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Cooperative Learning — Best Practice:		*Concrete symbols	
	Cooperative Learning	Cooperative Learning – Best Practice:	
Chapter 3, pp.73-87 *Include elements of both positive interdependence	Chapter 3, pp.73-87	*Include elements of both positive interdependence	
and individual accountability		and individual accountability	
*Keep group size small		*Lise accounting learning consistently and	
*Use cooperative learning consistently and		systematically	

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9 Categories of Instructional Strategies (P.8)	Best Practices	Technology Tools/Take Aways
Cues, Questions, Advance Organizers	Cues, Questions – Best Practice:	
Chapter 4, pp.91-104	*Focus on what's important	
	*Use explicit cues	
	*Ask inferential questions	
	*Ask analytic questions	
	Advance Organizers – Best Practice:	
	*Use expository advance organizers	
	*Use narrative advance organizers	
	*Use skimming as an advance organizer	
	*Use graphic advance organizers	
Nonlinguistic Representations	Nonlinguistic Representations – Best Practice	
Chapter 5, pp.105-146	*Use graphic organizers	
	*Make physical models or manipulatives	
	*Generate mental pictures	
	*Create pictures, illustrations, and pictographs	
	*Engage in kinesthetic activities	
Summarizing and Note-taking	Summarizing Practice:	
Chapter 6, pp.147-166	*Teach students the rule-based summarizing strategy	
	*Use summary frames	
	*Engage students in reciprocal teaching	
Assigning Homework and Providing Practice	Homework – Best Practices:	
Chapter 7, pp.167-182	*Develop and communicate a district or school	
	homework policy.	
	*Design homework assignments that support	
	academic learning and communicate their purpose.	
	*Provide feedback on assigned homework.	
	Practice Best Practices:	
	*Clearly identify and communicate the purpose of	
	practice activities	
	*Design practice sessions that are short, focused, and	
	distributed over time	
	*Provide feedback on practice sessions	

9 Categories of Instructional Strategies (P.8)	Best Practices	Technology Tools/Take Aways
Identifying Similarities and Differences Chapter 8, pp.183-203	Identifying Similarities and Differences Best Practices: *Teach students a variety of ways to identify similarities and differences *Guide students as they engage in the process of identifying similarities and differences *Provide supporting cues to help students identify similarities and differences	
Generating and Testing Hypotheses Chapter 9, pp.204-226	Generating & Testing Hypotheses – Best Practices: *Engage students in a variety of structured tasks for generating and testing hypotheses *Ask students to explain their hypotheses and their conclusions	