**Google Gaggle Jeopardy**

This technology intergraded strategy is one that is a great resource and review for many students to help them fully understand Google and all the different aspects of the program. This will allow student to see how the different Google programs are able to be used in a classroom setting.

**How to Use**

1. Have students get in groups of 5-6 students per group.
2. Students will then log in to their Google classroom to help answer the questions.
3. There will be a large jeopardy board with different questions about the different applications of Google and how it is used in the classroom.
4. Each team will work together to come up with answer to the questions.
5. There will be one student from each team that will give the answer once they have agreed on that answer with their groups.
6. Team with the most points wins.

**When to Use**

This strategy is a lot of fun to use because it allows students to use their computers to figure out the different answer to the questions.

* This strategy can be used to review technology information.
* It could also be used to learn new information about technology and how it is used in the classroom.
* This strategy can be used to show students the different ways to use technology.
* It can be used to go cover digital citizenship with the students.
* This strategy can be used to help students in other subject areas such as reading and writing to review the different concepts.

**Variations**

**Google Slide Jeopardy**

This strategy could be modified to review over certain areas of Google slides/docs/PowerPoint. The students could use the different applications to they learn about would have to applied to creating a Google slide.

**Advanced Jeopardy**

This strategy could be modified for students to create their own jeopardy boards using a google application. They will then be paired up with a different group to complete with them. Each group will answer questions from the other team’s board.

**Jeopardy Guess Who**

This strategy could be changed up to allow students to create questions to ask the class. Each student will come up with a statement about themselves and place it in one of the categories on the board. Then students will pick a category and whoever guesses who the statement belonged to correctly will go next.

**Google Show**

This technology strategy is used to allow student to teach their peers about the different programs within Google, such as docs, slide, excel, and classroom. This has students broken up into groups and each group gets to design their presentation using their assigned program.

**How to Use**

1. Students will be placed into groups of 4-5 students per group. There should be 4 groups total and each group should be assigned to either docs, slide, excel, and classroom.
2. Students will then work on the different tools that their assigned program can be used for.
3. Students will create a presentation using Google to explain their program and all the benefits of that program both in and outside of school. This will help them see the real-world application of these programs.
4. Students will then present their information to the class.

**When to Use**

This integration is a strategy that allows the students to determine different ways for Google to help them in their daily lives.

* This can be used to create presentations for reading assignments.
* Students can use this to create their own reviews for an upcoming quiz on reading or writing.
* Students can use this strategy to quiz other classmates on material that they are struggling with.
* Students can use this to take notes from class and turn it into a review or presentation.
* Students use this to help with other subject areas such as social studies, math, or science.

**Variations**

**Google Show Quiz**

Students will create questions for students to answer after reviewing the information they learned about in the presentation. This will help students see if they were able to explain the information in a way that everyone in class understood.

**You Choose Your Google**

Students will choose a Google program to use to help them present the classroom book information to the class. This will allow the students to get practice in the different programs but at the same time show them how to pull information from the reading and introduce it with from a technological view.

**Google Research**

Students will choose a research topic of their choice to present to the class. It must use three of the four Google programs to present the information. This will allow the students to practice researching their topics and give them different ways to present the information.

**Google What?**

This strategy is one that will help students who are struggling with the technology in the classroom. The teacher will pair students up with partners based off needs and understanding. In this strategy students will get to ask as many questions to their partner as possible with a fun twist.

**How to Use**

1. Students will be paired up with a partner and go to an area in the room together.
2. The partners will then have 5 minutes to write down as many questions as possible about Google/technology on pieces of paper.
3. Students will then crumble up their papers and start throwing them around the room for exactly 1 minutes.
4. Students will continue to throw the different pieces of paper around.
5. When the time is up students will try to get as many pieces of paper as possible before they return to their area with their partner.
6. The pair of students to successfully answer all of the questions first wins. However, both students need to know the answer just in case they are called on to answer that question.
7. Students will then read their questions from the papers out loud and answer those questions for the class to hear.

**When to Use**

This strategy helps students ask questions without feeling embarrassed to ask them because no one will know who wrote which question.

* This strategy can be used to help review classroom reading information before a test.
* It could also be used to go over different classroom procedures.
* This strategy is a fun game for students to work on getting different ideas for projects in class.
* This activity would be helpful when students are still getting to know each by turning it into an icebreaker.
* This strategy could also be used to ask different questions about writing concepts or ideas.

**Variations**

**Writing What?**

This strategy can be modified to give students different writing ideas. The students will write down different writing topics and then throw them around the room. Whatever topic they pick up will be the one they write their essay over.

**Reading What?**

This strategy can be used to help students with different information from the classroom reading. Students will write down all the information they know about the different characters on their papers then throw them around. When they pick up the pieces closest to them, they must put that paper under the different characters name on the board.

