- Return students' attention to the IWW. Ask them to select one word (other than their own) and use it in response to a question such as, "How does this word relate to your understanding of _____?"

- Return students' attention to the IWW. Have them return to the IWW with a partner, each removing the word they added and discussing a connection between their two words, followed by a written explanation as to how their two words relate.

- Return students' attention to the IWW. Ask them to synthesize the information from the IWW and create a synthesis statement that answers a specific question relevant to the unit, topic, etc.

- Return students' attention to the IWW. Ask them to retrieve a word (other than their own) and create one wonder they have about that word. Students then find a partner and share their word and wonder, utilizing their partner as a thinking buddy to unpack the wonder.

- Return students' attention to the IWW. Ask them to select one word they would like to further explore to expand their understanding of its meaning. Provide or have students explore their own print and digital resources to aid in their comprehension of the word's meaning. Invite students to add new information to the IWW to showcase their new learning.

- Return students' attention to the IWW. Provide each student with a sentence strip. Ask them to write an original fill-in-the-blank sentence, providing contextual clues within the sentence to indicate the word's meaning. Exchange sentence strips with at least one peer and reference the IWW to correctly select the word that fits in the blank.

- Return students' attention to the IWW. Ask them to find a partner and together create a demonstration of that word's meaning using no words, but dramatic movements and/or props to demonstrate for an audience. The class will reference the IWW to guess the word that is being dramatized.

- As students complete work or tasks "early," invite small groups of students (2-3) to revisit the IWW to (re)group the words and create (new) labels for the groups of words and provide a rationale to the whole group.