

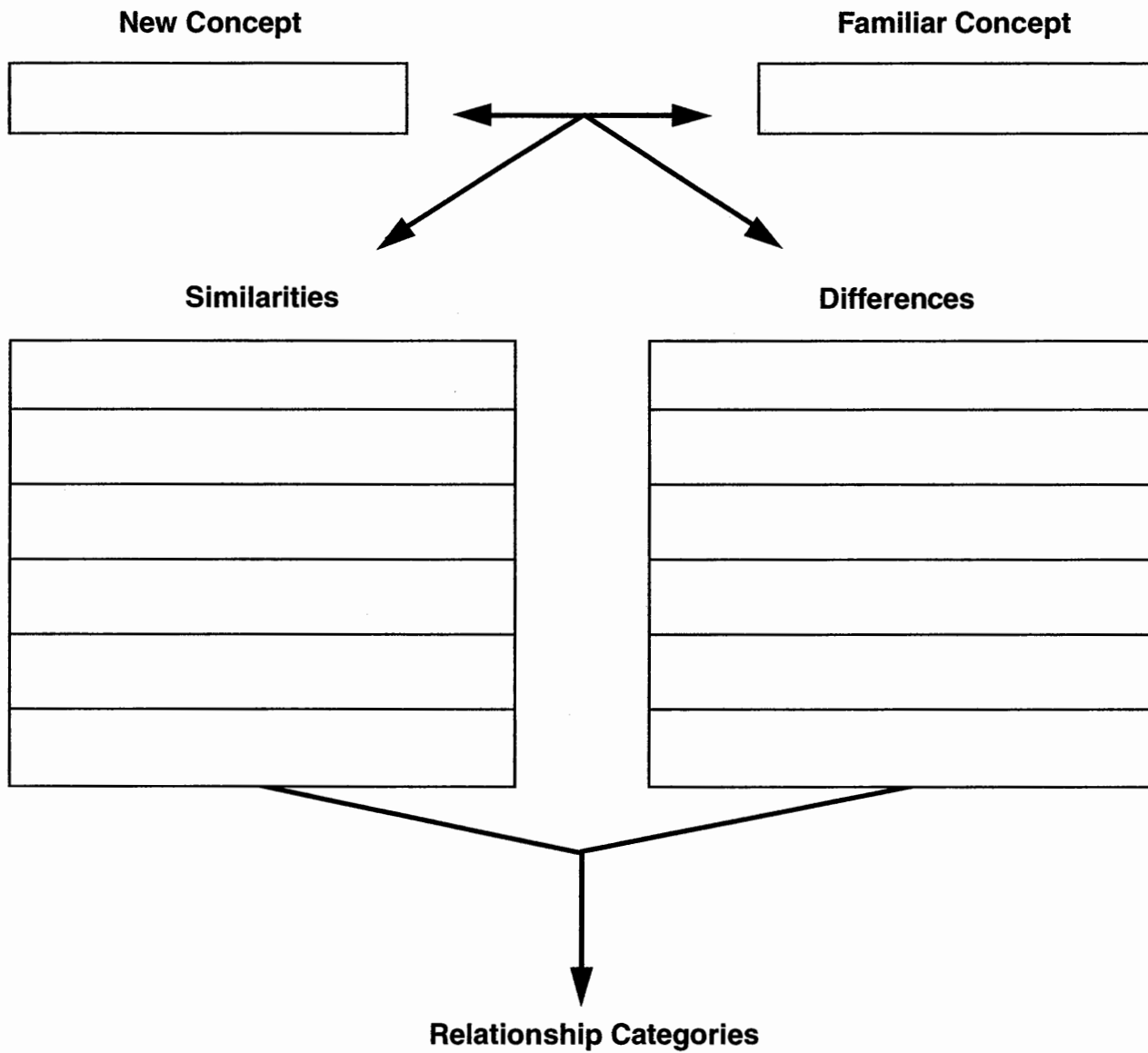
REPRODUCIBLES

***CLASSROOM STRATEGIES FOR INTERACTIVE
LEARNING, 2ND Ed., by Doug Buehl © 2001.***

Newark, DE: International Reading Association.

May be copied for classroom use.

