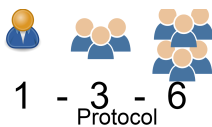





Cooperative Learning Structures

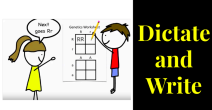

[Cooperative Grouping Structures for Specific Purposes- considerations for creating student groups](#)
[Cooperative Learning Structure Slide Deck](#)



Menu- structures for: [quick processing discussions](#) [synthesizing/debating/decision making discussions](#) [brainstorming/reviewing](#)

Structures for synthesizing/debating/decision making discussions

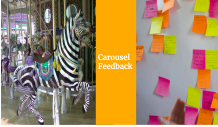
| Structure | Brief Description | Detailed Instructions/ Video | Instructional Considerations | Student Interaction Supports |
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| <p>1-3-6 Protocol</p>  <p>1 - 3 - 6 Protocol</p> | <p>Use the 1-3-6 protocol to create a forum for students to develop their own ideas and opinions about a text or texts and to share their ideas and opinions with a group.</p> | <p>Instructions</p> <p>Video</p> | <ul style="list-style-type: none"> Purposes <ul style="list-style-type: none"> Students synthesize ideas from text Promotes communication skills Aids in processing information Allows all opinions to be shared Considerations <ul style="list-style-type: none"> Provide structures for students at all stages | <p>Leveled Language Frames -</p> <p>Citing Evidence Inferencing Central Idea Elaborating Stating & Supporting Opinions</p> <p>General Frames for Negotiating a Conversation or Discussion</p> |
| <p>Numbered Heads Together</p>  | <p>A grouping structure that holds each student accountable for learning the material. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group.</p> | <p>Instructions</p> <p>Video - secondary</p> <p>Video - elementary</p> | <ul style="list-style-type: none"> Purposes <ul style="list-style-type: none"> Students synthesize ideas from text Builds social and communication skills Builds procedural knowledge and allow students to process together Promotes thinking skills Beneficial for reviewing and integrating subject matter High accountability structure - all members must work together so that all are ready to speak if called upon Considerations <ul style="list-style-type: none"> Provide structures for students at all stages | <p>Leveled Language Frames -</p> <p>Elaborating Stating and Supporting Opinions Citing Evidence</p> <p>General Frames for Negotiating a Conversation or Discussion</p> <p>Table map</p> |

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| <p>Save the Last Word for Me</p>  | <p>Groups of students have a chance to share their ideas about a text and get feedback on their ideas.</p> | <p>Save the Last Word: Protocol</p> <p>Video (variation)</p> <p>Elementary video</p> | <ul style="list-style-type: none"> • Purposes <ul style="list-style-type: none"> ○ Students discuss and elaborate on elements of the text with focus questions ○ Facilitates reflective conversations and provides space for differing opinions or interpretations of texts • Considerations <ul style="list-style-type: none"> ○ Provide students with focus question before beginning to read ○ Practice routine with easy content before challenging content | <p>Leveled Language Frames - Citing Evidence Inferencing Elaborating</p> <p>General Frames for Negotiating a Conversation or Discussion</p> <p>Save the last word for me template - elementary</p> <p>Save the last word for me template - secondary</p> <p>Save the last word for me template - Spanish version</p> |
| <p>Rally Coach</p>  | <p>Partners take turns, one solving a problem with the other coaches. They share one paper and one pencil. The student solving the problem must explain his/her thinking as he/she solves the problem so the coach understands how the problem is being solved and can identify misconceptions.</p> | <p>Rally Coach: Directions</p> <p>Rally Coach Video - secondary</p> <p>Rally Coach Video- intro</p> <p>Rally Coach Video - elementary</p> | <ul style="list-style-type: none"> • Purposes <ul style="list-style-type: none"> ○ Builds social skills, communication skills and procedural knowledge, ○ Reciprocal teaching with high accountability ○ Supports the responsibilities of questioning, summarizing, clarifying and predicting • Considerations <ul style="list-style-type: none"> ○ Requires strategic grouping decisions ○ Require practice before implementing with content (be sure to watch video) Take into account language and ability levels ○ Teacher can model sharing the thinking behind the problem solving | <p>Leveled Language Frames - Stating and Supporting Opinions Elaborating</p> <p>Language frames for coach and coachee</p> <p>General Frames for Negotiating a Conversation or Discussion</p> |


