

<p>BRAIN DUMP (also known as FREE RECALL)</p> <ol style="list-style-type: none"> 1. Pause the lesson or activity. 2. Ask students to write down everything they can remember from the lesson so far/ about the topic. Give a time limit. No sneak peeks! 3. Continue your lesson or activity. 4. At some point, have students review/upgrade their notes. <p>VARIATIONS:</p> <ul style="list-style-type: none"> • Ask students to write down what they can remember from <i>yesterday / last week</i>. • Give students a minute or two to discuss in pairs how what they've written down is similar or different . • Use it as a lesson starter. 	<p>THINK - PAIR - SHARE</p> <ol style="list-style-type: none"> 1. Ask a question. 2. THINK: Students think about it. 3. PAIR: Then talk in pairs. 4. SHARE: Then share in an open discussion. <p>VARIATIONS:</p> <ul style="list-style-type: none"> • THINK: Ask students to write down their response. • SHARE: After writing down their response, students swap notes to add to each other's responses. Then, they discuss their notes in pairs. • SHARE: Have two pairs get together for think-pair-square in groups of four. • SHARE: Before the share stage, students listen to/read a text to discover the answers. Then they compare ideas open-class.
<p>TWO THINGS</p> <p>Pause the lesson and ask students to write down two things:</p> <ul style="list-style-type: none"> • they've learned so far today • they learned yesterday (or last week) • that are their main takeaways from today • they'd like to learn more about • ... <p>You can also ask about two ways today's topic relates to previous topics. No sneak peeks! Short and efficient with everybody retrieving and involved.</p>	<p>RETRIEVE-TAKING</p> <p>Note-taking with a retrieval boost.</p> <ol style="list-style-type: none"> 1. Ask students to read a text/watch a video/participate in a part of a lesson without taking notes (not yet!). 2. Then make a pause during the lesson (e.g. ask students to cover the text or pause the video) so students can write down what they remember (two things, everything, anything! – your call). No sneak peeks! 3. Continue with the lesson. Later, have students review/upgrade their notes.
<p>METACOGNITION LINE UP</p> <ol style="list-style-type: none"> 1. Students stand on one side of the room. 2. TASK: Ask a question/set a task to review a language point. Students silently try to bring that information to mind. 3. SELF-ASSESS: Students self-assess how much they remember and find a place that would represent that – still in silence. One side of the room is "remember a lot," the centre of the room is "remember something," and the opposite side of the room is "can't remember anything." 4. CLOSE PAIRS: Students get into pairs with someone closest to them and share what they know (or make a guess) about the concept for a minute or two. 5. DISTANT PAIRS: Students now change pairs to talk with a person as far away from them as possible to share what they know and teach each other (another minute or two). 6. REFLECT: <ul style="list-style-type: none"> • Students who couldn't remember anything in the beginning share what they learned with the class. • Students who could remember a lot share if there were any common misunderstandings they noticed. 	

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