**Efficient, & Effective Group Learning In Five Steps**

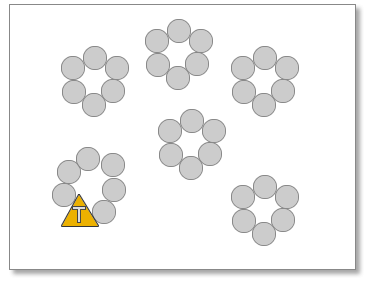
***"The greatest sign of success for a teacher... is to be able to say, "The children are now working as if I did not exist."*** *Maria Montessori*

**Group learning** enables students to collaborate with peers and deepen their understanding in ways that cannot be accomplished alone. All-Ed Group Learning routines use a structure called *Roles and Rounds* enabling teachers to monitor learning from a central location in the classroom, visiting groups strategically to move the learning forward instead of circulating to support the management of each group. Group learning is an essential component of a differentiated classroom because while students are independently collaborating in small groups the teacher is free to observe and assess, conduct a small group mini-lesson, and/or offer individual tutoring.

Chapter 1: Introduction to Autonomous Group Learning

During small group learning, teachers often find themselves running from group to group to keep everyone on task. The teacher’s role is very similar to keeping several plates spinning on sticks; a constant push from the teacher is required to keep each group moving forward.

**From “spinning plates” to student autonomy**



However, when students use routines to learn in groups, the teacher’s primary role changes from providing management or “spinning plates” to strategic instruction. Teachers have the opportunity to work with small groups, conference with individual students and/or listen and observe students. For example, during a group learning routine, a teacher’s role might be to assess vocabulary use, where the teacher stands in the center of the room listening to each group. Or a teacher might be sitting with one group to provide remediation while all other groups complete the task without teacher supervision. Group learning routines using structures such as **roles** and **rounds** provide the management students need for autonomous group learning enabling teachers to focus on instruction.

Keep those lesson plans! Group Learning Routines fit into the curriculum that you are currently using – there is no need to develop new lesson plans for “group learning”. Students will use the structures of Roles and Rounds to develop skills such as taking turns, listening, and offering evidence for opinions as they work through the normal curriculum. So, a teacher might simply use a group learning routine to confirm understanding or answer questions instead of calling on individual students in a large group during a lesson. Or a teacher might use a group learning routine to check homework instead of the teacher correcting homework outside of class. The routines may take a bit more time than the activity that they are replacing, however, the learning gains that students experience through discussions with their peers make-up for the time. Teachers report that once they started using group learning routines regularly, then they were able to fit in more mini-lessons each week because things like direct instruction and review were taking far less time.

**How does Group Learning promote learning?**

Group Learning positively impacts student achievement.

**Impact on student learning**

* Foster collaborative thinking
* Share ideas with others
* Ask clarifying questions
* Value the opinions of others
* Build learning through interaction
* Demands the use of academic vocabulary to communicate
* Makes thinking and understanding visible

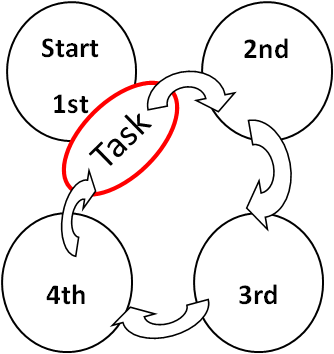
#### Enabling ALL students to Meet Common Core Standards “To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.” Roles, Rounds, and Routines offer opportunities for students to develop these skills while learning important content, ultimately saving instructional time and promoting student achievement.” <http://www.corestandards.org/ELA-Literacy/CCRA/SL/>

#### How can I use group learning routines to move students toward mastery of standards?

|  |  |
| --- | --- |
| Common Core Standard | ALL-ED Aligned Routine |
| Comprehension and Collaboration: | |
| [CCSS.ELA-LITERACY.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | 1. Domino Share  3. Talk, Think, Open Exchange  12. Save the Last Word for Me  11.Sum-It-Up |
| [CCSS.ELA-LITERACY.CCRA.SL.2](http://www.corestandards.org/ELA-Literacy/CCRA/SL/2/) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | 17. Expert Groups - Jigsaw |
| [CCSS.ELA-LITERACY.CCRA.SL.3](http://www.corestandards.org/ELA-Literacy/CCRA/SL/3/) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. | 14. CRED  8. Idea Carousel |
| Presentation of Knowledge and Ideas: | |
| [CCSS.ELA-LITERACY.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | 10. Exhibition |
| [CCSS.ELA-LITERACY.CCRA.SL.6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/6/) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | 5. Dialog Circles/Conversation Lines |
| <http://www.corestandards.org/ELA-Literacy/CCRA/SL/> | |

**Chapter 2: Roles and Rounds & Routines**

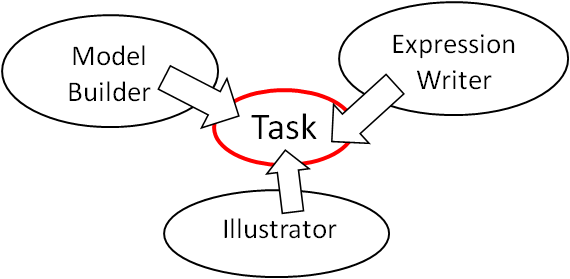
Students use the *Roles, Rounds, and* *Routines* to complete an assigned learning task in small groups. Roles and Rounds help students learn skills such as taking turns, allowing everyone to participate, and dividing up tasks among group members. These skills are essential for working collaboratively and can be applied to every subject at all grade levels.