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| <p>Dictate and Write Sage-N- Scribe</p>  | <p>Partners work together to solve problems. Partner A explains his/her thinking, step-by-step to partner B. Partner B writes/scribes for partner A (one pencil shared between the two partners) and to show the problem solving process. Then, students switch roles and possession of the pencil. The partner dictating/explaining the problem solving process <u>cannot</u> write with the pencil.</p> | <p>Dictate and Write Sage-N- Scribe Instructions Sage and Scribe video</p> | <ul style="list-style-type: none"> • Purposes <ul style="list-style-type: none"> ○ Builds social skills, communication skills and procedural knowledge, ○ Reciprocal teaching with high accountability ○ Supports the responsibilities of questioning, summarizing, clarifying and predicting • Considerations <ul style="list-style-type: none"> ○ Requires strategic grouping decisions ○ Require practice before implementing with content (be sure to watch video) Take into account language and ability levels ○ Teacher can model sharing the thinking behind the problem solving | <p>Leveled Language Frames - Stating and Supporting Opinions Elaborating</p> <p>Language frames for coach and coachee</p> <p>General Frames for Negotiating a Conversation or Discussion</p> |
| <p>Fishbowl</p>  | <p>Fishbowl activities provides participants with opportunities to listen actively to the experiences and perspectives of a specific group of people in a small group discussion. The group in the inside circle participate in the discussion while the outside circle actively listens. Then the groups switch places and roles OR a student from the outer circle can trade places with a student from the inner circle if he/she is ready to participate and the student in the inner circle has contributed to the discussion. This structure works well with controversial or opposing viewpoints.</p> | <p>Instructions Video</p> <p>Variations:</p> <p>Opposing positions assigned to inside and outside circles</p> <p>Multiple perspectives</p> | <ul style="list-style-type: none"> • Purpose <ul style="list-style-type: none"> ○ Students practice being contributors and listeners in a discussion ○ Ensures that all students participate in a discussion, especially with controversial or difficult subjects with strong opposing viewpoints ○ Can provide great discussions that lead into writing tasks where students must address multiple perspectives • Considerations <ul style="list-style-type: none"> ○ Requires a thought provoking problem or question therefore, students may need time to gather their thoughts or research the topic ○ Requires participants to listen actively and respectfully ○ Students will need to practice | <p>Leveled Language Frames - Citing Evidence Inferencing Elaborating Stating and Supporting Opinions</p> <p>General Frames for Negotiating a Conversation or Discussion</p> |



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| | | | respectfully challenging or disagreeing with others' ideas | |
| <p>Jigsaw</p>  | <p>Divide students into “expert” groups and assign the group a task/topic/section of complex content. The groups must work together to synthesize the content, so they can teach/share their learnings with groups that became experts on other topics. Once the initial groups have synthesized their content form new groups with 1 member from each of the expert groups. Each member of the new group shares/teaches his/her section or content to the rest of the group</p> | <p>Instructions 1</p> <p>Instructions 2</p> <p>Video</p> <p>Video -2</p> | <ul style="list-style-type: none"> ● Purpose <ul style="list-style-type: none"> ○ Provides a structure that supports students as they learn and synthesize information ○ Allows students to become experts of a topic with scaffolded support within a group and then teach/share their expertise with other groups ○ Divide a complex task/content into manageable chunks ● Considerations <ul style="list-style-type: none"> ○ If students are asked to synthesize their section of complex content individually they may struggle and may have misconceptions. Therefore, it is advised to have all students working on the same section collaborate to support each other ○ Strategic grouping and selection of content for specific groups is recommended ○ Monitor groups for equal participation | <p>Leveled Language Frames - Citing Evidence Inferencing Elaborating Stating and Supporting Opinions</p> <p>General Frames for Negotiating a Conversation or Discussion</p> |
| <p>Socratic Seminar</p>  | <p>The goal of a Socratic seminar is for students to help one another understand the ideas, issues, and values reflected in a specific text.</p> <p>Students research or closely read and annotate complex text before the seminar begins. Teacher or student poses a discussion question to the seminar participants. Students participate in a discussion and cite evidence for their statements and/or claims. After the seminar students reflect with their seminar teammate.</p> | <p>Instructions</p> <p>Video</p> <p>Scaffolding for a Socratic Seminar</p> <p>Socratic Seminar with ELs? Can Do!</p> | <ul style="list-style-type: none"> ● Purpose <ul style="list-style-type: none"> ○ Allows students to facilitate their own discussion of text or content ○ Deep text analysis discussions among students ○ Provides opportunities for the listening group to take notes and analyze the discussion in order to provide meaningful feedback and suggestions to discussion participant teammates ● Considerations <ul style="list-style-type: none"> ○ Requires norms and structure practice | <p>Leveled Language Frames - Citing Evidence Inferencing Elaborating</p> <p>General Frames for Negotiating a Conversation or Discussion</p> |


