absent, he or she gets the make-up work and the assignment from the core group members. (This buys the teacher valuable teaching time and builds responsibility.)
   - The teacher can always call the core group together at the beginning or end of class to plan, reflect, review, and so on.

Ways to Move to Chew

- **Classification cruise:** When teaching information that falls into natural categories (or could be sequenced), create cards that have all the components of the categories (for example, parts of the body systems or categories of rocks and their features). Pass out a card to each student, and then students have to categorize themselves with others who have similar cards (such as types of exercises, states of matter, or parts of government). Once students have categorized themselves, you can all discuss if they are placed in the correct categories. This is a great way to formatively assess for learning.
- **Charades:** Students act out what they have learned, and other students have to guess what they are acting out about the learning.
- **Moving mathematics:** The following mathematics strategies help students move and chew.
  - Use mathematics manipulatives.
  - Have students become mathematics numbers and build mathematics problems. (For example, they can make arrays by arranging themselves into six groups of four, then four groups of six.)
  - Play "What time is it?"
    a. Make a clockface on a sheet of paper.
    b. Line students up with partners around the clock so they can see the clock.
    c. Give each pair a time on an index card.
    d. When it is the pair's turn, have the two students make the time on their card with their bodies. (The student acting as the minute hand must bring his or her knees up.)
    e. The rest of the class says the time.
    f. The pairs can then make up their own times and have other students guess.
- **Building sentences:** Give each student a card that is part of a sentence. Students must move into the correct order to make the sentence make sense. The rest of the class reads the sentence and agrees or disagrees.

Ways to Talk to Chew

- **Act it out:** Become a person, place, or thing you are studying, and act out who, what, or where you are. For example, students could act out how chemical bonds happen or become the characters in a novel and act out how one character is impacted by another character.

- **Think-pair-share:** Students are given a question or prompt to think about in their head for one minute. They then pair up with a partner and discuss their thoughts or answers. Then the teacher leads a whole-class share by drawing names randomly and asking those students to share.

Ways to Write to Chew

- **Learning logs and journals:** Students use writing logs for processing learning in their own words.
- **Note-taking strategies:** Students use note-taking techniques for gathering facts, summarizing information, and processing with the teacher model note-taking techniques.
- ***TV Guide* summaries:** Students write a summary like a *TV Guide* synopsis.
- **Blogs:** Students keep a blog of their thinking, like a journal only using technology.

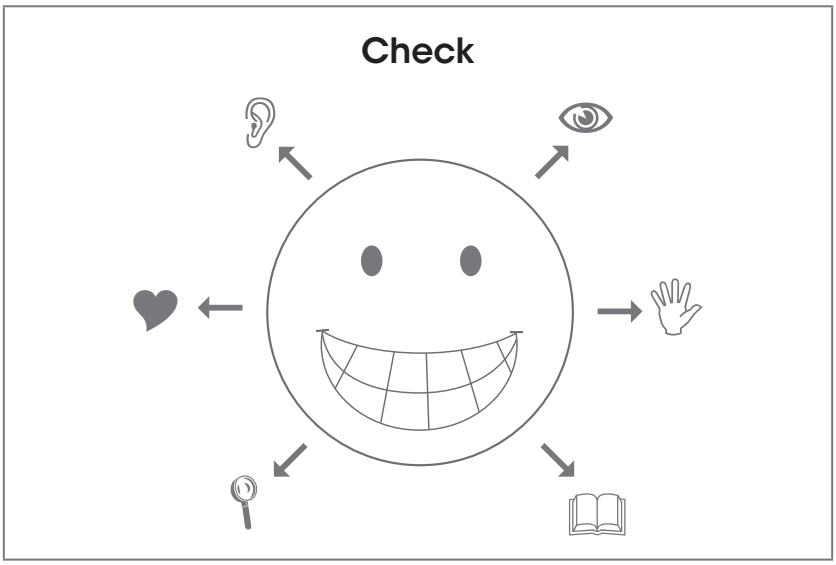
Ways to Draw and Design to Chew

- **Comic strips:** Students create comic strips that summarize new learning.
- **Vocabulary pictures:** Students draw pictures to show the meaning of words.
- **Graphic organizers:** Students design their own organizers to process new learning.
- **Doodle notes:** As students are reading or listening to the teacher, they doodle or sketch ideas, thoughts, and so on.

Other Ways Students Can Process New Learning

Check = Demonstrating Understanding or Producing a Product

Students show what they have learned in varied ways.



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Ask yourself . . .

How can I vary the ways students show me what they know (outputs)?

Ways to Check for Understanding

- Explanation (provide through supported facts and data)
  - Show and say.
  - Describe.
  - Construct.
  - Write.
  - Provide conceptual clarification.
  - Reveal patterns.
  - Clarify.
  - Link.
- Interpretation (offer good translations)
  - Report on the meaning.
  - Develop an oral history.
  - Write on the meaning of the results.
  - Draft a decision.
  - Do trend analysis.
  - Represent a concept through dance or art.
  - Conduct research on a question.
  - Write a narrative that provides meaning.
- Application (effectively use and adapt what we know in diverse contexts)
  - Design a product.
  - Create a game.
  - Make a tape.
  - Develop an analysis.
  - Make an accurate projection.
  - Perform.
  - Use knowledge in a new situation.

    - Create a plan.
- Perspective (see and hear points of view through critical eyes and ears)
    - Compare and contrast.
    - Research the impact.
    - Recognize fallacies.
    - Argue for and against.
    - Analyze assumptions.
    - Write a critical review.
    - Conduct thought experiments.
    - Self-assess your writing as someone else.
- Empathy (find value in what others might perceive)
    - Take on a persona.
    - Imagine from another viewpoint.
    - Speak to others' needs or feelings.
    - Role-play a meeting of minds.
    - Write about a social issue or people in need.
- Self-knowledge (awareness of what shapes and impedes your thinking)
    - Keep a log reacting to your learning.
    - Self-assess your participation.
    - Develop a résumé of strengths and weaknesses.
    - Revise, edit, and self-assess your writing.
    - Reflect.

Source: Ways to Check Understanding section adapted from Wiggins, G., & McTighe, J. (1998). Understanding by design. *Alexandria, VA: Association for Supervision and Curriculum Development.*

Ways to Check for Understanding Using Multiple Intelligences

Interpersonal	**Intrapersonal**
Teach peers.	Design a one-man show.
Do a group project.	Keep a journal.
Create and present a play.	Do a monologue.
Create and play a game.	Do a soliloquy.
Empathize.	Present observations.
Lead a group.	Demonstrate personal imaginings.
Imagine.	
Musical	**Bodily Kinesthetic**
Match feelings to rhythms.	Play a game.
Sing or rap.	Use body language.
Move to music.	Dance.
Rewrite song lyrics.	Act or mime.
Create musical mnemonics.	Build a model or replica.
Linguistic	**Logical-Mathematical**
Write in a favorite genre.	Demonstrate practical applications.
Tell stories.	Analyze and offer solutions.
Create a word game.	Develop questions and answers.
Explain in words.	Construct diagrams.
Give a speech.	Create strategy games.
Debate.	Show connections to things.
	Make a graph or chart.
Naturalist	**Spatial**
Demonstrate connections.	Make a photo journal.
Present observations.	Make storyboards.
Notice relationships.	Make a comic strip.
Create a collection.	Design.
Categorize and chart.	Reconstruct.
Create a new way to see things.	Create three-dimensional models.