**Rounds**

Rounds are when everyone in the group takes turns completing the same task around in a circle. For example, a group may use rounds to share a favorite part of the story, a reason that caused an event or to share an answer to a problem. Rounds ensure that everyone has a chance to talk and listen in a specified amount of time.

Rounds can be repeated several times (for example, correcting answers may have ten rounds, one round for each problem) or the task can be changed for each round (for example, Round #1: Share the perspective of your opinion, Round #2: Share your opinion, Round #3: Share two reasons that support your opinion).

**Roles**

Roles happen when a group needs to divide a task into different parts to accomplish a goal. In an effort to be efficient, each person takes on a different task. Successful completion of the project depends on each task being completed.

**Possible Roles by Subject Area:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subjects and Tasks** | **Math – Problem Solving** | **Science - Lab** | **English – Literature Circle** | **History - Project** |
| **Possible Roles** | **Model Builder (using manipulatives)** | **Principal Investigator** | **Literary Luminary** | **Writer** |
| **Expression Writer** | **Materials Manager** | **Discussion Facilitator** | **Illustrator** |
| **Illustrator** | **Recorder** | **Vocabulary Enricher** | **Builder** |
| **Reporter/Time Keeper** | **Summarizer** | **Speaker** |
|  | **Illustrator** |  |

**Routines** simply mean that students repeat the same steps making the process routine. Students efficiently complete learning tasks because the routine or learning process is known and has been practiced. Therefore students can focus on learning the new content because they know what to do in their group.

**Picture of Practice 1: Homework Rounds**

**Instructional Goal:**

**T**

**Homework Rounds**

Step One: Students correct homework in small groups by sharing their answers a round in a circle one problem at a time. If different answers come up then students discuss to figure out if a mistake was made or if there are multiple answers to the problem. ***A recorder jots down the number of problems that were discussed in the group on an index card.*** Note: the teacher may be circulating or working specifically with one group or conferencing about homework with individual students during this time.

Step Two: The teacher collects the index card from each group. Looking across the groups the teacher can easily see which problems many groups had trouble solving and different ways to adjust instruction to be more precise and efficient.

Group 5 Discussed:

#1

#5

#10

Group 4 Discussed:

#3

#5

#9

Group 3 Discussed:

#1

#10

Group 2 Discussed:

#5

#9

#10

Group 1 Discussed:

#1

#5

#9

#10

Step Three: Instant instructional response to academic diversity might include:

* “go over” only the problems that most groups discussed
* Pull small strategy groups focused on the concepts in the problems that were discussed
* Review only the concepts that were discussed
* Add a few additional practice problems to review concepts that were discussed
* Create an exit card (2 to 3 problems including a question that asks students to explain their thinking) that requires students to use the concepts from the problems discussed to gain more information on individual student performance

Going over just the problems that confused many students and/or teaching a concept as well as meeting with small groups of students who made common mistakes is much more precise and requires more activity learning and reflection from students, and takes far less class time. Homework Rounds enables teachers to make precise decisions about how to structure class time and how to individually help students during a class period.

**Picture of Practice 2: The Efficient and Effective Mini-Lesson**

Instructional Purpose: Activate background knowledge, generate questions, and summarize learning

Group Learning Routines ensure that all learners are engaged and benefit from mini-lessons offered by the teacher. It is challenging for a teacher to activate widely diverse background knowledge, answer questions, and check for understanding for each individual student and keep the lesson moving fast enough to finish on time.

**Before the Mini-Lesson**

**Triads – See, Think, Wonder**

Share with students a sample problem, a list of critical vocabulary words, a representative image or quote, or a writing prompt. Invite students to form triad groups and using “rounds” to collect ideas from the group members identifying what group members see in the example or information given, what it makes him/her think about, and questions that come-up. A recorder will write down the names of the group members and the questions that come-up. Whenever someone says something that another group member does not see or understand the doubting group member makes a time-out sign and it is time for the group to talk about this idea until everyone sees and understands. At the end of about five minutes, the group ranks the questions that were posed identifying the ones that are most important for the teacher to answer. Using a domino share each group shares out their top question until all of the questions are now listed on the board.

**During the Mini-Lesson**

The teacher can immediately tailor how time is spent in the mini-lesson based on the questions that have been posed and the conversations that were heard. The teacher can point out or ask students when questions can be crossed-off the list because the mini-lesson answered the question. During the mini-lesson students might be invited to share with an elbow partner one question that has been answered or to summarize the mini-lesson for their partner. Then the partner can repeat the summary adding a detail or question to make it even more complete.