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| | | | <ul style="list-style-type: none"> Requires text or content that can be interpreted through multiple perspectives Requires students to research or closely read (annotate text) before participating Students will need practice respectfully challenging or disagreeing with others' ideas Strategic grouping of partners is important | |
| <p>Generate - Sort - Connect - Extend</p> | <p>Collaborative teams work together to generate a list of initial thoughts and ideas about a topic, concept, or issue. Then, the teams work to sort ideas into categories (predetermined or organically determined by the group themselves). Next, students connect their ideas and label the connection. Finally, the group elaborates on their ideas and produces a concept map that demonstrates their understanding of the topic</p> | <p>Instructions</p> <p>Video 1- secondary</p> <p>Video 2 - secondary - variation</p> <p>Video 3 - elementary (start at 2:50)</p> | <ul style="list-style-type: none"> Purpose <ul style="list-style-type: none"> Provides structures for students to make their thinking visible and to synthesize understanding Concept map complex ideas or content Provide opportunities for students to examine connections within a topic Considerations <ul style="list-style-type: none"> If students generate their ideas on sticky notes it will be easier for them to move the around when sorting them into related categories | <p>Leveled Language Frames - Citing Evidence Inferencing Elaborating Stating and Supporting Opinions</p> <p>General Frames for Negotiating a Conversation or Discussion</p> |
| Town Hall Circle | <p>Teacher provides 3-6 different readings on the same topic that represent differing perspectives and assigns student groups one of the readings. Each group reads and discusses the central message and supporting claims/evidence presented in the reading. One member of the group is selected to be the spokesperson for the group and represent them in the Town Hall Circle to summarize (not analyze) the reading. After all readings have been summarized, the floor is open for comments and questions. Any member of any group can enter the circle and trade places with his/her group member to participate in the discussion (analyze).</p> | <p>Instructions</p> <p>Video</p> | <ul style="list-style-type: none"> Purpose <ul style="list-style-type: none"> Provide a space for community members to share their perspective on a topic of concern Share differing perspectives with supporting details/facts Students collaborate to develop a summary of what was read within their group Refine speaking and presentation skills Considerations <ul style="list-style-type: none"> Students in the groups might be numbered off to determine who will support the questions and comments during the | <p>Leveled Language Frames - Citing Evidence Central Message Summarizing Elaborating Inferencing Stating and Supporting Opinions</p> <p>General Frames for Negotiating a Conversation or Discussion</p> |




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| | | | analyzation phase <ul style="list-style-type: none"> ○ Sentence stems might be provided to assist students in analyzing | |
| Carousel Feedback  | Teams rotate from one project/work to another, discuss their reactions and then provide specific feedback using the feedback form. When teams return to their own project/work they review their peer feedback and discuss next steps based on that feedback. | Instructions | <ul style="list-style-type: none"> ● Purpose <ul style="list-style-type: none"> ○ Facilitates reflective conversations and peer feedback. ○ Students collaborate to develop constructive feedback for other groups. ● Considerations <ul style="list-style-type: none"> ○ Establish signals for rotating and different signals for transitioning from discussion to writing. ○ Ensure that the rotation path is clear ○ Whether it will be important for team members to have specific roles. | Leveled Language Frames - Citing Evidence Central Message Summarizing Elaborating Inferencing Stating and Supporting Opinions General Frames for Negotiating a Conversation or Discussion |



