

Strategy Harvest

Description:

In this strategy, students complete a problem solving task and circulate among their peers to find students who used a strategy different from theirs to solve the problem. Students record the other strategies and describe HOW the strategy differs from the one they used. During the process students give feedback to each other on their strategy.

How this FACT Promotes Student Learning.

A *Strategy Harvest* provides an opportunity for students to examine others' processes and compare them to their own. While examining others' processes students build upon them or add new processes of their own. "Thinking cannot be articulated unless students reflect on the problem and the strategies used to solve it: articulation, in turn, increases reflection, which leads to understanding" (Fennema & Romberg, 1999, p. 188). Often in whole group situations not all students have a chance to share, ask questions, and provide feedback, due to either time constraints or comfort level. The *Strategy Harvest* FACT allows students to share their own particular strategy and to ask questions and give feedback to other students.

How this FACT Informs Instruction.

Strategy Harvest elicits different processes students use to solve a problem. As students are sharing, the teacher can gather information on the range of processes. Used prior to instruction Strategy Harvest enables the teacher to use the information to plan lessons that move students towards a particular strategy or process. Used during concept development stage, teachers can use the FACT to gather information to determine students' ability to apply new learning within a problem context.

Design and Administration.

Provide students with the Strategy Harvest hand-out (place mats can also be used for this strategy). Allow students to individually complete the problem using the first section to record their process or solution. Start by asking students to find an 'eye contact' partner by standing up and making eye contact with someone who is not sitting next to them. Ask each pair to share/explain their strategy reminding students they should ask at least one question and provide feedback on the strategy. Continue this partner sharing until the Strategy Harvest sheet is complete.

Ease of use: Medium

Time Demand: Medium

Cognitive Demand: High

Caveats: This strategy may be difficult for ESOL students or those who have a hard time hearing. There will be a high noise level and students will need to spread out and speak in a quiet 'inside' tone. Students may not have the skills to ask good questions and provide useful feedback. Teachers may provide students with a 'question' template to support them in thinking of questions to ask.

(Attached is Himmele, (2012) *Total Participation Techniques*. Bounce Card (p. 69) and Strategy Harvest template).

My Strategy	's strategy
's strategy	's strategy

<p>Three things I learned</p> <ol style="list-style-type: none">1.2.3.
<p>One thing that will help me tomorrow....</p> <ol style="list-style-type: none">1.

B o u n c e” Card

BOUNCE:

Take what your classmate said and bounce an idea off it. For example, you can start your sentences with...

“That reminds me of.....”

“I agree, because.....”

“Agree, another example is when.....”

“That’s a great strategy because.....”

Sum it up

Rephrase what was just said in a shorter version. For example, you can start your sentences with....

“I hear you saying that”

“So if I understand you correctly you mean”

Inquire

Understand what your classmates mean by asking them questions. For example, you can start with....

“Can you tell me more about that ?”

“I am not sure I understand?”

“I see your point but what about.....?”

“Have you thought about.....?”

“Can you show me in another way?”