**Sum-it Up**

At the end of the lesson students may have a short exchange with an elbow partner or return to the triad stations to summarize the mini-lesson and cross-off questions that can now be answered.

Using triads and elbow partners shouldn’t take longer than the teacher calling on one student at a time with hands raised and repeating the mini-lesson because some students were lost and other bored. The opening triad discussions enable a teacher to know exactly what background knowledge students are using to connect this new learning. Making the content knowledge foundation visible for both students and teachers will make teaching and learning more efficient.

**Variations:**

Before the mini-lesson: **Know & Question** (using rounds, list as many things as you can in 3 minutes that you know about (topic of the mini-lesson).

During or after the mini-lesson: **Say it Again** (using rounds, the first person repeats what the teacher said, then the second person repeats what the first person said and adds a detail or question, the third person repeats the second person and adds a detail or question. A variation can be that the third person points out what was different in the two ‘Say it Agains” that were heard.

**Picture of Practice 3: Differentiated Problem Solving with Mixed Ability Groups**

**Instructional Goal: Differentiate Practice**

Students might be divided into groups of three with the roles, expression writer, model builder, and illustrator in a math class. The task is to solve the problems on a worksheet. The problems are organized in groups of three, the first problem being on grade level, the second problem having supports for learners who are struggling, and the third problem offers challenge for learners who have mastered the learning goals. Many math textbooks have practice problems organized in sections like this, so the teacher may not need to create problems for the worksheet.

To complete the worksheet, the teacher assigns the students to work in mixed ability groups. The students who are making expected progress are number one, students who are struggling with the concept are number two, and number three are students who are in need of greater challenge. By giving the students in each group a number, the teacher can assign the initial role and the order the students will rotate roles to match the level of difficulty of the problems on the worksheet. So, students who are number one in their group will be the expression writer and the first problem is on grade level, the number two student will be the model builder, and the number three student will be the illustrator. Then for the second problem the roles rotate. Now the student who is struggling will be the expression writer, the number three or more advanced student will be the model builder, and the number one student the illustrator. For example, supports in the second problem may include bold words to help students with vocabulary or may have more standard computation so that students can focus on setting up the equation.

The teacher determines the types of problems that would best support and extend the learners and then orders the problems on the worksheet so that students are positioned for the greatest engagement and rigor during group work. See the chart below for a possible rotation schedule. The key is to make sure that students are rotating in different roles and that the assigned problems are not all too hard or all too easy for the students.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student**  *Current Level* | | **Student #1**  *Progressing* | **Student #2**  Struggling | **Student #3**  Needing Challenge |
| **Problem – difficulty level** | |
|  | #1 - standard | Expression Writer | Model Builder | Illustrator |
| #2 – review/support | Illustrator | Expression Writer | Model Builder |
| #3 - challenge | Model Builder | Illustrator | Expression Writer |
| #4 - standard | Expression Writer | Model Builder | Illustrator |
| #5 – standard/support | Illustrator | Expression Writer | Model Builder |
| #6 – standard/challenge | Model Builder | Illustrator | Expression Writer |

**Chapter 3: Five Steps to Autonomous Group Learning**

These five steps enable teachers to effectively implement group learning routines. Beginning a routine takes time and practice. However, if used routinely, that time will be an investment that facilitates student independence and offers unlimited opportunities to ensure all learners are valued, challenged, and stretched every day.

**Five Steps to Autonomous Group Learning**

1. Assign Purposeful Groups
2. Identify Spaces Where Groups will Meet
3. Plan Teacher Actions to Prepare Students for Group Learning
4. Determine How Students Will Assess Learning
5. Choose a Routine to Accomplish the Learning Goal

**Step 1: Assign Purposeful Groups**

*Grouping is always purposeful, but never always. Groups change to facilitate instruction.*

**Assign Groups for Different Instructional Purposes**

It is helpful to have students assigned to several established groups that can be used at any time. The teachers should be able to call out “Elbow Partners” or “Triads” and the students quickly forms the groups and start the routine without further directions. Throughout the year, the students may be moved to different groupings as students grow and change. The key is that no time is spent organizing the groups and that the groups are particularly suited to achieve an instructional goal.

For example, if an established group has students organized by fluency level then everyone in the group is reading the same text or using the same support to read the text. This grouping can be used in a lesson with a second grouping of mixed fluency levels, so that students can also learn from the texts that other students have read. If the groups are established then it is easy to move students into the fluency groups to check comprehension and then change to mixed-fluency groups to solve problems or complete a project. Three arrangements for established groupings are described below.

