# Activity Sort

|  |  |  |  |
| --- | --- | --- | --- |
|  | LAUNCH | FLOAT | TIE UP |
| MCj02444750000[1]  Create a Context |  |  |  |
| MCSY01285_0000[1]  Recognize Content Structures |  |  |  |
| MCSY00259_0000[1]  Acknowledge Unit Relationships |  |  |  |
| MCSY01124_0000[1]  Frame Unit Questions |  |  |  |
| MCSY00321_0000[1]  Tie Content to Tasks |  |  |  |

1. Add and/or revise unit questions
2. Identify what will be in the next unit and how the current unit fits with upcoming topics
3. Add subtopics and line labels to the expanded unit map
4. Identify where on the unit map the part of the unit currently being covered is located and discuss how it relates to previous parts of the unit and to the bigger picture
5. Assign self-test question reflection as “ticket out the door”
6. List “best guess” dates for at least some of the tasks
7. Card sort – give students details and have them arrange them under the appropriate main concepts
8. List assignments in the general sequence they will be completed
9. Challenge students to create their own personal unit map
10. Name & review the last unit
11. Check the status of assignments, revise dates as needed
12. Name the current unit
13. Check to be sure there is at least one question for each unit relationship listed
14. Provide a unit paraphrase that reflects what the unit is *really* about in language every student can understand
15. Create a content map
16. Relate the central idea of the unit (unit paraphrase) to students through a “grabber” (a story, analogy, presentation or other type of teaching device that makes the big idea interest, relevant, and more comprehensible for students)
17. Discuss how well tasks are help students learn the content, revising as needed
18. Review the bigger picture or major course concepts that relate to the current unit
19. Discuss topics from previous units or background knowledge that support information in the current unit
20. Students use the UO as a guide for writing a unit summary and/or reflection.
21. Generate with students a set of questions that can be used to check comprehension
22. Use the UO as part of the unit assessment.
23. Give students cards with details and main ideas of the unit and have them sort appropriately.
24. Use a variety of graphic organizers (cause/effect, hierarchical, sequential, etc.) to expand & illustrate major concepts within the unit
25. Hand out blank unit maps & have students illustrate each main topic rather than using words.
26. Use the unit map to illustrate what’s been covered, what’s yet to come
27. Have students fill in line labels
28. Have students re-construct the entire unit map from memory with line labels (visually or verbally)
29. Have students represent the unit relationships in their unit map
30. Identify how each task is related to learn the content shown in the unit map
31. Identify possible relationships that might be important in the unit
32. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
33. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_