

- Step 1: Provide a description, explanation, or example of the new term.
Step 2: Ask students to restate the description, explanation, or example in their own words.
Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase.
Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
Step 5: Periodically ask students to discuss the terms with one another.
Step 6: Involve students periodically in games that allow them to play with terms.

Name of Strategy: Classroom Feud

Marzano Step-6

Description: Classroom Feud is a game modeled after the popular television quiz show *Family Feud*. It can be played with teams put together on the spot by randomly organizing students into two teams. It can also be played with teams that have been set up for an extended period of time, such as for an entire unit. To prepare the game, the teacher constructs at least one question for every student in class. Any or all of the following question formats can be used: multiple choice, fill in the blank, and short answer. In general, if one type of question is asked of one team, then the same type of question should be asked of the other team. That is, if a multiple-choice question is asked of one team, a multiple-choice question should be asked of the other team. There should be an even number of questions of each type and at least enough questions to ask each student one question.

Materials Needed List of questions, with appropriate answers/responses.

Procedures/Directions: Questions are asked of each team in an alternating pattern. The teacher functions as the question asker and the judge of whether answers are deemed correct or incorrect. One student from each team serves as the responder for the group. Students on each team take turns being responders in some systematic fashion. For example, when first organized into groups, students might simply count off 1, 2, 3, and so on. The number each student receives represents his or her turn as a responder.

The teacher presents a question to the responder for a team. The responder then turns to her team members and shares with them the answer she thinks is correct or tells her team that she does not know the answer. Team members either agree with the responder and provide support for her answer or offer suggestions as to the correct answer. When the answer is offered, the teacher determines whether it is acceptable as a correct answer or not. If the answer is acceptable as correct, the team receives a point. If the answer is not acceptable as correct, the other team has an opportunity to answer the question. The most recent responder for that team again acts as responder for the group. He or she has 15 seconds to come up with an alternative answer, again taking suggestions from the team. If the answer is correct, the other team gets the point and is asked the next question. If the correct answer is not offered by the challenging team, no point is awarded. When every student on both teams has functioned as the responder, the team with the most points wins.

Time: 20-40 minutes (depends on the number of students in class, which determines the number of questions and timeframe for the game).

References- See pages 106-107 of *The Art and Science of Teaching*. Marzano, Robert J. ASCD publications