**How can I adapt it?**

* **Think-Write-Pair-Share** - To increase individual accountability, have students jot down their ideas before turning to a partner to discuss them. You can walk around the room and look at what they are writing to see who understands the concept. It also keeps kids from adopting the attitude that they will just sit back and let their partner to all the thinking.
* **Science** - Making predictions about an experiment, discussing the results of an experiment, talking over charts and graphs, drawing conclusions, developing a concept through discussion, talking about environmental problems.
* **Health** - Discussing healthful practices, talking about how to handle stress, discussing proper placement of foods in food groups, analyzing problems in a diet, reviewing body systems,
* **Social Studies** - Discussing political viewpoints, learning about latitude and longitude, discussing economic trends, analyzing causes and effects of important events, discussing important contributions of historical figures
* **Math Problem-Solving** - Place a complex problem on the overhead (For example, use one of the Weekly Math Challenges found in the Math File Cabinet.) Ask students to think about the steps they would use to solve the problem, but do not let them figure out the actual answer. Without telling the answer to the problem, have students discuss their strategies for solving the problem. Then let them work out the problem individually and compare answers.
* **Math** - Practicing how to read large numbers, learning how to round numbers to various places, reviewing place value, solving word problems (as described above), recalling basic geometric terms, discussing the steps of division, discussing how to rename a fraction to lowest terms
* **Spelling** - Call out a word, have them think of the spelling, then designate one person to turn and whisper the spelling to their partner. The partner gives a thumbs-up to show agreement, or corrects the spelling. You can reveal the correct spelling by uncovering the word from a chart.
* **Reading** - Discuss character traits and motives, make predictions before a chapter or at the end of a read-aloud session, discuss the theme of a book or story, make guesses about vocabulary words based on context clues in the story, discuss the meaning of similes and metaphors in a story
* **Language Arts** - Discuss Daily Oral Language responses, discuss ways to edit or revise a piece of writing, talk over story ideas, discuss letter-writing conventions
* **Art** - Discuss elements of artistic compositions, discuss symbolism in artwork, compare and contrast the various works of a particular artist, analyze the use of color and line in works of art
* **Music** - Identify elements of musical compositions, identify instruments in musical selections, compare and contrast types of music