Analogy Graphic Organizer



(Buehl, 1990)

Character Analysis Grid

1. What does the character do?

--	--	--	--	--	--	--	--	--	--

4. How does the character change?

2. What does the character say or think?

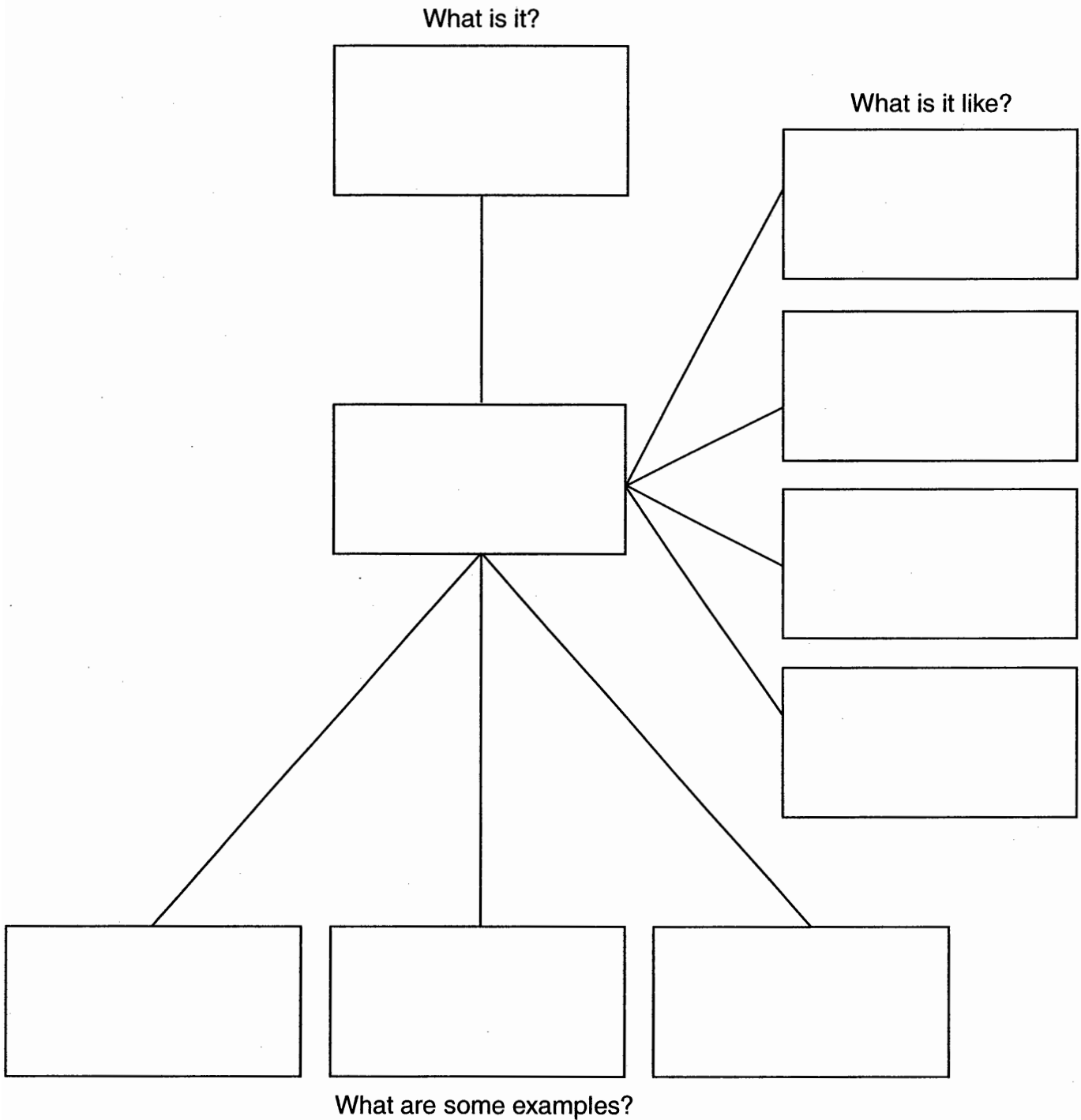
Conflict

3. How do others feel about the character?

5. Author's Theme or Point of View:

(Buehl, 1994)

Concept/Definition Map



(Schwartz & Raphael, 1985)

