



Quotes from Students

I often hear from CRISS-trained educators about strategies they are using in their classrooms. They love to share their successes, and we love to hear about them. It dawned on me one day that CRISS is CReating Independence through *Student*-owned Strategies, and I wanted to know what the *students* had to say about it. Below are some of the responses we received. As you'll read, students' favorite strategies are as diverse as their reasons for choosing a particular strategy. One teacher told me she was surprised to see many students choosing the same strategy, while other strategies weren't mentioned at all. She also said certain students' answers surprised her, and it was a wonderful way to get feedback from the kids.

Sticky Notes

You can find your answers and get details.
Ky'Dajah—grade 5 Atlanta, Georgia

K-W-L Chart

I can give my answers I already know.
Tutiana—grade 5 Atlanta, Georgia

Transformation

It helped me get all the important information in my head so I can remember it. We used pictures that helped explain what we were talking about. It helped me study too. It was a great help.
Dallas—grade 7 Livingston, Montana

Picture Notes

It helps me visualize the subject so I know what I'm learning.
Jordan—grade 7 Wilsall, Montana

Spool Paper

I think this helped me most in my learning because it's something that I will take with me and use often. A good paper is something that you can use in any class, at any time.
Stacia—grade 9 Kalispell, Montana

Two-Column Notes

I'm pretty good at writing formal things, but I really had no clue about how to take notes. I found Two-Column Notes helped a lot. They helped get what I needed on paper, but it wasn't all jumbled. It made finding things quick and easy, even with a lot of notes. Not to mention they're easier to study. Using them actually helps me in the other classes too, so they come in really handy.
Nicole—grade 9 Kalispell, Montana

Conclusion-Support Essay

It helped me remember the characters and the story. When we used examples from the story I could put some feeling into it to help as well. When we did these I did a little better on the tests on stories that we did this on.
Hannah—grade 9 Kalispell, Montana

Anticipation Guide

It helped by knowing themes and kind of what to look forward to in the book so when you read you understand what's going on. It also let me know a little about what the characters thought. It gave an overall look at the story. I kind of looked for those themes in the reading so I paid attention more. Also it was an opinion thing so it got discussions going and you could hear what others thought of what was going on.
Andrea—grade 9 Kalispell, Montana

Think-Pair-Share

I liked the Think-Pair-Share because it wasn't just everyone writing down what they thought. We all also shared what we thought. So instead of just me knowing only my opinion I also got to hear some other opinions. It gave me more than one look at what the book was about.
Clint—grade 11 Kalispell, Montana

Picture Notes

When you read a new story, it's often hard to get a mental picture of the story in your mind. When you have to create a comic of a story, it turns the confusing story into pictures. Often, pictures make a story a lot more understandable and retainable. Drawing pictures also makes you remember the story a lot better if you have a photographic memory because you can picture the story in your mind.
Jen—grade 12 Kalispell, Montana

Reading Log

I think the Reading Log was most helpful to me. It helped me to keep up with what was happening in the book. It also helped me for tests or quizzes. I could look back and re-read what had happened and be able to remember the book. It was like reading the book over but it didn't take as long.
Jennifer—grade 12 Kalispell, Montana

*A big thank you to Marilyn Seiss, Nancy Welday,
and Sue Daily for collecting this information.*

NOTE: This article first appeared in the Fall 2008 *Comments from CRISS*[®] newsletter. All material is copyrighted. Permission is granted to photocopy or print this article in its entirety, as long as all credits remain intact with the article and the Project CRISS[®] copyright appears on the materials. This article may not be used in any other publication in any medium, without the express, written permission of Project CRISS[®].

©Project CRISS