

# learning activities to try

There are many different activities which may be effective for your events with students. Here are a few options to try.

## diagrams or charts

- Reproduce diagrams or charts from course content on the board or onto worksheets.
- Ask students to label the charts and diagrams.
- Alternatively ask the students to reproduce and explain a diagram/ chart from class.
- They could work individually or in small groups.

## think, pair, share

- Ask the students to choose a main point about a particular topic.
- Putting the information into their own words, ask them to explain it to other individual students or to a small group of students.

## slip writing

- Ask the students to record single ideas, concepts, comments or questions on slips of paper.
- Use the slips as discussion starters, to identify concepts requiring further study or to review course content.

## Brainstorming I

- Working together, brainstorm essay or short answer questions from one portion of lecture notes or from the text.
- Answer the questions orally and collaboratively or write out individual answers.
- Use a graphic organizer to show the ideas suggested.

## Defining Terms

- Write important terms on the board.
- Ask the students to write out brief definitions for the terms (without using their notes or book).
- Working in pairs, ask the students to compare their definitions and then collaboratively develop a new, comprehensive definition.
- Orally share or display in written forms all of the new definitions.

## Quiz II

- Read a term aloud and ask the students to provide definition orally.
- Read a definition aloud and ask the students to provide the term.

## Quiz I

- Quiz students at the beginning and end of the study session with the same quiz to help them identify what they knew (at the beginning) and what they have learned (at the end).

## Brainstorming II

- Brainstorm ideas to include in an essay or to study for the final exam.
- Record the ideas on a graphic organizer (e.g. a web) or as a study guide.

<p><b><u>Note Sharing</u></b></p> <ul style="list-style-type: none"> <li>➤ Invite the students to compare notes on a particular topic.</li> <li>➤ Ask them to fill in sections that are empty or expand the information in areas that need clarification.</li> <li>➤ This is helpful at the beginning of the quarter when students may still be determining how best to take notes in this class.</li> </ul>	<p><b><u>Double Entry Journal</u></b></p> <ul style="list-style-type: none"> <li>➤ Discuss a topic from the latest class or readings.</li> <li>➤ Create a double entry journal or matrix on the board (see graphic organizer handout), to record the students' reactions and connections.</li> </ul>	
	<p><b><u>Matching</u></b></p> <ul style="list-style-type: none"> <li>➤ Create note cards with a definition or a term.</li> <li>➤ Give each student a card or two.</li> <li>➤ Ask the students to locate who has the definition that matches their term, or vice versa.</li> <li>➤ Read all matched terms and definitions aloud to ensure correctness.</li> </ul>	<p><b><u>Drill</u></b></p> <ul style="list-style-type: none"> <li>➤ Drill students on the most difficult concepts by having them repeat a short exercise two to three times during study session.</li> </ul>

<p><b><u>Quiz III</u></b></p> <ul style="list-style-type: none"> <li>➤ State the questions, and ask the students to take turns stating the answers.</li> <li>➤ State the answers, and ask students to take turns stating possible questions.</li> </ul>	<p><b><u>Editing III</u></b></p> <ul style="list-style-type: none"> <li>➤ Ask students to trade written papers (or the first few pages of a paper) and then instruct them to do one of these things at a time: <ul style="list-style-type: none"> <li>○ Identify a thesis sentence in the paper.</li> <li>○ Decide what the reader thinks the paper will try to accomplish/prove based on the thesis.</li> <li>○ Mark points in the paper when flow of thought or logic is confusing.</li> <li>○ Explain confusion to the writer.</li> <li>○ Indicate where wording is unclear / confusing.</li> <li>○ Mark grammar or spelling errors.</li> </ul> </li> </ul>
---	--

<p><b><u>Editing I</u></b></p> <ul style="list-style-type: none"> <li>➤ Ask each of the students to read their own papers and underline the topic sentence in each paragraph.</li> <li>➤ Ask the students to compare the topic sentences with the remainder of that paragraph to see if all the sentences stay on the topic.</li> </ul>	<p><b><u>Editing II</u></b></p> <ul style="list-style-type: none"> <li>➤ Ask each of the students to create an outline of the topic sentences for each paragraph.</li> <li>➤ Ask the students to check if the outline flows logically.</li> <li>➤ Work together to create the most logical, clear flow to the paper</li> <li>➤ Use a graphic organizer to display the paper's sequence.</li> </ul>
---	--