Source:

Graphic Organizers	Project-Based Learning (PBL)	Discovery Learning
Graphic organizers are visual aids in the classroom designed to help students visualize and conceptualize ideas and their relationships with other ideas. Examples of graphic organizers include flowcharts, mind maps and Venn diagrams.	Project-based learning requires students to spend an extended period on a single project to gain in-depth knowledge about the task. The projects should be personally meaningful and give students freedom to go in-depth on areas of interest.	Discovery learning involves allowing students maximum freedom within a resource-rich environment to 'discover' answers to challenges. It requires students to build upon prior knowledge and use resources available in the environment to increase their own knowledge.
Unconditional Positive Regard	**Modeled Teaching**	**I Do We Do You Do Method**
Unconditional positive regard involves teachers consistently and unconditionally viewing students as capable and competent. When students make mistakes, fail, or misbehave, it is the teacher's role to continue to let students know that they believe in the student and their abilities.	Modeled teaching is an instructional strategy that involves the teacher 'showing' students how to do a task. The teacher shows the task while also breaking it down into small steps. This helps students to see how to complete the task.	The I Do, We Do, You Do method is a scaffolding strategy that provides gradual release of responsibility from the teacher to the student. It involves three steps: (1) I Do: Teacher models the task; (2) We Do: Student and teacher do the task together; (3) You Do: Student attempts to complete the task alone.
Scaffolding	**Direct Instruction (Explicit Teaching)**	**Differentiation**
Scaffolding involves providing support to students while they cannot complete a task alone. Then, when the student can complete the task alone, the teacher withdraws their support.	Direct instruction (also known as explicit teaching) is a teacher-centered approach that involves the teacher using simple straightforward language to explain concepts to students.	Differentiation is a teaching strategy that requires teachers to change their teaching styles and educational materials to meet the diverse needs of students within a classroom.
Manipulatives	**Inquiry-Based Learning**	**Blended Learning**
Manipulatives are physical educational tools which are used to support learning. Providing students with physical manipulatives during learning enables them to visualize their learning in a 3D space.	Inquiry-based learning involves the teacher presenting a problem for the students to solve by making their own inquiries. It is like discovery learning but is different in that it involves the teacher setting out a puzzling problem to solve at the start of the lesson.	Blended learning involves a mix of online instruction and face-to-face learning. This strategy can be employed by giving students part of their instruction as homework online and part of it in class.
Service Learning	**Whole Group Class Discussion**	**Small Group Collaborative Groups**
Service learning involves having students meet learning outcomes while contributing to and 'giving back to' their community.	A whole group class discussion gets all students in the class talking to one another in one group.	Students work together in small groups where the success of the group is dependent on the students working together to achieve a common goal or to discuss a topic or idea.
Think Pair Share	**Formative Assessment**	**Gamification**
Students think about a topic on their own. Then, they pair up with a partner and discuss, compare and contrast their thoughts together. Thirdly, the pair share what they discussed with the whole class.	Formative assessment involves assessing students' learning throughout the learning process or lesson, not just at the end. Formative assessments can take place at one point in a unit of work or regularly throughout a lesson.	Gamification involves implementing elements of gameplay in your lessons. This can be as simple as creating a competition out of a mathematics quiz.
Chunking	**Open-Ended Questioning**	**Brainstorming**
Chunking involves presenting information in manageable 'chunks' to allow students to sufficiently process information before moving on to the next section of a lesson or task.	Open-ended questioning involves asking questions that require an elaboration in the response. In other words, it cannot be a question that can be answered with "yes" or "no".	Brainstorming involves asking students to come up with their initial thoughts on an issue to get their mind flowing and discussion started. Often used for preparing to write.