Structures for quick processing discussions

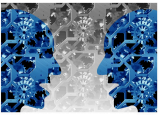

| Structure | Brief Description | Detailed Instructions/ Video | Instructional Considerations | Student Interaction Supports |
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| Round Robin  | Teacher poses a problem with multiple possible responses or solutions. Students take turns in a group of four listening to each person stating his/her. Teacher uses a cue to let students know when it is time to listen to a new person. | Round Robin: Instructions Round Robin Video 1 Round Robin Video 2 | <ul style="list-style-type: none"> ● Purposes <ul style="list-style-type: none"> ○ Encourages elaboration and diversity of opinion and thought ○ Allows for deeper, more complex thinking to occur ● Considerations <ul style="list-style-type: none"> ○ Requires questions with multiple possible responses or solutions ○ Small groups are recommended. If groups are too big there will be time for group members to check out ○ Could use a partner map to help with this structure (as to what order people share, etc.) ○ Works well with both team | Leveled Language Frames - Citing Evidence Inferencing Stating and Supporting Opinions General Frames for Negotiating a Conversation or Discussion |

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| | | | building and academic purposes | |
| <p>Think-Write Round Robin</p>  | <p>Teacher poses a question to students that may have multiple answers. Students are given time to individually think and write their response. Students within groups take turns responding orally.</p> | <p>Instructions</p> <p>Video</p> | <ul style="list-style-type: none"> • Purposes <ul style="list-style-type: none"> ○ Allows for students to first internalize and collect thoughts before sharing ○ Promotes team building, social and communication skills ○ Aids in knowledge building, processing info and procedure learning ○ Encourages critical thinking skills • Considerations <ul style="list-style-type: none"> ○ Having a journal, iPad, whiteboard, etc. available for quick write first ○ Teacher circulates to support participation ○ Teacher can do a quick recap for entire class and have a sampling of students share what they heard ○ Setting a time limit to ensure both partners have equal time | <p>Leveled Language Frames - Citing Evidence Inferencing Stating and Supporting Opinions</p> <p>General Frames for Negotiating a Conversation or Discussion</p> |
| <p>Think-Pair-Share</p>  | <p>Teacher poses a question to students that may have multiple answers. Students reflect on the question for a given amount of time. Then, students pair up with a partner. Partners each share their thoughts (consider timing each partner's turn to share). Teacher can decide if he/she wants pairs to share with the whole group.</p> <p>Teacher may ask partners to share what their partner said. If so, give advance warning.</p> | <p>Instructions</p> <p>Video</p> | <ul style="list-style-type: none"> • Purpose <ul style="list-style-type: none"> ○ The think time encourages thoughtful responses and allows for processing time ○ Ensures that all students have an opportunity to talk and share their ideas ○ This structure reduces anxiety for those who are not comfortable sharing in a large group ○ Saves time during a group discussion because all students have the opportunity to talk, but not everyone needs to share with the entire group ○ Can help develop active listening and speaking skills | <p>Leveled Language Frames - Citing Evidence Inferencing Elaborating Stating and Supporting Opinions</p> <p>General Frames for Negotiating a Conversation or Discussion</p> |

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| | | | <ul style="list-style-type: none"> • Considerations <ul style="list-style-type: none"> ◦ Setting a time limit for each share to ensure that both partners have equal time and opportunity ◦ Having students already paired. Those pairings can change on weekly (as needed) basis and that can also help with students being absent. | |
| <p>Write-Pair-Share</p>  | <p>Teacher poses a question to students that may have multiple answers. Students reflect on the question and write their response (complete or incomplete thoughts, drawings, lists, etc.) for a given amount of time. Then, students pair up with a partner. Partners each share their thoughts (consider timing each partner's turn to share). Teacher can decide if he/she wants pairs to share with the whole group.</p> <p>Teacher may ask partners to share what their partner said. If so, give advance warning.</p> | <p>Instructions</p> <p>Video - elementary</p> | <ul style="list-style-type: none"> • Purpose <ul style="list-style-type: none"> ◦ The writing time allows students to process and hold onto thoughts that might slip away during a conversation ◦ Ensures that all students have an opportunity to talk and share their ideas ◦ Reduces anxiety for those who are not comfortable sharing in a large group ◦ Saves time during a group discussion because all students have the opportunity to talk, but not everyone needs to share with the entire group ◦ Can help develop active listening and speaking skills • Considerations <ul style="list-style-type: none"> ◦ Setting a time limit for each share to ensure that both partners have equal time and opportunity ◦ Writing can be done on iPad or other technology as well ◦ Thinking maps might be a helpful resource to use | <p>Leveled Language Frames - Citing Evidence Inferencing Elaborating Stating and Supporting Opinions</p> <p>General Frames for Negotiating a Conversation or Discussion</p> |
| Timed Pair-Share | Students pair up with a partner and the teacher poses a question. Each student within the pair gets a specific amount of | <p>Instructions</p> <p>Video - elementary</p> | <ul style="list-style-type: none"> • Purpose <ul style="list-style-type: none"> ◦ Ensures that all students have an opportunity to talk and share | <p>Leveled Language Frames - Citing Evidence Inferencing</p> |