Different Perspectives Graphic Outline

Your Perspective on _____

Role _____

Needs

Concerns

Read and React

Needs

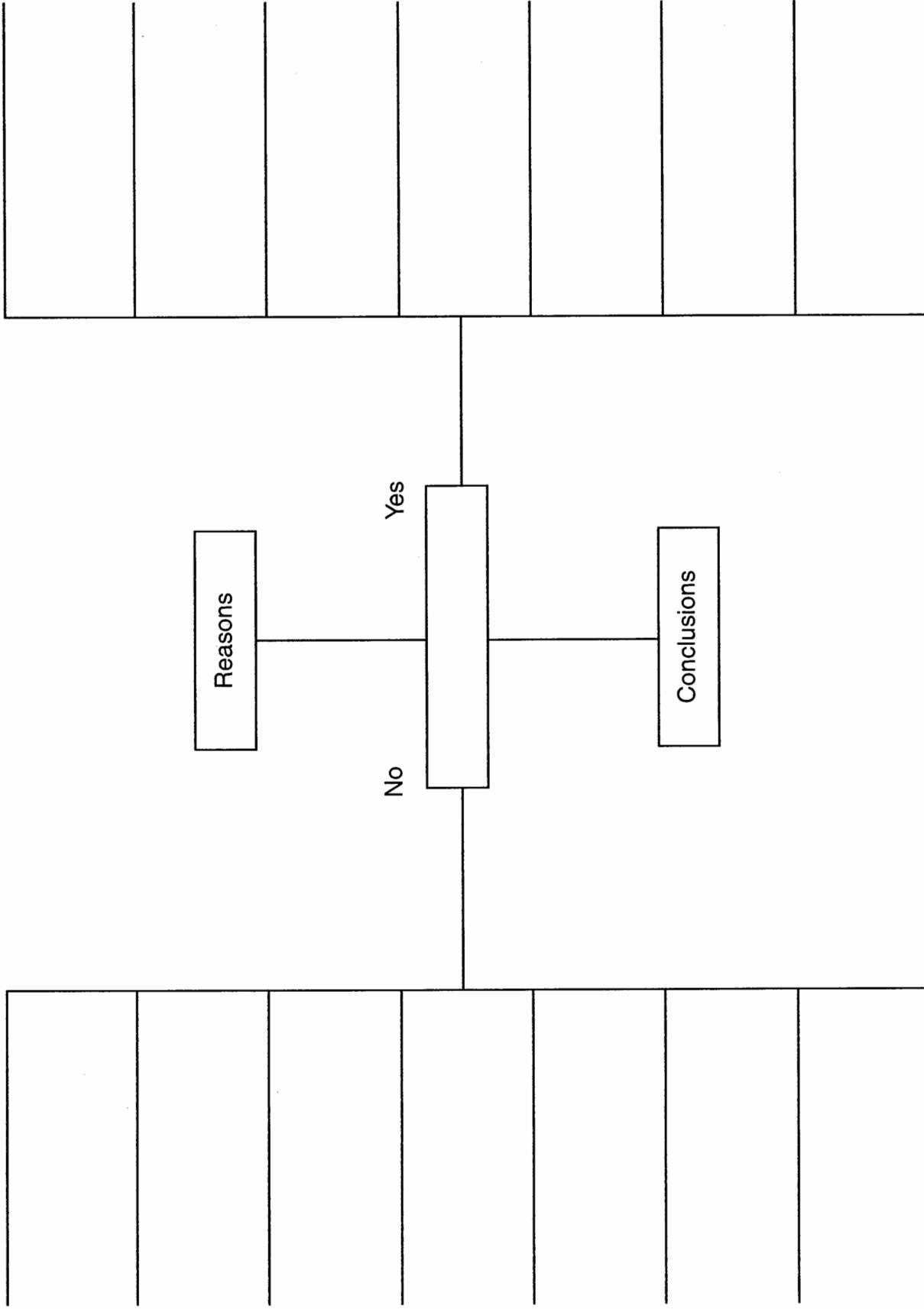
Concerns

Summary Position Statement

(Buehl, 1995)

