

*“Pedagogical structures  
are strategies  
that teachers use to  
facilitate learning.”*



### Pedagogical Structures

*How do teachers facilitate student access to tasks/activities?*

*Involves precise steps that guide and support students as they engage in the task/activity*

*(Metacognitive Thinking, Routines, Games, Engagement, Collaboration, Discourse, Student Ownership)*

### Organizational Structures

*How do teachers organize/group students to process tasks/activities?*

*Involves strategically positioning students to allow for the optimal understanding of the task/activity*

*(Independent, Partners, Small-Group, Guided Group, Large Group, Whole Group)*

### Thinking Structures

*How do teachers encourage students to show/document their thinking?*

*Involves the multiple ways that students may demonstrate understanding(s)*

*(Concrete, Oral, Non-Linguistic, Visual, Physical Movement, Written)*

## Sample Pedagogical Structures:

Strategies	Definition
Which one does not belong?	A set of data is presented and students have to figure out and develop a rationale for which one does not belong in the data set.
Inside, Outside Circle	Students are arranged in face-to-face concentric circles (or into a pair of parallel lines). The outer circle rotates in a clockwise direction. When the students are face-to-face they discuss or answer questions.
Grid Game	A board game-like structure that can be used across domains. In order to claim a cell on the grid, players must complete a task in accordance with the game structure that they are playing on the grid.
Quiz, Quiz, Trade	Students walk around to locate a partner and discuss a topic. They question or tell each other about their topic or the topic of the other person. Then they exchange materials and go on to repeat the cycle with someone else.
Notice and Wonder	Students observe something(s), e.g., a math problem, an equation, a geometric figure, a graph, and connect to their prior knowledge by making observations and wonder or anticipate other things that they are curious about. Generally, students share their ideas with others.
Pairs Compare	Students are set up into even-numbered groups and then paired off. Each pair works together to solve a problem that the group has selected to do. Once each pair completes the problem, they share/compare their solutions and their thinking.
Talking Chips	Students within a group are provided with an equal number of counters (chips). Moving in a clockwise direction, students contribute to the conversation and give up a chip once they have finished talking. A group member cannot talk again until all the other group members have talked/contributed a chip.
Teacher Tell Me	Students work in 4 - 5 students. One student is preselected by the teacher to be the "teacher" for the group. They ask the other students questions and record levels of accuracy. They also support the other student to complete the task as needed.
Information Gap	Students work in pairs. Each partner has some information. Partner A might have a word problem situation that has some missing information, while Partner B has some data or the missing information. Based upon the word problem situation, Partner A has to ask Partner B for information needed to solve the problem.
One Pen, One Paper	Students work in partnership, but they only have one pen and one paper. They must agree on everything that is placed on the paper as they work to resolve the task given.
True/False Hold-Ups	Students work in partnership to determine and justify if an idea, statement, equation, diagram, etc. is true or false. If the information is true, then they hold-up the "True" side of the card once the teacher asks for them.
Silent Collaboration	Students solve a problem, but they cannot talk to each other. They take turns doing 'one thing' to help solve the problem, then they pass the pen back so that their partner can do 'one thing'. This process continues until the problem is resolved to the satisfaction of both partners.

*What's in your pedagogical toolkit?*

### **Teacher Tell Me**

Students work in small groups of 4 - 5 students. One student is preselected by the teacher to be the “teacher” for the group. They ask the other students questions and record levels of accuracy. They also support the other student to complete the task as needed.

### **One Pen, One Paper**

Students work in partnership, but they only have one pen and one paper. They must agree on everything that is placed on the paper as they work to resolve the task given.

### **Pairs Compare**

Students are set up into even-numbered groups and then paired off. Each pair works together to solve a problem that the group has selected to do. Once each pair completes the problem, they share/compare their solutions and their thinking.

### **Notice and Wonder**

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### **Two Truths and A Lie** (Find the Fiction - Kagan, Truth or Fiction K - 2)

Information is presented to students that they have to determine the truth from the fiction. Information can be presented in the form of a word problem, a computational problem or an image. Students work to come to a consensus about the truths and the lie. Students need to have proof of each truth and lie.

### **Numbers, Numbers, Numbers**

This approach promotes metacognitive thinking and reading comprehension. This approach was designed to be used with word problems, but it can be used for computational problems as well, but it lacks the context that allows for deeper cognitive thinking.

### **Rally Coach**

Students work in partnership to “coach” each other through a problem. For example, if students had to solve  $23 + 49 =$ , then Partner A could tell Partner B what they should do to solve the problem. Partner B follows the directions of Partner A. Teacher should post and scaffold vocabulary for “coaches to use.”

### **Information Gap**

Students work in pairs. Each partner has some information. Partner A might have a word problem situation that has some missing information, while Partner B has some data or the missing information. Based upon the word problem situation, Partner A has to ask Partner B for information needed to solve the problem.