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|  <p>Timed Pair Share</p> | <p>time to share his/her ideas, thoughts, or response and then listens to his/her partner for a specific amount of time.</p> <p>Teacher may choose to ask one student to share what his/her partner said. (give advance warning to help set the expectation for active listening)</p> | | <p>their ideas</p> <ul style="list-style-type: none"> ○ Reduces anxiety for those who are not comfortable sharing in a large group ○ Can help develop active listening and speaking skills ○ Time limit allow for ideas and discussions to be focused and holds teacher accountable for keeping things moving ● Considerations <ul style="list-style-type: none"> ○ Make the timer visible/audible for all ○ Hold students accountable for active listening by having partners share out what they heard | <p>Elaborating Stating and Supporting Opinions</p> <p>General Frames for Negotiating a Conversation or Discussion</p> |
| <p>Mix-Pair-Share</p>  <p>Mix Pair Share</p> | <p>Students mix around the room until teacher cues students to pair up. Students pair up with the person closest to them. Teacher poses a question and students discuss (preferably timed discussions so both students have equal time to share)</p> | <p>Instructions</p> <p>Video - elementary</p> | <ul style="list-style-type: none"> ● Purpose <ul style="list-style-type: none"> ○ Integrates movement into discussion and learning ○ Ensures that all students have an opportunity to talk and share their ideas ● Considerations <ul style="list-style-type: none"> ○ Use the perimeter of your classroom/learning space ○ Encourage students to move in opposite directions ○ Set up expectations as to how the students will move around the room ○ Remind them there are “no stalkers” (you can’t stalk the person you want to chat with) | <p>Leveled Language Frames - Citing Evidence Inferencing Stating and Supporting Opinions</p> <p>General Frames for Negotiating a Conversation or Discussion</p> |
| <p>Four Corners</p>  <p>Four Corners</p> | <p>Teacher poses a question, problem, or opinion/claim with either 4 possible answers or 4 levels of agreement/disagreement (strongly agree, agree, disagree, strongly disagree) and asks students to go to the corner of the room that reflects their response. Once students</p> | <p>Instructions</p> <p>Videos</p> | <ul style="list-style-type: none"> ● Purpose <ul style="list-style-type: none"> ○ Requires a thought provoking problem, question, or opinion/claim with 4 possible answers or levels of agreement ● Considerations <ul style="list-style-type: none"> ○ Employ another cooperative | <p>Leveled Language Frames - Citing Evidence Inferencing Stating and Supporting Opinions</p> |





