**Clinks and Clunks**

Clinks and clunks is an after reading strategy and is a way to assess what information the students have learned and what information needs to be covered in more depth. This strategy helps students recognize the information they do not understand, and assists them in getting the information they need. It motivates students as they attempt to increase the information they understand (“Clinks”) and decrease what they do not understand (“Clunks”).

Procedure

1)Have students create two columns on their paper and label them "Clinks" and “Clunks.”

2) Next, have the students read a passage, then list what they really understand (Clinks)

and what they do not understand (Clunks).

3) As a group, discuss the “Clunks” and try to clarify the information. This can be done through direct teacher instruction or by allowing students who understand the issue to explain it to the class.

Examples: Language Arts

Topic: Parts of Speech

Clinks: Clunks:

Verbs Prepositions

Adverbs Helping Verbs

Examples: Social Studies

Topic: Roman Republic

Clinks: Clunks:

why it collapsed patrician

dictator console

republic why a republic was formed

veto

Examples: Science

Topic: Earthquakes

Clinks: Clunks:

seismograph asthenosphere

plate tectonics earth's interior

divergent boundaries transform fault boundaries

convergent boundaries

Examples: Math

Topic: Equations and Inequalities

Clinks: Clunks:

solving equations polynomials

operations variables

Assessment

After covering the material, discuss the Clinks-Clunks list again to see if all the “Clunks”

items can be moved to “Clinks.“ Those terms in the “Clunks” column that are clearly

understood can be moved to the “Clinks” column and any terms remaining in the

“Clunks” column should be explained further.