Other instructional groupings may include strategy groups for mini-lessons targeting specific skills that everyone in the group needs to practice. This is efficient when some, but not all students in a class need a short review or clarifying lesson. At other times, grouping students in mixed ability groups organized by common interest might be important for research projects or simple summarizing a mini-lesson. It might be important to group students by reading level so that they can develop reading fluency. At other times it is more efficient to pair students by one strong and one developing reading level because learning the content is more import than developing fluency for this particular lesson. Therefore, the groups are purposeful to efficiently and effective facilitate meeting the instructional goal.

**Established Groupings**

**1. Home-base** – these are mixed-ability groups that students return to for organizational purposes. The groups may be used for checking homework rounds or mini-lessons.

**2. Elbow Partners** – assign an elbow partner that students can turn to for a short conversation from the seating arrangement used for lessons. It is usually most helpful if elbow partners are academically diverse.

3. **Triads** – assigned groups of three for a discussion that happens regularly (daily, three times per week, or once a week). Students use these groups as a support system to ensure that no one leaves class confused. There could be two triad groupings, one has students grouped with mixed-abilities, and the other has students grouped by reading level or fluency. Two triads can come together to make a team of six for a larger discussion.

\* In addition to these standard groups, the teacher can create other groupings for particular activities as needed. Other groups may include quads or teams of six or more.

**Types of Grouping that Impact Instruction**There are many different types of groupings, such as:

* Reading level
* Communication Method (strengths and/or area for growth): Drawing, Writing, Building, Moving, Speaking
* Social Group – with friends
* Previous background knowledge
* Interests
* Expert or developing a particular skill

**Determining Student Academic Needs for Grouping**

Based on formative assessment data, teachers group students into purposeful learning groups to create efficient and effective learning situations. For example, short activities can be used to purposefully group students for a lesson such as:

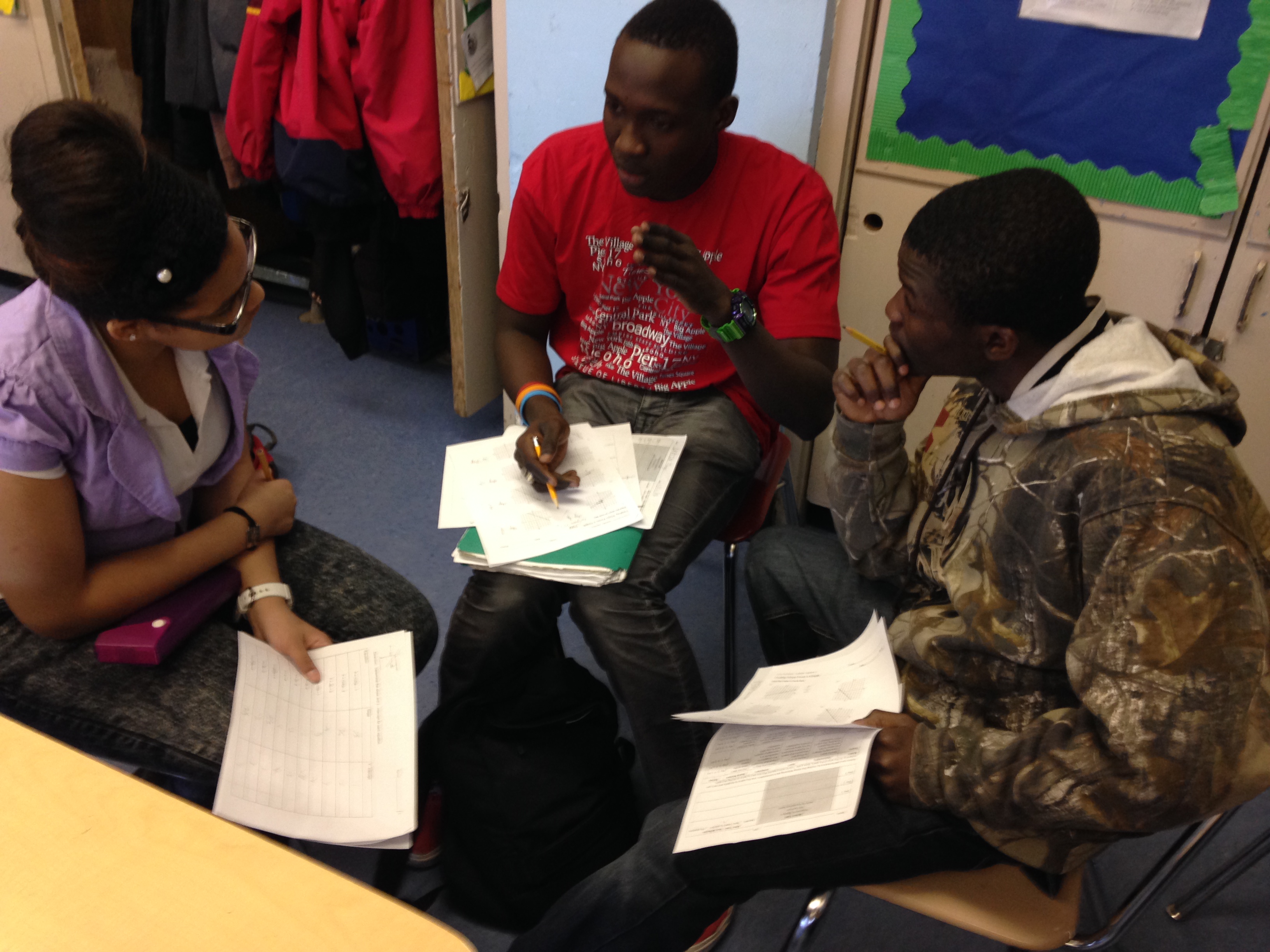
**Entrance Survey -** Ask learners to place their name on a post-it-note and place the note next to: a topic or question that they would like to discuss, an action that they have accomplished, or an argument they could support with evidence. The teacher quickly moves the post-it-notes into purposeful groups such as “birds of a feather flock together”, putting people with similar ideas together for a conversation or “diversity makes us stronger”, putting people together with different ideas.