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| | are in alike response groups, they discuss their reasoning and present their consensus reasoning to the group | | learning structure, such as <i>Numbered Heads Together</i> , to facilitate equal participation in the alike response groups | General Frames for Negotiating a Conversation or Discussion |
| <p>Inside-Outside Circle</p>  | <p>A strategy in which students move around in a circle to interact with each other to practice or review content, concepts, or skills. To implement the strategy the teacher has students form two circles with equal numbers of people, one inside the other. The inside circle faces outside and the outside circle members stand directly in front of the inside circle members speaking distance apart. The teacher poses a question allowing for wait time and time for discussion. The outer or inner circle rotates one person to change pairings. The teacher continues to pose questions.</p> | <p>Instructions</p> <p>Video</p> | <ul style="list-style-type: none"> ● Purpose <ul style="list-style-type: none"> ○ Repeated practice ○ Encourages elaboration and diversity of opinion and thought ● Considerations: <ul style="list-style-type: none"> ○ Open space needed in the classroom or take it outside ○ Inner circle can ask a clarifying question to the outer circle or vise versa | <p>Leveled Language Frames - Citing Evidence Inferencing Stating and Supporting Opinions</p> <p>General Frames for Negotiating a Conversation or Discussion</p> |
| <p>Give One, Get One</p>  | <p>Students divide a sheet of paper into two vertical columns and label the left side “Give One” and the right side “Get One.” Then, teacher poses a question (essential question, reflective question, or essay prompt) and students jot down their response including evidence, claims, and points (no need for complete sentences). Next, students find a partner and “gives” or shares items from his/her list so his/her partner can “get” a new idea. Then, they switch roles so both get new ideas in the “Get One” side (include the name of the partner). Students repeat this process with a new partner</p> | <p>Instructions</p> <p>Video</p> | <ul style="list-style-type: none"> ● Purpose <ul style="list-style-type: none"> ○ Provide opportunity for students to investigate and search for evidence ○ Share work and thinking with others when learning new information ● Considerations <ul style="list-style-type: none"> ○ Might have partners decided ahead of time or rotate partners weekly ○ Can add a third column to write down a question that is provoked from a new | <p>Leveled Language Frames - Citing Evidence Inferencing Stating and Supporting Opinions</p> <p>General Frames for Negotiating a Conversation or Discussion</p> |
| <p>SPAR (Spontaneous Argumentation)</p> | <p>Assign half of the class the <i>pro</i> position and the other half the <i>con</i> position of an argument. Allow both groups time to research and prepare their arguments and evidence. Pair students up so a <i>pro</i> position student is directly across from a <i>con</i> position student (these are the debate</p> | <p>Instructions</p> <p>Video</p> | <ul style="list-style-type: none"> ● Purpose <ul style="list-style-type: none"> ○ Structured debate strategy ○ Stretches students to consider and find evidence to support opposing views on a controversial issue ○ Develops evidence-based | <p>Leveled Language Frames - Citing Evidence Inferencing Stating and Supporting Opinions Argumentation</p> |



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| <p>S P A R</p>  | <p>partners). The <i>pro</i> position student presents a one minute opening statement while the <i>con</i> position student listens. Then the <i>con</i> position student presents a one minute opening statement. Next, each side has approx 30 seconds to prepare a rebuttal before they debate. The two students have 3 minutes to discuss their arguments and evidence. Finally, each side prepares and presents a one-minute closing statement.</p> | | <p>argument and debate skills</p> <ul style="list-style-type: none"> Considerations <ul style="list-style-type: none"> Strategic pairing will be important Most effective when students have background information about the topic Set and practice expectations around respectfully disagreeing Discuss strategies for arguing a position that might be contrary to one's personal beliefs | <p>General Frames for Negotiating a Conversation or Discussion</p> |
| <p>Cafe Conversations</p>  | <p>Café Conversations are focused on global guiding questions - usually related to specific content, but focused on large concepts and ideas, rather than discrete facts. When first using Café Conversations, teachers should determine the focus of discussion and the guiding questions for that discussion. As students become more adept at managing their own dialogue, they should also be engaged in developing topics and guiding questions for discussion.</p> <p>Students are assigned a “perspective” based on a short biography of a person that represents a distinct attitude towards the topic/issue and they discuss the topic/issue through the lense of that perspective. Perspectives can be based on characters from a novel, historical figures, or composites of real people. (In the short biography include: gender, age, family status, occupation, education level, and relevant significant life events)</p> | <p>Instructions</p> <p>Video</p> | <ul style="list-style-type: none"> Purpose <ul style="list-style-type: none"> Stretches students to consider and find evidence to support opposing views on a controversial issue Provides structure for students to consider how factors such as gender, socio-economic status, age, etc. influence attitudes and perspectives Helps students consider multiple perspectives before writing claims and arguments to support an opinion Considerations <ul style="list-style-type: none"> Students may need to discuss and determine how a person with their assigned perspective might feel and react Combining this with fishbowl or jigsaw A post reflection journal or conversation | <p>Leveled Language Frames - Citing Evidence Inferencing Stating and Supporting Opinions</p> <p>General Frames for Negotiating a Conversation or Discussion</p> |

Structures for brainstorming/reviewing

| Structure | Brief Description | Detailed Instructions/ Video | Instructional Considerations | Student Interaction Supports |
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| Round Table | Each student in turn writes an idea, | Round Table: | <ul style="list-style-type: none"> Purposes | Leveled Language Frames - |