**Review What?**

This strategy can be used to help students review for a test. The teacher would put the review questions on the paper and when the students throw them around, they will have to write those answers down on a piece of paper then throw the paper again until the teacher says stop.

**Ready Set Action!**

This learning strategy is great for the gifted and talented students because it gives them the opportunity to not only teach their classmates but make a fun video for them. It allows the students to show their knowledge and skills in a fun and engaging way.

**How to Use**

1. Students will be paired/grouped up with other GT students. (Depending on how many there are 3 to a group).
2. Each group will pick a topic they have mastered to teach to the class.
3. The students will research different ways to teach the topic.
4. They will then video themselves teaching the topic to the class to help them understand the information.

**When to Use**

This strategy is helpful when students have already mastered a subject or topic because it allows them to further their knowledge on that subject.

* This strategy can be used to help GT student’s further information for a research project.
* It can also be used to help students gain new information on a new topic they do not know a lot about but want to learn about.
* It can be used to help students who are not GT by explaining the information in a new way.
* The strategy can be used as a reward for students when they complete their work.
* This strategy can be used to help motivate students to do their assignments so they can be placed in a group.

**Variations**

**Ready Set Present!**

This strategy can be modified to where the students have to teach in front of the class instead of making a video. This would have students creating slides for their presentations to help explain the topic to the rest of the class more clearly, along with showing the students step by step different ways to help them remember the information.

**Ready Set Cheese!**

Modify this strategy where the students can only use photos to explain the information to the students. The kids can either use photos they took or found to help explain the information and the students cannot speak during their presentation.

**Ready Set Teach!**

This modification can be made to when the students present the lesson, they are the teachers for that section. They will have to dress like a teacher and present the information as they would if it where their classroom.

**1, 2, 3, Kahoot!**

This strategy would help GT students create and test their knowledge. The students would get to create a Kahoot and quiz their classmates.

**How to Use**

1. GT students will be placed in a group (approximately 3-4 per group).
2. The students will then have to create 10 Kahoot questions based off of the given lesson to help test their classmates. The questions must be multiple choice and true/false questions.
3. Some of the questions can then be used on the upcoming test.

**When to Use**

This strategy can be helpful to review information students currently know as well as creating test questions.

* This strategy can be used to review over writing concepts the students are working on.
* It can also be used to review over the classroom reading.
* This strategy is great for students to figure out different answers to a question.
* This strategy can also be used for math strategies by having the students look at common mistakes they and their peers make to use as possible trick answers.
* Students can use this strategy to help quiz themselves for an upcoming test too.

**Variations**

**1, 2, 3, Google!**

This can be modified where students create questions using Google apps instead of Kahoot because it will allow them to quiz the class by asking different questions such as short answer questions instead of just multichoice or T/F questions.

**1,2,3, Ask!**This would be modified by having one student ask the class a question and whoever answers that question correctly gets to ask the next question. The topic can be preselected by the teacher with flash cards when students struggle to come up with their own questions.

**1,2,3, Swing!**

This modification would have students break up into two teams and we would play a game of baseball. The GT kids are the “pitcher” who gets to ask the question and if the student answers correctly it means they “swung and move to first base”. The next up on the team will be asked a question if they get it correct, they move to first base and the other moves to 2nd. If they get it wrong that’s strike 1. This modification is played like baseball but instead a review version.

**Advanced Badges**

This strategy is a more detailed version of Badges. The students will get to create Google slides to represent their different badges instead of simply writing them on a piece of paper. The badges represent different topics that the students are passionate about.

**How to Use**

1. Students will work independently on this task.
2. Students will create a slide for each one of their badges they selected on the sheet.
3. The slide should have pictures and a short explanation as to why you picked that badge.
4. The students will then pair up with another GT students to look at the different badges that student selected and compare the badges and the different reasons they chose those badges.

**When to Use**

This strategy can be used when working on writing in the classroom to help students connect personal experiences and interests to different topics, they may have to write about down the road.

* This strategy can be used when needing ideas on how to connect STAAR writing prompts to students’ experiences.
* This will be used to help students understand how to connect personal interests to different reading responses in class.
* It can be used to help students connect with other classmates that have similar interests.
* This strategy can be used for students to help connect different strategies to topics learned in class. Students fill out the badges with the different strategies.
* This can be used to help teachers get to know their students and to help the students get to know the teachers.

**Variations**

**Badges Icebreaker**

This strategy can be used during the first few weeks of school to help the students get to know their teacher and classmates. Everyone, including the teacher, fills out a badges worksheet and gets to share a few with the class.

**Badges Review**

This can be modified to help students remember different topics in the book by filling out the badges with important information or events that happened during the book. This would help students figure out what information is important from their classroom reading.

**Badges Snowball**

This modification has students write down a few of their favorite badges on a piece of paper and then crumble up the paper and throw it around the room. The students will then each pick up a piece of paper and try and figure out who it belongs to.