\* See Rumors and Idea Carousel for additional ideas.

Often learning activities use more than one type of student grouping. So having classroom routines for students to move into groups and to conduct conversations in groups is essential. Consider space and time to move students as part of the criteria for determining effective and efficient student grouping for learning activities. Most importantly, match the type of group to the most efficient and effective way to achieve the instructional goal.

**Step 2: Identify Spaces Where Groups will Meet**

Students should have an established place where the standard groups meet. The time spent physically setting-up the groups is made back in high quality conversations. Often students can stand for a short elbow partner exchange, this gets students on their feet and moving for a few minutes and enables them to talk to another student who is not sitting nearby.

Tips for managing the space and moving the furniture:

1. **Sit “knee-to-knee” and “eye-to-eye”**

Always ask students to turn away from their working area for the discussions and position themselves (standing or sitting) **“knee-to-knee” and “eye-to-eye”**. Student take with them only the things needed for the discussion, other distracting materials are left in the workspace.

Note: It may be useful to have students use a pocket folder, clip board or notebook with the number of the meeting space on it. Inside the pocket folder can be note taking sheets to document the conversation and copies of the directions for the discussion routines.

1. **Set a Meeting Place**

**1**

**2**

**6**

**8**

**5**

**4**

**9**

**7**

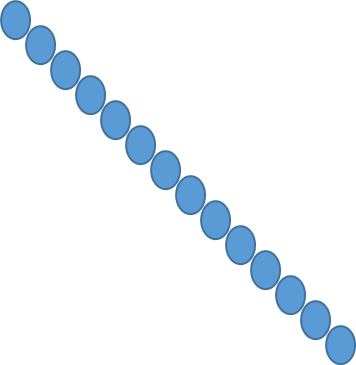
**3**

Place a number on each corner and wall and give the center of the room a number, too. Each triad station can be assigned to meet at one of the corners, wall, or center of the room. This can easily give 27 students a meeting space without moving any furniture for the discussions.

1. **Start Small**

Sometimes it is helpful to start with a short activity where students practice moving from their seats into a group. For example, one circle for a quick share at the beginning or ending of class or asking students to stand or sit in two lines to talk with a partner in the opposite line helps students understand that they will move for group learning.

**T**



**Step 3: Plan Teacher Actions to Prepare Students for Group Learning**

Use the chart below to plan teacher actions that lead to effective group learning.

|  |
| --- |
| **Before** **Forming Groups** |
| 1. Determine student groupings that will achieve the instructional goal. Assign students or provide students with criteria if they are self-selecting their groups. |
| 1. Identify how chairs will be turned so that all group members can sit knee-to-knee and eye-to-eye. |
| 1. Establish a signal to gain attention of all groups. When students see or hear the signal they stop and focus on the teacher. |
| 1. Set norms for group learning (such as “confirm and contribute,” students can “confirm” when they want to say the same thing as another student. “Confirming” can be done by pointing to a person then he/she will repeat what was said. Often students show their notes while speaking providing a visual for the listeners. Students should contribute ideas for norms. Norms provide safety so everyone feels comfortable learning with and from each other. |
| 1. Make sure students are prepared for the group learning. For example, ask students to write down what they are going to say in the group and then reread their notes and star the most important part prior to moving into groups. If a student cannot write out what they are going to say then provide the student with a list and ask him/her to start the things that are true for him/her and circle the most important. |
| **Giving Directions for Group Learning** |
| 1. Identify purpose of group learning and criteria for success. |
| 2. Describe roles (even if the roles are listener and speaker). |
| 3. State rounds using short & memorable steps, students should be able to remember and manage the rounds without teacher direction. |
| 4. Determine the amount of time allotted for each round and how time will be kept  (person or timer). |
| 5. Remind students of important norms, such as how to confirm or pass, what to do during “think time” and expectations for note taking. |
| 6. Identify a starting place for each group and direction of the rounds. |
| 7. Monitor students as they complete the rounds. |
| **After Group Learning** |
| 1. Reflect on the process of rounds and the learning that was achieved with students. |
| 2. Identify next steps and questions with students. |

**Step 4: Determine How Students Will Assess Learning**

Plan for students to assess their learning from the group discussion. The assessment should fit into the allotted time for the lesson. These example assessment tools can be adapted for any routine. Be sure that students reflect on both instructional outcome of the group learning routine and the process of participation.

