



Northview
High
School

Instructional Focus

Northview High School is committed to a school-wide effort to have all NHS students be expert problem solvers. Students will show measurable growth through the implementation of strategies that promote critical thinking, collaborating and effectively communicating as measured by department generated common assessments, grade distributions, a-g completion rates, district-wide writing assessments, and CAASPP scores.

3-2-1

Use this strategy to bring focus to the discussion you are hoping to have with class.

The labels within this strategy can interchange or vary depending on the lesson you are teaching. Here are a couple of variations of this strategy:

- 3 Things I Learned
- 2 Questions I Still Have
- 1 Opinion I Have

- 3 Interesting Facts
- 2 Things I Learned
- 1 Question I Have

- 3 Things I Remember from the Lesson
- 2 Examples of what I Learned
- 1 Question I have or something I am confused about.

Once students have filled in their 3-2-1 graphic organizer, they get into groups of 2-4 to discuss all three groupings. Teacher walks around to insure students are helping to answer each other's questions.

Once all groups have addressed each group member's questions, bring the whole group together and ask groups to share their findings.

10-2-2

This strategy involves chunking your lesson to insure students are following the concepts that are being introduced or reviewed.

10 Minutes of Direct Instruction

- 2 The instructor pauses for two minutes while the students take time to process the information by working collaboratively in partners/small groups to do the following:
 - Sharing notes
 - Revising/refining notes
 - Filling in gaps in notes
 - Clarify information/concepts presented
 - Create questions on the left side of their notes

During this time students are not allowed to ask the instructor questions; students should rely on the support of peers to assist them in processing the information.

- 2 The students then silently take two minutes to individually process the information and create a one-sentence summary to be placed across the page just below the chunk of notes. The teacher may choose to have students share out their sentence summary as a way to check for understanding.

Repeat this process until the lecture is complete.

Think-Pair-Share

Think-pair-share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading.

- 1. Think:** Students think independently about the question that has been posed, forming ideas of their own.
- 2. Pair:** Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
- 3. Share:** Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material or lecture.