



# From Text Maps to Memory Caps

Using Materials to Teach  
& Support All

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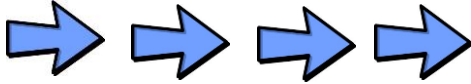
Creating classrooms for all may mean making changes in:

- lesson formats (e.g., lecture, simulations, discussion, debate, cooperative learning)
- instructional arrangement (e.g., small group, pairs)
- teaching strategies (e.g., cues, whispering, repetition)
- personal support (e.g., peer tutors, paraprofessional)
- goals/assessments (e.g., adapted standards/report cards/objectives)
- environment (e.g., change seating/lighting)
- **materials (e.g., adapted books, models, manipulatives, artifacts, technology, board games)**

Udvari-Solner, A. (2007).  
Co-designing responsive curriculum. In Giangreco & Doyle (Eds).  
*Quick guides to inclusion. Ideas for educating students with disabilities.*

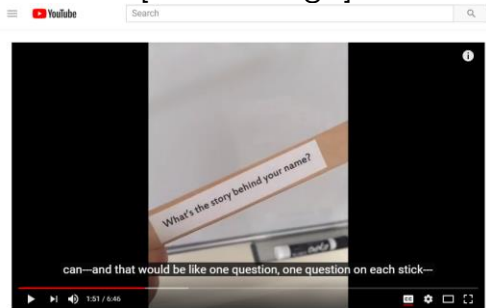


## to create opportunities for movement



- students need to move to learn
- movement breaks can happen inside classrooms
- materials can inspire movement (if you are supporting gen. ed, keep this in mind)

## YouTube: Paula Kluth [Off the Page]



Off the Page #5: Pick a stick, any stick

### talking sticks shuffle

Kluth & Danaher, 2010, p. 108. From tutor scripts to talking sticks.

- With stick in hand, begin wandering around the room.
- When the music stops, turn to the person closest to you and ask them the question on your stick.
- Then, have them ask you the question on their stick.
- After you have both asked & answered, say "Good bye- it was nice talking to you."
- Repeat with a new partner.



### walk-it-to-know-it

Kluth & Danaher (2010). From tutor scripts to talking sticks. Baltimore: Brookes

- This structure is an effective tool for helping students memorize, retain, and review content.
- To prepare for this structure, teachers or students design flow charts (⇒□⇒□ ⇒□ ⇒□ ⇒□) or series-of-events chains on paper and then transfer each square to a separate piece of poster board or butcher paper.
- The squares are then laid out on the classroom floor and all students walk through the sequence.



### move it, move it (Kluth, 2015)

- Distribute a few toys in the classroom.
- Put music on and instruct students to toss the toys to classmates while the song plays.
- When the music stops, ask the students holding toys to share an answer to a question.
- Add one different toy (different color) to the mix. Give the student who catches that one a different task (e.g., building on a comment already shared).



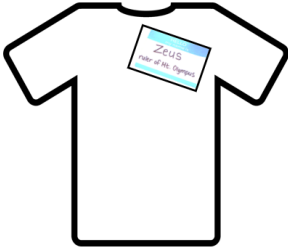
### to enhance learning

- move from abstract to concrete
- increase comprehension by making more relevant or interesting
- materials provide an opportunity to use a different mode of input/output



## Hello! My name is \_\_\_\_\_.

Kluth & Danaher (2010) *From Tutor Scripts to Talking Sticks*. Baltimore: Brookes.



- Use for a lesson, a week, or an entire year.
- Teach content directly or indirectly.
- Use across content areas (e.g., world capitals, square roots, endangered species).

## memory caps

Kluth & Danaher (2013).  
*From Text Maps to Memory Caps*. Brookes.

- great for partner work
- can be used as a tool for creating flexible groupings
- can be used by tutors (including peer tutors)
- easy to create different levels of complexity (picture matches, definitions, examples)



mystic & adviser to the Romanovs



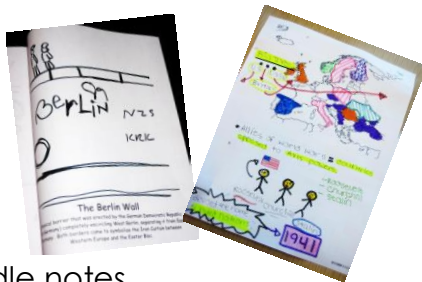
## text maps

<http://www.textmapping.org/index.html>

- a scrolls-based graphic organizer technique that can be used to teach reading comprehension and writing skills, study skills, and standards-based content
- use to introduce annotation
- useful for diving into complex informational text

## to motivate

- materials can help classrooms feel safer, more comfortable & more welcoming
- easy way to teach to interests & make learning relevant



## doodle notes

Kluth & Danaher (2010). *From tutor scripts to talking sticks*. Baltimore: Brookes.

- coloring book creations
- graffiti notes

## roll 'em

Kluth, P. [2017]. *UDL Daily*.

- Take turns rolling the die.
- Provide a response related to your roll.
- You can have students roll as individuals, have one student in each group roll for his/her group, or you can roll for the class.



## human billboard

Udvari-Solner, A. & Kluth, P. (2008) *Joyful Learning*. Corwin Press.

- Use to remind students of important images, facts, vocabulary words, ideas, quotes, etc.
- Find regular times to wear your billboard (e.g., every morning, an hour a day, on Mondays).



## catch

Kluth & Danaher (2010) From *Tutor Scripts to Talking Sticks*. Baltimore: Brookes.

- Print phrases or questions on a beach ball and ask those who catch it to respond in some way to the text they are touching (e.g. "Answer the question under your right hand").
- Then, have students stand in a circle and toss the ball to one of them.
- After one student has responded to a question, have him/her toss it to another student.
- Repeat until several students have answered.



The content from this workshop comes from these two resources:



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[Pinterest](#)

for more information & ideas

[www.co-taughtclassroom.com](http://www.co-taughtclassroom.com)

www.paulkluth.com