

# SOS SPOTLIGHT ON STRATEGIES

Simple instructional strategies that incorporate digital media in meaningful, effective, and practical ways.

## X O LET'S GO



"I'm X, You're O, Let's Go" is a paired, verbal fluency instructional strategy that activates thinking. It allows the opportunity for students to share orally with a partner what they've learned from a lesson of any format type, such as a video, a reading, a presentation, a discussion, and even a song. As students have their turns at speaking, their partners will be actively involved by listening intently, so they do not repeat anything their partner says. This strategy can also act as an assessment for learning process, during which the teacher can check for students' strengths and weaknesses in their understanding of given topics.



Materials: video segment, reading passage, or other content resource; paper; writing tool

1. Pair students: one as student X and the other as student O.
2. Have each pair create a tic-tac-toe board on a piece of blank paper.
3. Explain to students that they will have a total of 3 ½ minutes to talk with their partners about what they understood from the video or reading passage and that they will need to listen carefully so they do not repeat what the other person says.
4. Student X begins by speaking for 1 minute about what s/he learned and then places an X anywhere on the tic-tac-toe board.
5. Student O then has 1 minute to verbalize what s/he learned from the video. Student O should not repeat anything that student X shared. He or she can then place an O on the tic-tac-toe board.
6. Repeat this process two more times, each time shortening the time limits. For example:
  - Student X will then have 30 seconds to share again what s/he learned from the video (without repeating details), and then student O does the same.
  - Finally, student X will have 15 seconds to talk about something s/he learned from the video, followed by student O having the last 15 seconds to wrap-up the conversation about what was learned.
7. Make sure that students understand that if a student repeats what the other has already shared, his or her partner gets to select where they should place the X or O. The goal is to win tic-tac-toe against a partner as students complete this activity.

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This activity is an assessment of learning and also a fun way for students to review material they've learned. It helps the teacher check in with students to discover the strengths and weaknesses in their understanding. Be sure to watch the time and announce to students when time is up at each interval.



Have students reflect on their learning and then share their comments on a classroom blog.

## Special Thanks:

★ This strategy is courtesy of Terra-Lee Gratton from Alberta, Canada.