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|  | <p>question, or answer as paper and pencil are passed around the group. Each idea they write down is to expand upon previous entries. Once they have generated their ideas they discuss and explain their contributions.</p> | <p>Instructions</p> <p>Video - secondary Video - elementary</p> | <ul style="list-style-type: none"> Encourages elaboration and diversity of opinion and thought Considerations <ul style="list-style-type: none"> Requires questions with multiple possible responses or solutions Small groups are recommended. If groups are too big there will be time for group members to check out | <p>Citing Evidence Inferencing Stating and Supporting Opinions</p> <p>General Frames for Negotiating a Conversation or Discussion</p> |
| <p>Round Robin</p>  | <p>Teacher poses a problem with multiple possible responses or solutions. Students take turns in a group of four listening to each person stating his/her</p> | <p>Round Robin: Instructions</p> <p>Round Robin Video 1 Round Robin Video 2</p> | <ul style="list-style-type: none"> Purposes <ul style="list-style-type: none"> Encourages elaboration and diversity of opinion and thought Considerations <ul style="list-style-type: none"> Requires questions with multiple possible responses or solutions Small groups are recommended. If groups are too big there will be time for group members to check out | <p>Leveled Language Frames - Citing Evidence Inferencing Stating and Supporting Opinions</p> <p>General Frames for Negotiating a Conversation or Discussion</p> |
| <p>Fan-N-Pick</p>  | <p>A strategy that facilitates student interactions and collaboration to discuss an issue, demonstrate learning, share information, and review concepts. Students are divided into groups of four and numbered off within the group. The first student fans out the cards. Student 2 picks a card and reads it out loud. Student 3 responds to the question and student 4 paraphrases or provides clarification for his/her response. The cards are shifted to Student 2 and the process is repeated as roles are shifted.</p> | <p>Instructions</p> <p>Video</p> <p>Video (middle school)</p> <p>Elementary Cards that you can copy and modify</p> <p>Elementary Cards for literacy</p> <p>Fan-n-pick Table map</p> | <ul style="list-style-type: none"> Purpose <ul style="list-style-type: none"> Reviewing content Active listening/paraphrasing Provides structure for processing information Considerations <ul style="list-style-type: none"> Assigning and practicing clear roles is critical for success Exit tickets or text discussion questions might be used for this activity | <p>Leveled Language Frames - Citing Evidence Inferencing Stating and Supporting Opinions</p> <p>General Frames for Negotiating a Conversation or Discussion</p> |
| <p>Simultaneous Round Table</p>  | <p>Teacher assigns a task, question, or answer. Everyone in the group writes his/her response on a paper or whiteboard. Then each person passes his/her response to the next person who is responsible for adding on to the previous response until the response returns to its originator. Then the group discusses their responses.</p> | <p>Simultaneous Round Table: Directions</p> <p>Video</p> <p>Video - elementary</p> | <ul style="list-style-type: none"> Purpose <ul style="list-style-type: none"> Generate a list of ideas Review content Elaborate vocabulary Provides structure for processing information Considerations <ul style="list-style-type: none"> Differentiated groups | <p>Leveled Language Frames - Citing Evidence Inferencing Stating and Supporting Opinions</p> <p>General Frames for Negotiating a Conversation or Discussion</p> |