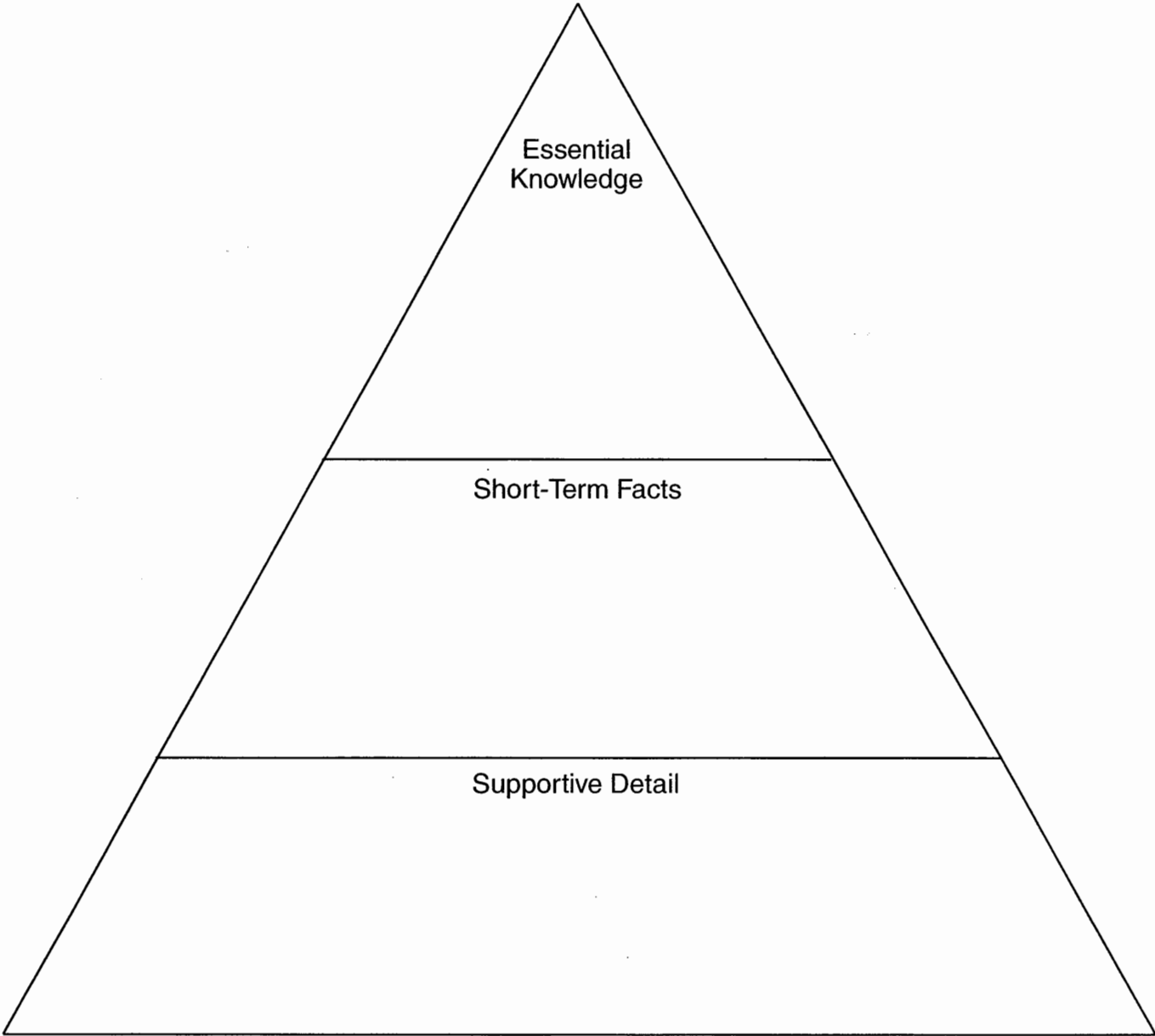
Classroom Strategies for Interactive Learning, 2nd Ed., by Doug Buehl ©2001. Newark, DE: International Reading Association. May be copied for classroom use.

