

**Rich Language** is the exposure and use of language that is meaningful, intentional, precise, and engaging.

Explore these strategies to intentionally support Rich Language as part of the Learning Environment of your classroom.

## **Another Way**

When students provide an answer or explanation, routinely ask them to show you "another way." What's another way you can get that answer? What's another explanation for the result? What's another way to explain what happened? Thinking of these alternatives strengthens students critical and creative thinking skills.

## **Analogy a Day**

Increase student creativity and foster a culture of risk-taking in 5 minutes a day with Analogy a Day. Pose random analogy questions to students every day to get them accustomed to thinking abstractly and creatively. For example, how is a classroom like an orange? How is a building like a hammer? How is a pencil like a flower? Give students time to think, then delight in their creative explanations.

## **Press On**

Students are often good at an initial brainstorm, but once the flurry of initial ideas slows, they sometimes have trouble pressing on to the next flurry of ideas. Practice this skill by posing prompts for small groups to discuss such as, "Think of things that are red." Once the room quiets, let the students sit in the awkward silence for 20 seconds. Then prompt, "What about other things, like emotions or feelings?" The groups will resume their discussions, discovering that brainstorms sometimes lull, but you can press on by thinking about the issue from a different perspective.

## **Storify**

Increase student engagement by taking a note from the craft of storytelling. Consider what makes a story compelling. There is a character, setting, and a plot that has some sort of conflict and resolution. Incorporate the elements of a story into your lesson plan for a memorable and engaging experience. For example, if studying the layers of rock in the Grand Canyon, position the layers as characters throughout time. Explain the setting as each layer was put into place. Use rich language to describe the obstacles that organisms faced in each layer, and use the grandeur and beauty of the Grand Canyon as a resolution.

## **Tinker Time**

Allow students some time to tinker with materials or ideas just for the fun of it. They can create a variety of objects out of the same materials. They can expand on ideas in a variety of ways and directions. During sharing time, encourage students to share the results of their tinkering with descriptive and precise language. Tinker Time outside of an investigation promotes risk-taking and student curiosity.

## **Play Games**

Turn learning or reviewing material learned into a game. Play Jeopardy for review, create a Scavenger hunt in the classroom for a variety of connections to current learning. Play Charades with new vocabulary words. Create a crossword puzzle or Acrostic with vocabulary

## Square Pegging

Practice divergent and abstract thinking to develop students' creative thinking skills. Prepare a bucket of random subjects and predicates. Use a prompt that combines two unrelated ideas in one sentence, such as, "How can a \_\_\_\_\_, \_\_\_\_\_?" For example, "How can a rowboat win an election? Have students develop an argument to support their ideas. When students become accustomed to brainstorming solutions abstract ideas, the more prepared they will be to brainstorm solutions when it is required by an investigation.



## Square Pegging

### Be Precise

As students are discussing their observations, encourage them to use precise language. For example, if a group recorded that sand is moved from one place to another, you might introduce the term transport. For example, say, "I notice that Kaya's group mentioned that the sand moved from the dune into the water. Another way to say this is that the sand was transported. Did anyone else notice materials being transported from one place to another?"

# SQUARE PEGGING

Place these "subjects" in one bucket and "predicates" in another bucket. Have students choose randomly from each bucket and answer a prompt that combines the two unrelated ideas, such as, "How can a  (Subject) ,  (Predicate) ?"

For example, "How can a rowboat win an election? Have students develop an argument to support their ideas.

<b>SUBJECT</b>	<b>PREDICATE</b>
Rowboat	win an election
Monkey	write a novel
Child	eat an elephant
Racecar	paint a picture
Water bottle	climb a mountain
Piece of paper	create a video game
House	swim across the ocean
Airplane	jump on a trampoline
Book	sing the national anthem
Banana	babysit a toddler