**Sample reflection tools**

**1. Pluses and Wishes Chart**

Directions: Reflect on your discussions today and complete the chart below. Read your completed chart and place a star next to the most important idea.

|  |  |
| --- | --- |
| **+ Pluses**  List things that really helped you learn today | **\* Wishes**  List ways to make group learning more useful to you |
|  |  |

\* Note: English Language Learners or students developing literacy skills might check or circle pictures or words that are filled in by the teacher. The class and the teacher can make collaboratively make this chart and students can place a post-it-note with their name on it next to pluses and wishes that are true for them. In this way, patterns among students can be seen quickly.

**2. Reflection prompts**

Directions: Answer three of the prompts below. Prompts #1 and # 4 are required.

Aim or Learning Target for Today \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **What is your “take-away learning” from your discussion today?**
2. ***Most memorable quote***: Jot down the name and a quote from a group member that you will remember and explain why you will remember this statement or question.
3. ***Big surprise***: Jot down the name of a group member and a comment that really surprised you today, explain what about the comment surprised you.
4. ***Lingering Puzzle***: Jot down the name of a group member and a comment that raised questions for you? What are you wondering about this comment?
5. **How did group learning work for you today? What would you change or be sure to keep the same?**

**3. Rubric**

Directions: Before group learning: Choose one criteria that you plan to really work on in today’s discussions and place a check next to the row. Determine what actions you will take to accomplish this goal. After the discussion circle the description that best describes your actions. Provide evidence of what makes you circle that description.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Needs Practice | Have Parts | You’ve Got It All |
| Listening | I can’t remember anything anyone said. | I can remember most of my group members’ comments, but I didn’t really think about what they said. | I can summarize what each person said and make connections between what was said and things we are learning. |
| Speaking | I didn’t confirm or contribute or exchange ideas. | I spoke my ideas, but was too quiet for my group to hear me. | I exchanged ideas with my group loudly and clearly. |
| Vocabulary | I did not use specific vocabulary. | I used vocabulary, but I didn’t really know what the words meant. | I used the vocabulary to describe what I was talking about. |
| Thinking | I didn’t really think about what was said in my group. | I can identify patterns among my group members thinking. | I can identify patterns among group members thinking and the topic we are learning. |

**4. Goal Setting/Reflection with Specific Subject Area Learning Goals**

Circle your goal for this learning target, Meet or Exceed. During our elbow partner exchanges, complete the tasks and ask two different elbow partners to verify your mastery level. Using feedback from your partners, determine the criteria that you currently meet. Place a check next to the criteria and then **finally**, check your current mastery of this learning target.

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Targets:** | **Pre-requisite  (Before you start)** | **Criteria to Meet** | **Criteria to Exceed** |
| ***What I need to learn:***  **11) Writing Linear Equations**  **Finally:**   * Not Yet * Approaching * Meet * Exceed | * Know how to find slope. * Know how to find b.   *Sign-up for an expert appointment to learn these things.* | * Explain using words, pictures, and numbers what slope and the y-intercept are. * Show how to write an equation from two points. * Show how to write an equation from slope and a point. | * Explain using words, pictures, and numbers to two partners a linear equation. * Explain the connection between a Linear Equation and its graph. |
| **Vocabulary to use:** Linear Equation• Slope •Y-intercept • Coordinate • Coordinate Plane• | | | |
| **Feedback from my partners:** | | | | |

**Step 5: Choose a Routine to Accomplish the Learning Goal**

**Choose a routine that will enable students to accomplish an instructional goal such as:**

* Share ideas
* Correct work
* Explain thinking
* Understand text
* Build arguments
* Defend an argument
* Summarize learning
* Notice own curiosity
* Think collaboratively
* Observe carefully
* Explore perspectives

**Place Routines in Lessons Routinely**

* Opening – Do Now
* Before beginning a mini-lesson
* Correcting homework or an assignment
* Summarizing a lesson
* Offering feedback
* Reviewing
* Confirming understanding
* Independent practice
* Closing a lesson

**Start Here \***

Begin group learning with the three essential routines marked with a **\***. Other routines build on the skills students acquire through these routines to assist a teacher and students in building a culture of learning with and from each other.

***Three essential routines:***

***Domino Share\****

***Elbow Partner Exchange\****

***Talk, Think, Exchange****\**

After effective group learning is happening routinely. Use additional routines that accomplish different instructional purposes with different sized groups.