Discussion Web



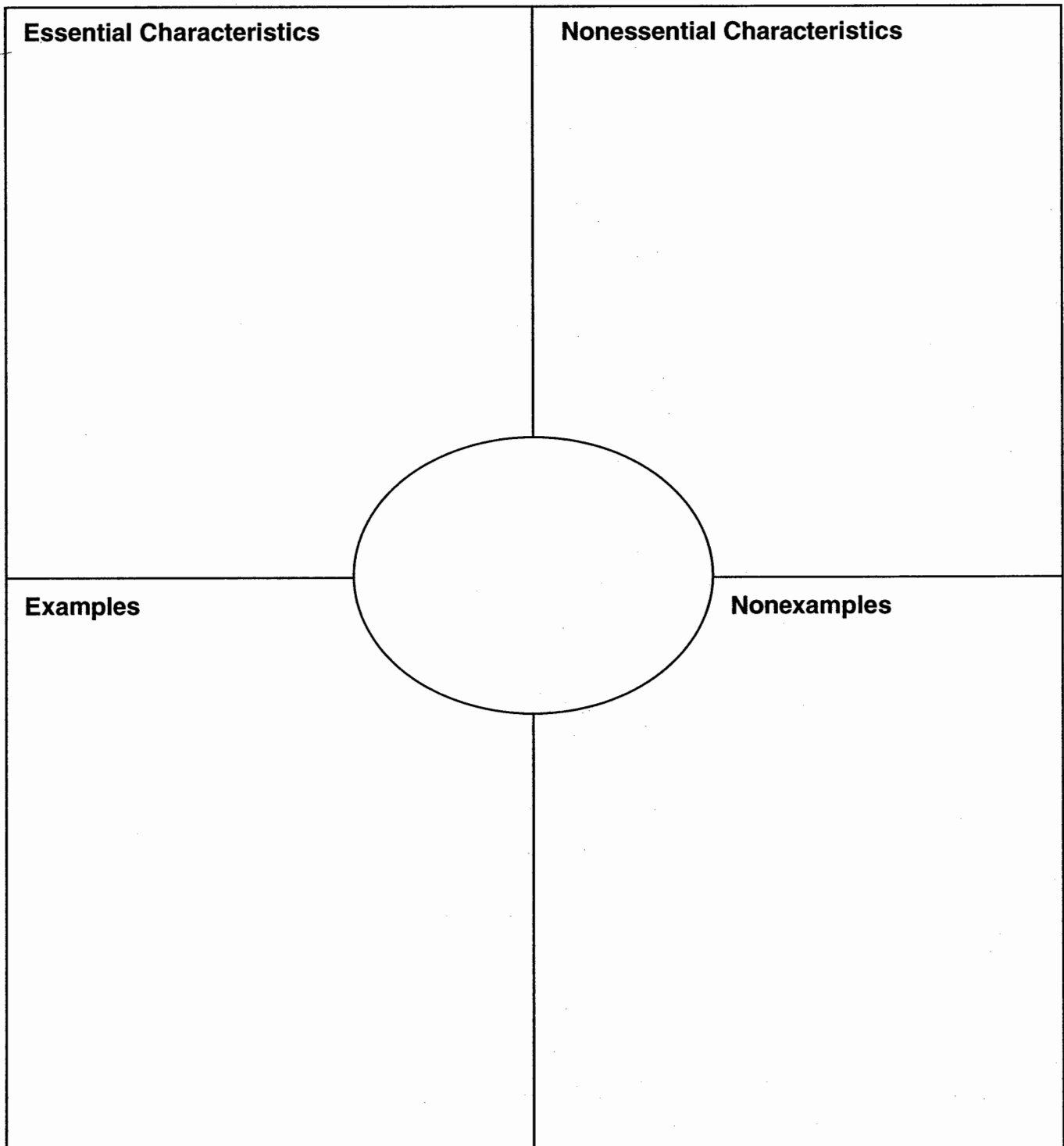
(Alvermann, 1991)

Fact Pyramid



(Buehl, 1991)

Frayer Model



(Frayer, Frederick, & Klausmeier, 1969)

