

Instructional Routines

Routine	Grade Levels	Subject	Brief Description
Entry Tickets	K-12	Any	At the beginning of each class, students complete a brief entry ticket with a question related to the previous lesson or a thought-provoking warm-up activity. This routine sets the tone for the lesson, helping students focus and transition into the learning mindset. The teacher can use the entry tickets to assess prior knowledge, review essential concepts, or spark class discussions.
Exit Tickets	K-12	Any	At the end of each class, students complete a brief exit ticket that serves as a formative assessment tool. The exit ticket typically consists of a question or prompt related to the day's lesson, asking students to summarize key takeaways, demonstrate understanding, or reflect on their learning. This routine allows teachers to gauge students' comprehension of the material, identify any misconceptions, and assess the overall effectiveness of the instruction. Exit tickets provide valuable insights into individual student learning and inform instructional decisions for future lessons. They also encourage students to reflect on their learning and reinforce important concepts before they leave the classroom, making them a valuable part of the learning process.
Gallery Walks	K-12	Any	Gallery walks are a versatile instructional strategy that encourages active engagement and collaborative learning. They involve displaying visual materials, charts, posters, or student work around the classroom or in a designated area. Students then move around the room to examine and interact with the displayed items. Gallery walks are particularly beneficial in subjects that involve visual analysis, exploration of different perspectives, and collaborative discussions.
Jigsaws	K-12	Any	Jigsaws are a collaborative learning strategy where students work in small expert groups to become experts on a specific topic or concept. Each group member researches a unique aspect of the larger topic. After becoming experts, students return to their original home groups, where they take turns sharing their knowledge. This strategy encourages active engagement, cooperation, and communication skills. Jigsaws promote a sense of responsibility within each group member, as they know they are accountable for contributing to the overall understanding of the topic. Additionally, this strategy fosters a positive classroom environment and helps build a sense of community, as students rely on one another to piece together the puzzle of knowledge.
KWL Charts	K-12	Any	KWL charts are a valuable instructional tool that activates prior knowledge, sets learning goals, and guides inquiry. Students use the chart to document what they know, what they want to know, and what they have learned about a topic. This structured framework helps

			students make connections, foster curiosity, and organize their learning. KWL charts promote metacognition, facilitate classroom discussions, and serve as a formative assessment for teachers. At the end of the lesson, the "What I Learned" section provides a sense of accomplishment and reflects students' progress and newfound knowledge. KWL charts foster active learning, critical thinking, and self-directed inquiry, making them an effective tool to engage students and deepen their understanding of the content.
Notice and Wonder	K-12	Any	Notice and Wonder is an inquiry-based strategy that encourages students to closely observe a visual or textual stimulus and share their observations and questions. Students are prompted to notice specific details, patterns, or elements in the stimulus, and then express their wonderings or questions about what they observe. This strategy fosters curiosity, critical thinking, and active engagement with the content. Notice and Wonder helps students develop their observation skills, make connections to prior knowledge, and generate inquiries that drive further exploration. By sharing their observations and questions with peers, students gain insights into different perspectives and begin to construct a deeper understanding of the material. This strategy creates an open and inquisitive classroom environment, where students' curiosity is nurtured, and their voices are valued as they actively participate in the learning process.
Think Alouds	K-12	Any	Think Alouds are a metacognitive instructional strategy where the teacher verbalizes their thought process while solving a problem or engaging with a text. By sharing their thoughts aloud, the teacher models critical thinking, decision-making, and problem-solving skills. Think Alouds provide insight into the cognitive strategies used by proficient learners, helping students develop their own metacognitive awareness. This strategy is particularly effective in developing students' comprehension, as they can observe how the teacher makes connections, predicts outcomes, and clarifies understanding. Think Alouds also create an open and transparent learning environment, fostering a culture of curiosity and continuous improvement.
Think-Pair-Share	K-12	Any	Students think individually about a question or prompt, pair up with a partner to discuss their ideas, and then share their thoughts with the whole class. This routine promotes active participation and peer learning.
Three-Step Interview	K-12	Any	The Three-Step Interview is an interactive strategy that encourages active listening, collaboration, and meaningful communication. In this activity, students work in pairs, taking turns as the interviewer and interviewee. The interviewer asks questions related to a specific

			topic or concept, and the interviewee responds, sharing their thoughts and insights. After the interview, students switch roles, providing opportunities for both to share their perspectives. Lastly, students form larger groups and share the highlights of their interviews with each other, encouraging group discussions and broader connections. The Three-Step Interview fosters deep thinking, active engagement, and social interaction. It promotes a supportive and inclusive learning environment where students value each other's contributions and diverse perspectives.
Math Talks	K-12	Math	Math Talks are broad math discussion that involve various aspects of mathematics, including problem-solving, mathematical reasoning, and conceptual understanding. These discussions can take various forms, such as whole-class discussions, small-group discussions, or partner talks. Math Talks encompass a wide range of mathematical topics and can be used to explore different strategies, share mathematical thinking, and deepen understanding across various math concepts.
Number Talks	K-12	Math	Number Talks are a specific type of Math Talk that focuses on mental math and number sense. In a Number Talk, the teacher presents students with a math problem that involves numbers, and students are encouraged to mentally solve the problem using various strategies. They then share their strategies with the class, and the teacher records the strategies on the board or chart paper. The primary objective of Number Talks is to develop students' flexibility with numbers, strengthen their mental math skills, and promote mathematical reasoning and communication.
Literature Circles	K-12	Reading / Literature	In Literature Circles, students form small groups and each member assumes a specific role, such as Discussion Director, Connector, Summarizer, or Illustrator. Each group reads a shared text, and during their meetings, they engage in meaningful discussions, sharing their insights, questions, and reflections. This strategy empowers students to take ownership of their learning, as they drive the discussions and explore the text from multiple perspectives. Literature Circles encourage active participation, critical thinking, and interpersonal skills as students collaborate and negotiate meaning.
Socratic Seminars	6-12	Reading, Literature, Social Studies (Some limited)	Students engage in student-led discussions to analyze and interpret literary texts, developing critical thinking and communication skills. Socratic Seminars are well-suited for subjects where students can explore complex ideas, interpretations, and multiple perspectives and engage in critical thinking, analysis of complex ideas, and in-depth discussions. Consider this instructional routine for language arts, social studies, philosophy, government/political science, ethical concerns in science, cultural studies in foreign language, and more. Students

		applications in other subjects)	actively participate in constructing knowledge and fosters their ability to think critically, communicate effectively, and appreciate multiple perspectives on various topics.
Role-Playing/Simulations	K-12	Reading, Literature, Social Studies (Some limited applications in other subjects)	Most often used for 6-12, but can be used in K-5 with age appropriate topics and guidelines. Role-playing and simulations are interactive instructional strategies that immerse students in historical events, literary contexts, or problem solving situations. They involve students taking on the roles of historical figures or fictional characters, then reenacting scenes, or participating in simulated scenarios. This hands-on approach fosters a deeper understanding of content and encourages critical thinking.
Document-Based Questions	K-12	Social Studies, Science, (Some limited applications in other subjects)	Document-Based Questions (DBQs) are a powerful instructional tool that provides students with an opportunity to engage in historical or scientific inquiry by analyzing and interpreting a collection of primary and secondary sources related to a specific historical event, scientific discovery, or topic. DBQs help students develop critical thinking, historical analysis, and research skills as they draw conclusions and construct arguments based on evidence from the provided documents.