

## Block Schedule Strategies

1. **Corners** -a. Teacher selects a topic and assigns four choices.  
b. Students go to the corner representing their choice.  
c. Students pair up and discuss their reason for selecting the topic.  
d. Class listens to someone share from other groups so that they may paraphrase.
2. **Appointment Clock** –  
a. Have students find a partner for each time slot.  
b. Teacher announces an appointment time and students pair to work together.
3. **Line-Up** –  
a. Students line up according to some predetermined criteria.  
b. Students exchange ideas or demonstrate a size comparison of the criteria.
4. **Jig Saw** –  
a. Each team member becomes responsible for a specific piece of material.  
b. The students then go to their original teams and share their information.
5. **Numbered Heads Together** –  
a. Students form into a larger group (3-5) and number each person.  
b. The teacher announces a question and time limit.  
c. Students in the group work together so that all members know the answer and how to get it.  
d. Teacher calls a number and the group member with that number has to answer.
6. **Pairs Check** –  
a. A team (4 students) breaks into pairs.  
b. One student is the coach and while the other works on the problem.  
c. The pairs switch roles and work on another problem.  
d. The teams reunite and compare answers.
7. **Three Round Flash Cards** –  
a. Students prepare flashcards. (Voc., formulas, etc.)  
b. Round 1- Students pair and exchange cards.
  1. Card is shown and read both question and answer.
  2. Question is shown and student gives answer.
  3. If correct answer is given student get card back.  
c. Round 2 - Few clues are given.
  1. Card is shown and returned when correct answer is given.  
d. Round 3 - No Clues given.
  2. Student is shown question side and must give correct answer to get card back.
8. **Inside-Outside Circle** –  
a. The inside circle faces out and the outside circle faces in so that each student is paired.  
b. After each question or flashcard, one circle moves to create a new partner.

**9. Off the Hook –**

- a. Students are in a large team( 3-5). Use numbered heads.
- b. The team must work to answer the question, a number is called, and that team member must stand.
- c. When a correct response is given from the team it is off the hook and the member may sit.

**10. Direct Instruction –**

- a. There is a constant say and repeat interaction between teacher and students.
- b. Useful for vocabulary, rules, procedures, formulas, etc.

**11. Cornell Notes –**

- a. Fold the left third of a sheet of paper to the right when the paper is held vertically.
- b. Open the paper, place outline or definitions on the large side.
- c. With the paper still open, place the word or keywords of the lecture on the right side. The key words are those that will allow you to recall the lecture.
- d. The paper can now be folded so only the words or key words show which allows the student to test themselves.

**12. Mini lecture with reading guide(optional) –**

- a. Provide a reading guide (optional) about the topic.
- b. Students listen and follow along.
- c. A group activity such as Cornell notes, off the hook, mind mapping, or graphic organizer production can follow.