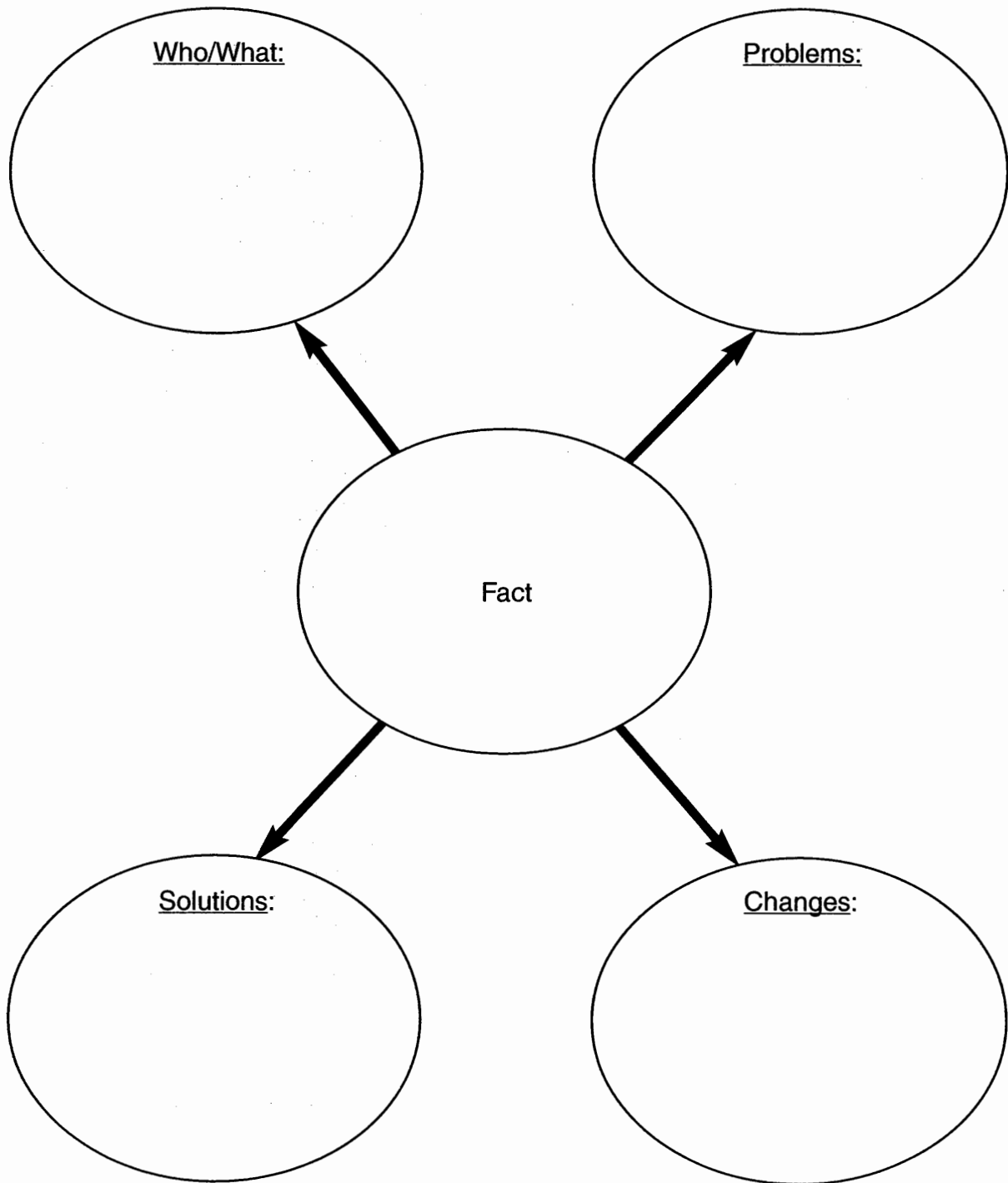
History Change Frame Graphic Organizer

Group?	Group?	Group?
What problems did they face?	What problems did they face?	What problems did they face?
What changes caused these problems?	What changes caused these problems?	What changes caused these problems?
What did they do to solve the problems?	What did they do to solve the problems?	What did they do to solve the problems?

(Buehl, 1992)

Classroom Strategies for Interactive Learning, 2nd Ed., by Doug Buehl ©2001. Newark, DE: International Reading Association. May be copied for classroom use.

History Memory Bubbles



(Buehl, 1998)

I-Chart

Topic:	Q1:	Q2:	Q3:	Q4:	Other Interesting Facts	New Questions
What We Know:						
Source:						
Source:						
Source:						
Summaries						

(Hoffman, 1992)

Classroom Strategies for Interactive Learning, 2nd Ed., by Doug Buehl ©2001. Newark, DE: International Reading Association.
May be copied for classroom use.

Proposition/Support Outline

Proposition:

--

Support:

1. Facts

2. Statistics

3. Examples

4. Expert Authority

5. Logic and Reasoning

(Buehl, 1992)

Science Connection Overview

What's Familiar?

What's the Connection? Skim and survey the chapter for things that are familiar and that connect with your life or world. List them below:

What topics are covered?

Read the Summary. What topic areas seem to be the most important?

What questions do you have?

Questions of Interest. What questions do you have about this material that may be answered in the chapter?

How is it organized?

Chapter Organization: What categories of information are provided in this chapter?

Translate

Read and Translate: Use 3 × 5 cards for vocabulary.