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| | | | <ul style="list-style-type: none"> ○ Challenge the group to add any new thoughts or changes during the discussion or could have a round 2 | |
| <p>Quiz-Quiz-Trade</p>  | <p>This cooperative-learning technique has students review information with other students by asking and answering questions. Working with peers in a non threatening manner builds confidence, encourages greater participation, and results in more thoughtful discussions.</p> | <p>Instructions</p> <p>Video</p> <p>Video 2</p> <p>Variations: Student-created cards Quiz-Quiz-Trade Inside/Outside circle</p> <p>Elementary Cards that you can copy and modify</p> | <ul style="list-style-type: none"> ● Purpose <ul style="list-style-type: none"> ○ Repeated practice ○ Encourages elaboration and diversity of opinion and thought ○ Provides structure for processing information ● Considerations <ul style="list-style-type: none"> ○ Exit tickets or text discussion questions might be used for this activity | <p>Leveled Language Frames - Citing Evidence Inferencing Stating and Supporting Opinions</p> <p>General Frames for Negotiating a Conversation or Discussion</p> |
| <p>Rally Robin</p>   | <p>Teacher poses a problem with multiple possible quick (list-like) responses or solutions. Students take turns in a group of two listing one idea/response and then listening to one from the partner.</p> | <p>Instructions</p> <p>video - elementary (approx 2 mins)</p> | <ul style="list-style-type: none"> ● Purpose <ul style="list-style-type: none"> ○ Brainstorming ○ Quick answers to generate a list of ideas or strategies ● Considerations <ul style="list-style-type: none"> ○ Setting a timer ○ Having students switch partners after a couple of rounds ○ Exit tickets or text discussion questions might be used for this activity | <p>Leveled Language Frames - Citing Evidence Inferencing Stating and Supporting Opinions</p> <p>General Frames for Negotiating a Conversation or Discussion</p> |
| <p>Take-off, Touch-down</p>  | <p>Teacher poses a question or statement that has 2 response options (yes/no, agree/disagree, applies/does not apply, true/false, etc.), gives students think time, and then cues students to stand-up (take-off) or remain seated (touch-down) to demonstrate their response</p> | <p>Instructions</p> <p>Video</p> | <ul style="list-style-type: none"> ● Purpose <ul style="list-style-type: none"> ○ Can be teambuilding as well as academic ○ Increases student engagement and increases oxygen to the brain ● Considerations <ul style="list-style-type: none"> ○ Model desired behavior for | <p>Leveled Language Frames - Citing Evidence Inferencing Stating and Supporting Opinions</p> |

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| | | | <p>standing and sitting</p> <ul style="list-style-type: none"> ○ Provide wait time before cueing students to demonstrate their response ○ Student could all be standing in a line and they have jump forward or backward | General Frames for Negotiating a Conversation or Discussion |
| <p>One Stray</p>  | <p>This structure allows the teacher to quickly mix-up groups (temporarily or permanently)</p> <p>A number is randomly called and that student from each team stands up. The remaining three teammates remain seated but raise their hands. Teacher calls “stray”</p> <p>The standing students “stray” to a team that has their hands up. Teams lower their hands when a new team member joins them. Students work in their new teams to share or gather information.</p> <p>Optional: Students return to their original teams to share what they learned when they strayed.</p> | <p>Instructions</p> <p>Video</p> | <ul style="list-style-type: none"> ● Purpose <ul style="list-style-type: none"> ○ Mix up groups ○ Share ideas among groups ● Considerations <ul style="list-style-type: none"> ○ Model desired behavior ○ Strategic movement of specific students | |
| <p>Stand and Share</p>  | | | | |
| <p>Tea Party Protocol</p> | <ol style="list-style-type: none"> 1. Decide on phrases, sentences or words directly from the text to copy onto strips or index cards. 2. Don't paraphrase the text. You may omit words to shorten a sentence, but don't change the words. 3. Have students organized into groups of four or five. 4. Hand out strips or cards with phrases from the text, two (or more) students will have the same phrases. | <p>Video Instructions</p> <p>Video in Action</p> | <p>Purpose</p> <ul style="list-style-type: none"> ● This strategy offers students a chance to consider parts of the text before they actually read it. It encourages active participation and attentive listening with a chance to get up and move around the classroom. It allows students to predict what they think will happen in the text as | |

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| | <p>5. Each student independently reads their phrase and makes a prediction about what this article could be about. Then, write a quick statement on prediction graphic.</p> <p>6. Next students mingle around the room, reading to each other and discussing possible predictions.</p> <p>7. Return to the small groups and, as groups, write a prediction starting with “We think this article will be about..., because...” Also, list questions they have.</p> <p>8. Now, read the selection. Students read independently or as a group, highlighting information that confirms or changes their predictions.</p> <p>9. Write a statement on the second part of the recording form about revised predictions. Also continue to list lingering questions.</p> | | <p>they make inferences, see causal relationships, compare and contrast, practice sequencing, and draw on prior knowledge.</p> <p>Considerations</p> <ul style="list-style-type: none"> • Be sure to give students appropriate time to process their quotes before sharing. • Allow students to write notes prior to sharing with partners. | |
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