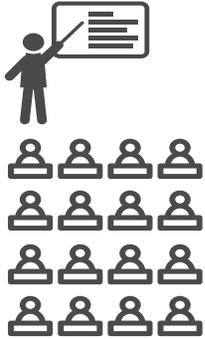




Idea Share: How are teachers using NoRedInk in their classrooms?

Whole-Group Instruction



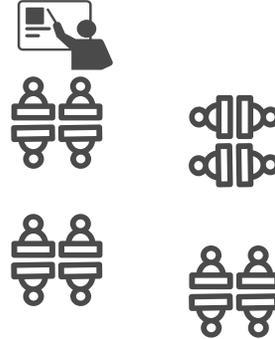
“Home-To-Classroom Model”

At the start of a week or unit, the teacher conducts whole-group instruction by projecting a lesson from the “Lessons” page and doing a few exercises using the “Practice This!” button. The teacher then assigns a “Practice” that covers all parts of the unit. Students work at their own pace, outside of class time, to complete this assignment. Students ultimately complete a quiz in class, and the teacher then publicly reviews class-level data.

“Gradual Release Model”

The teacher begins with whole-group direct instruction on a selected lesson. As a class, students answer a few sample questions together via the teacher’s “Lessons” page and “Practice This!” button. Students then work independently on a “Practice” assignment while the teacher circulates or conducts conferences with individual students.

Small-Group Instruction



“Rotating Station Model”

The teacher creates “Stations” around the classroom and, according to students’ needs, groups kids either homogeneously or heterogeneously. The students then rotate between stations. One station would have students working on NoRedInk. Other station ideas include direct instruction/intervention, essay workshopping, or peer tutoring.

“Leveled Differentiation Model”

The teacher creates homogenous groups based on students’ general writing level or specific writing misconceptions. She then assigns students differentiated “Practice” based on their areas of need.

“Peer-to-Peer Support Model”

After their teacher has set boundaries and expectations, a heterogeneous pair of students logs on to a shared account and works on NoRedInk together. Student A acts as a tutor and reinforces her skills, and Student B receives the scaffolding she needs.

Self-Directed Learning



“Writers’ Workshop Model”

The teacher gives feedback on students’ writing. Students can either identify patterns in this feedback, or the teacher can tag issues of different types. The student then proceeds to his “Practice” page to independently work on areas of need and then revises and resubmits the essay.

“Self-Directed Model”

At the start of the year or semester, the teacher assigns a “Planning Diagnostic.” Students set goals based on their results and then use the “Practice” page to independently access exercises. The teacher may assign quizzes or other assignments to check in periodically.

	Great for 1-to-1
	Great for limited technology
	Great for elementary
	Great for secondary
	Great for inclusion classes