(Buehl, 1992)

Semantic Feature Analysis Grid

Category:	Features														

(Johnson & Pearson, 1984)

The Sequential Roundtable Alphabet

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		

(Ricci & Wahlgren, 1998)

Classroom Strategies for Interactive Learning, 2nd Ed., by Doug Buehl ©2001. Newark, DE: International Reading Association.
May be copied for classroom use.

Story Map

Title: _____

Climax:

10.

9.

8.

7.

6.

5.

4.

3.

2.

1.

11.

12.

13.

14.

Falling Action

Events: Rising Action

Conflict:

Resolution:

Major Characters:

Minor Characters:

Setting:

Author's Theme:

(Buehl, 1995)

Vocabulary Overview Guide

Topic: _____

Category: _____

Clue: _____	Clue: _____	Clue: _____
Definition: _____	Definition: _____	Definition: _____
_____	_____	_____
_____	_____	_____

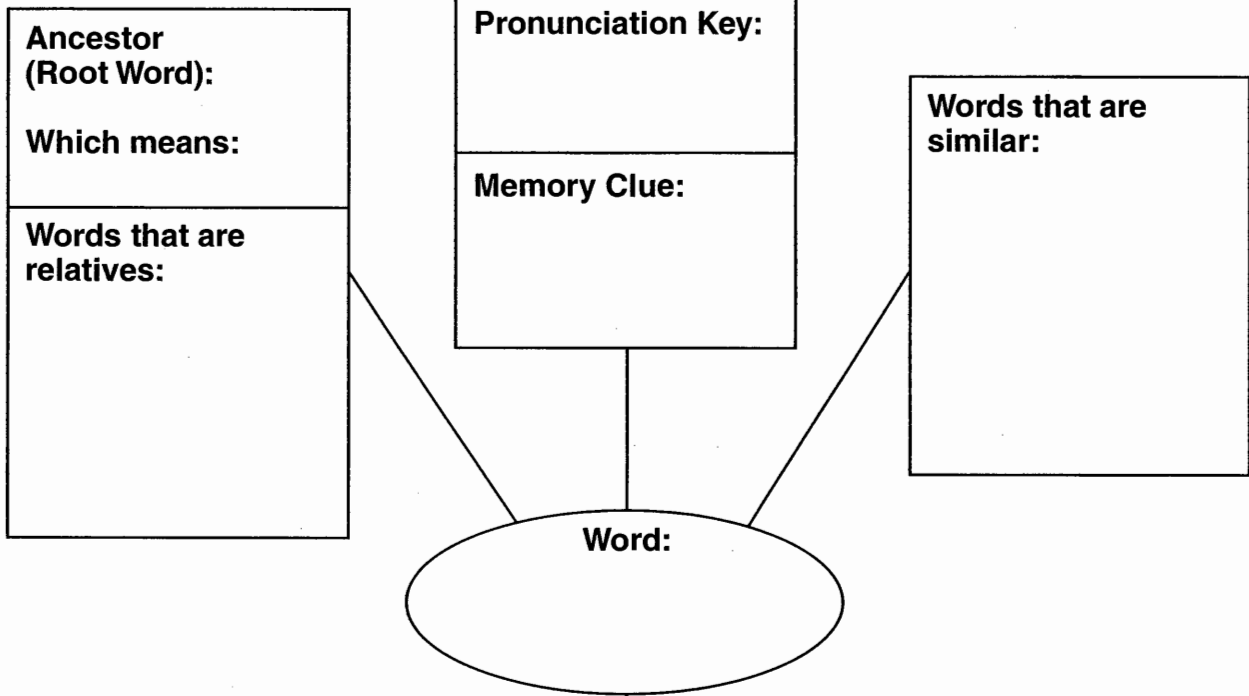
Clue: _____	Clue: _____	Clue: _____
Definition: _____	Definition: _____	Definition: _____
_____	_____	_____
_____	_____	_____

Clue: _____	Clue: _____	Clue: _____
Definition: _____	Definition: _____	Definition: _____
_____	_____	_____
_____	_____	_____

Clue: _____	Clue: _____	Clue: _____
Definition: _____	Definition: _____	Definition: _____
_____	_____	_____
_____	_____	_____

(Carr, 1985)

Word Family Tree



Definition:

A sentence where you found this word:

Who would say it? Pick three kinds of people who might say this word and write a sentence showing how they might use it:

(Buehl, 1999)