Chapter

|  |  |  |
| --- | --- | --- |
| **Group Learning Routines Index** | | |
| **#** | **Name** | **Instructional Purpose** |
| **Essential routines** | | |
| ***1\**** | ***Domino Share\**** | *discover patterns and surprises* |
| **2\*** | ***Elbow Partner Exchange\**** | *share and further ideas, questions, knowledge* |
| **3\*** | **Talk, Think, Open Exchange\*** | *express ideas clearly and gain feedback* |
| Individuals share with the group | | |
| 4 | Rumors | exchange ideas to find similarities and differences |
| Partners | | |
| 5 | Dialog Circles/Lines | build basic conversation skills |
| 6 | Peer Feedback | offer feedback to a peer |
| 7 | Peer Tutoring | value and share diverse expertise |
| Groups of three or more | | |
| 8 | Idea Carousel | brainstorm and build on ideas |
| 9 | Open Space | discuss topics of importance to group members |
| 10 | Exhibition Routine | share learning with others gain feedback |
| 11 | Sum-It Up | summarize with vocabulary, details, and/or evidence |
| Text-based routines for groups of three or more | | |
| 12 | Save the Last Word for Me | discuss evidence from a text |
| 13 | Circle of View Points | understand different perspectives |
| 14 | CRED | build an argument with evidence and reasoning |
| 15 | Four As | exploring arguments from a text |
| Student generated text to explore | | |
| 16 | Success | celebration and self-regulation awareness |
| Expert Groups | | |
| 17 | Jig Saw | integrate and evaluate information from different sources |

**1. Domino Share \***  
Instructional Goal: Discover patterns and surprises

This routine helps groups share efficiently, giving each person an opportunity to participate. Tell learners that we are going to do a domino share – where the process goes very quickly, one after another completing the exact same task. Note that if someone does something different or goes off on a tangent then the whole chain won’t work. This can also be prepared to a pass the microphone game where you pass the any object that serves as a “microphone” (markers, ball, around in a circle and the person with the ball is speaking.

To begin, ask learners to:

1. Decide who will go first in the group (small or large).
2. Point to the person that will go second – establishing the direction for the circle.
3. Take turns completing the task until everyone has gone, one after the other, like dominoes falling.
4. Take a few minutes to notice patterns and surprises that learners noticed as well as pose questions.

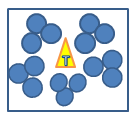
**T**

\* See #1 in Rumors for ideas of the task for a Domino Share.

***How to Begin***

**T**

*Consider teaching rounds as a* ***whole class*** *in a large circle, then dividing the class into* ***halves*** *with the teacher monitoring both circles from a central location, and then using rounds in* ***small groups*** *such as triads or four students.* Students can share a word or phrase written on a post it note.

Use ***Domino Share*** when brainstorming or gathering questions and ideas from the class to ensure that every student’s ideas are heard. Begin by asking students to generate questions or ideas in small groups. Ask students to do this in a round and then use open exchange to gather additional ideas from group members. A recorder jots down the ideas. Then the group prepares one or more reporters to share out ideas generated in the group. The reporters share out from each group around in a domino fashion, one reporter after another without interruption. The teacher or a student records ideas from all groups. When reporters are sharing everyone else is in the “listener” role noting patterns and surprises that emerge as each group shares. After the domino share the teacher invites anyone to add something that came up in the group and was not captured yet in our notes. This is much more efficient and inclusive then calling on students randomly and requires students to listen to each other.

**2. Elbow Partner, Turn and Exchange \***

Instructional Goal: Share and further ideas, questions, knowledge



***Start with an Elbow Partner Exchange***

1. Ask learners to turn to an elbow partner (someone’s whose elbow is near one of your elbows).
2. Give learners a minute or two to exchange an idea or question. It is an exchange where the ideas or questions are like gifts; everyone should be sure to give one and receive one in the allotted amount of time.

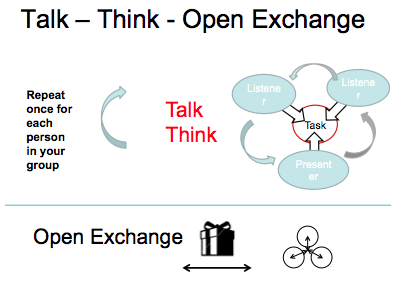
**How to Begin Using Roles**

Introduce “roles” with students by starting with a task to be completed with an “Elbow Partner Exchange.”Usually when partners are assigned roles they complete their task and then change roles so that each partner does both roles. Once students know the routines then the roles can easily be used along with rounds in groups of three, four, and teams.

|  |  |  |
| --- | --- | --- |
| **Elbow Exchange** | | |
| **Partner 1** | **Partner 2** | **Directions** |
| Questioner | Speaker | Questioner finds out from partner. Speaker shares question or summary. |
| Summarizer | Detail Adder | Summarizer sums-up lesson or main idea of a reading. Detail adder adds to the summary a vocabulary word or connection to a previous lesson, or a question. |
| Recorder  Note-taker | Presenter  Summarizer | A recorder jots down notes from a short discussion with an elbow partner. Together they star the most important points or questions in the notes. Then the Summarizers reports out to the class a summary of the discussion. |
| Problem Solver | Problem Checker | Problem solver shares answer and strategy used to solve a problem. Problem checker monitors if the solution and strategy shared were the same or different than his/her own work. |
| Word Definer | Word Illustrator | Word definer offers a definition for a vocabulary word. Word illustrator makes the meaning visible by using the word in a problem or sentence, drawing the meaning or suggesting synonyms. |

**3. Talk Think Open Exchange\***

Instructional Goal: Share with others and gain feedback

****

**Strengths of this routine:**

* + + Talk part is not-threatening so students are inclined to participate.
  + + Students can efficiently clarify confusions, correct homework, check for understanding, and generate ideas through this routine.

