

Engagement Strategies Matrix

By Julie Parks (Riverview Middle School)

		Purpose					
		Equity	Literacy	Student Talk	Check for Understanding	Graphic Organizers	Brainstorming
Strategy	Description						
Think-Pair-Share	Ask a question, allow wait time for students to process, and ask students to share ideas with a partner.			X			
Numbered Heads Together	Students are numbered off 1 – 4 in a group. The teacher asks a question and the group discusses. At the end, the teacher picks a number and those students report out to the class.			X			
Pick-a-Stick (Popsicle Sticks, Cards, Poker Chips)	Draw popsicle sticks, cards, or poker chips with names for answers to questions. Draw at least 3 names to gauge understanding.	X			X		
Whip-Around/Idea Wave	Ask a question and then allow individual responses from all the students in the class by moving around the room.	X		X	X		X
Popcorn Reading	Students read and say “popcorn” to indicate a change in reader. The student or the teacher can pick the next reader.		X				
Fade In/Fade Out	Students begin to read when tapped by the teacher. The teacher then chooses the next reader by tapping him. As the next reader begins, the previous reader begins to “fade out”.		X				
House Party	Students are given a topic or question and asked to “house party” by finding a partner in the room. Students talk until the next house party, and then find new partners.			X			X
Silent Appointment	Students silently pick partners without words or sounds and then meet with partners to discuss a question or topic.			X			X
Choral Response	All students respond to a question or read aloud together.			X			
White Boards	Students are asked a question and silently write answers on white boards. Students hold up white boards at the end of the thinking period.		X		X		
Buddy Buzz	Students share quick answers with their seating partner.			X			
Oral Cloze	Students listen to the teacher reading and follow along, filling in the missing words by chorally responding.		X				
Anticipatory Chart (KWL)	Used to frontload by allowing students to brainstorm about what they K now and what they W ant to know about the topic. At the end, students fill in what they L earned.		X		X	X	X
Word Splash	Students are given handouts with vocabulary words. They circle two words and then connect the words with a line. Then students write and verbalize a sentence using the words. This can be done individually, in pairs, or in groups.		X	X	X	X	
Corners	The teacher poses a question along with four choices. Students write their responses and reasons for their choice. After deciding, students move to the corner of the room representing their choice. The topic is discussed in the corner and then shared with the group.			X	X		

Sentence Frames/ Starters	The teacher provides sentence frames/starters for the students to use when writing or verbalizing answers to questions.		X	X			
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Jigsaw	In teams, each student is given a task or portion of the work to complete. Teams break up and meet with other students with like tasks. Homogenous groups work and then report back to heterogeneous groups.			X			
Pass the Picture	Each person in a group is given a picture and a piece of binder paper. The teacher gives a prompt and the student writes a sentence about the picture on the paper. Then, the students rotate pictures and papers within the group. Another prompt is given and the students write a second sentence. The picture and paper are passed until a paragraph is written.		X	X			
Pictorial Input Chart	The teacher lectures while drawing a picture and putting key words on a visual representation of the topic. Students copy the drawing as the teacher talks.					X	
Round Robin	In a cooperative group, group members share ideas verbally on a topic while other members listen.			X			X
Gallery Walk	Students create posters on a topic or several topics. Posters are displayed throughout the room and students walk around, observing the work of others. Students can take notes on what they learn.			X		X	
Writing Journals	Students write daily in journals about their reading. The journal writings can be shared verbally during class.		X	X	X		
Quick Write	Used as a pre-reading or pre-writing focus activity. Students respond to a question in writing for 5 minutes. The emphasis is on getting the thoughts on the paper, not spelling or punctuation.		X				X
Chants/Songs	Create chants or songs on a topic that can be used to help remember certain topics. Students can also be asked to create songs on their own.			X			
8-2 Lecture	Teachers teach for 8 minutes and then stop to check for understanding for 2 minutes.				X		
Exit Slips	Students write an answer to a question or a reflection on their learning on a piece of paper that must be turned in as they leave the room.		X		X		
Thumbs Up, Thumbs Down	The teacher pauses during a lesson and asks students to indicate their comprehension using signals like thumbs up and thumbs down.				X		
Reader Response Charts	Students use a T-chart to record quotes and facts on one side and questions, reactions, and thoughts on the other side.		X		X	X	
Inside-Outside Circle	Students are arranged in two concentric circles with even numbers of students. Each student faces a partner in the opposite circle and discusses a topic. At the end of the time period, the students in the inside circle rotate. Then, another question is asked and discussed with a new partner.			X			
Wrap Around Game ("I have _____, who has _____")	The teacher prepared note cards with clues about a particular vocabulary word. The student with the vocabulary word on their card responds to the clue by saying, "I have _____." Then the student reads the next clue. The game continues until it gets back to the first reader.	X	X	X	X		

Cornell Notes/Scientific Note-Taking	Students read a passage and identify main ideas. Using a paper folded in half, students write the main ideas as a question on the left-hand side and answer the same question in simple phrases on the right-hand side.		X		X	X	
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Partner Position	Students sit in pairs with one desk facing backward so that their heads are even with each other. Students quietly pair read. After one student finishes reading, the partner must ask a question about the reading. Then, students switch roles.		X	X			
Call and Response	Teacher calls out a word and students respond with a predetermined response. Example: "I say 'peace,' you say 'quiet'!"			X			
Thinking Maps	A variety of graphic organizers that help to promote student thinking. Examples: sequencing, classifying, brainstorming, cause and effect, summarizing		X		X	X	X
Appointment Clock	Students create "appointment clocks" with appointments with other students at 3, 6, 9, and 12. When a partner is needed, the teacher requests that students meet with their "3 o'clock" partner, etc.			X			

Created by Julie Cellini Parks and the Riverview Middle School Staff