

# 4 WAYS TO ACTIVATE PRIOR KNOWLEDGE USING ICTs



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## Why should we activate prior knowledge?

What students know about certain topic is essential to improve learning. Not every student has the same background knowledge. According to Marzano, "What students already know about the content is one of the strongest indicators of how well they will learn new information relative to the content" (2004, p. 1). We can then provide resources that will really suit their needs. In this document, you will find a variety of activities to activate prior knowledge with ICTs and get a better understanding of what your whole class knows about a topic.



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1

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2

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MENTIMETER



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3

ENTRY TICKET  
PADLET



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4

FRAYER MODEL  
IWB



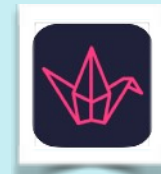
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# Other Ways to Activate Prior Knowledge With ICTs

Source: [www.gcasd.org/Downloads/Activating\\_Strategies.pdf](http://www.gcasd.org/Downloads/Activating_Strategies.pdf)

## THINK-PAIR-WRITE

Students are given a topic or a question related to the upcoming lesson. They brainstorm it with a partner, but then each student writes his/her own response.



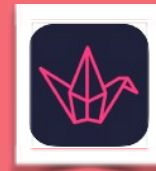
Padlet



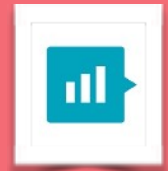
Mentimeter

## QUESTION TO THE TEACHER

Have students list 3 (or any number) of questions they would like to pursue in relation to the focus of the lesson.



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## ANTICIPATION GUIDE

Provide students with statements about the topic of the lesson. Have students respond to the different statements basing their answers on their prior knowledge or predictions about the statement. Return to the results at the end of the lesson and have students respond again (summarizing strategy).



Plickers



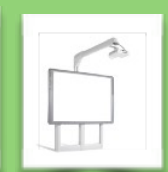
Kahoot

## 3-2-1

List: 3 things you already know about a topic, 2 things you'd like to know about or learn more about, and 1 question related to the key concept or learning.



Scrumblr



IWB

## PLUS / MINUS / INTRIGUING

Write prompts, controversial statements, etc., ahead of time to which students will be asked to respond. Have them identify the statements they agree with (+), the statements they disagree with or question (-), and the ones they find intriguing (I).



IWB



Kahoot

## CONCEPT MAP

Have students use a graphic organizer to write what they know or believe about, 1) what the concept/term is (definition), 2) what it's like (properties, qualities), 3) examples, and 4) non-examples. Return to the map at the end of the learning experience to revise with new knowledge and understanding.



Mindomo



Popplet