**Roles:** One Speaker, Two Listeners, One Time keeper (can be the facilitator for the entire group or one of the listeners. It is useful to set a timer so that no one has to watch a clock.)

***Note:*** *Whenever a participant’s task is* ***to listen*** *then the participant* ***cannot talk****.*

**Steps:**

* 1. **Talk Out Loud:** Speaker: describes a question, dilemma, or resonating ideas. Listeners: Two other learners listen without interrupting. No one but the speaker talks during this time period. If the speaker finishes before the time is up then the group uses the extra time to think.
  2. **Think:** Everyone takes time to think about what they heard. During think time learners may jot down questions, record connections, patterns, and surprises, and take notes.
  3. **Exchange:** *Speaker is not allowed to speak during this step.* It is often useful to move chair back a bit, but to stay close enough to listen. The two listeners will have an exchange about what they heard raising questions, making connections, noting surprises and patterns. It is helpful for the two listeners to look at each other, avoiding eye contact with the Speaker.
  4. **Interesting & Useful:** Speaker shares what was interesting and useful from the exchange. Listeners listen to the Speaker.
  5. **Repeat steps 1 – 4** (changing roles so that everyone has a chance to be the Speaker)
  6. **Open Exchange** – engage in a short discussion to ask questions and talk about patterns that came up in the Talk Out Louds and the Exchanges.

This structure is based on the Micro Lab Protocol from the National School Reform web site. <http://www.nsrfharmony.org/protocol/doc/microlabs.pdf>

**4. Rumors**

Instructional Goal: Exchange ideas to find similarities and differences

****

**Strengths of this routine:**

* gets learners on their feet
* everyone has to engage in conversation
* requires students to listen and repeat the ideas of others
* allows many learners to talk at the same time, no waiting for a turn
* patterns or groupings may be used to further instruction

1. Ask learners to jot down their name and an idea on a post-it-note. For example:
   * *note three questions, put a star next to the most urgent to needs answering*
   * sum-up what they *are feeling in a word*
   * *identify their next step for implementing a new idea*
   * *list one strategy they will use to study this topic*

***Note Use only ONE idea at a time.***

1. Invite learners to join you in an open space with their completed post-it-note.
2. Tell learners there are a lot of rumors going around about “(whatever the topic was for the post-it-note”). Ask learners, what they know about rumors (they spread quickly and people repeat what they heard from other people).
3. Tell learners that we are going to spread our rumors by going up to someone, reading our post it note, listening to their post-it-note, and then exchanging rumors. Then each person goes up to another person and does the same thing again, Listen, Tell, Exchange, or Tell, Listen Exchange. Learners can use the name written on the post-it-note when they tell a rumor – “I heard from Debbie that….”.
4. Allow learners to exchange ideas with as many people as possible in 3 minutes.
5. Stop the rumors. Ask one participant to read the rumor that they ended up with out loud. Post the rumor on a white board or chart paper and then ask others to post their rumor next to it if it could be in a group with this one. Ask learners to read their rumor out loud as they post them in a group.
6. Encourage learners to give the group of rumors a name.
7. Ask for a very different rumor – and start a second group. Invite others to post similar rumors to make a second group and brainstorm a name for the new group of rumors.
8. Continue adding groups until all rumors are collected.
9. Discuss what our rumors may tell us about our learning, questions, ourselves.

Next steps:

1. Birds of a Feather can flock together: the rumors are now grouped by common themes. So, the people can gather to further talk about the ideas by the groupings of their post-it-notes.
2. Diversity Makes Us Stronger: You can pull one post-it-note from each of the different groupings to form a new mixed idea group. Continue to pull one from each group until all groups have people whose initial response was diverse.

**5. Dialog Circles**



Instructional Goal: Build basic conversation skills

1. Ask learners to form two equal circles facing each other. Each circle could have an identifying quality – like works with young children on the inside and older children/adults on the outside circle.
2. Ask learners on the outside to introduce themselves and tell their partner about \_\_\_\_\_\_for one minute. Call time and then ask the inside person to do the same. Call time and now allow a short exchange time for asking questions and making connections with your partner.
3. Ask learners to move two people forward a round their circle – to find a new partner.
4. Repeat the exchange of experiences with each person having a designated time for speaking and then a short exchange.
5. Debrief by asking learners to share what they heard from a partner.

**Conversation Lines or Echo the Leader**

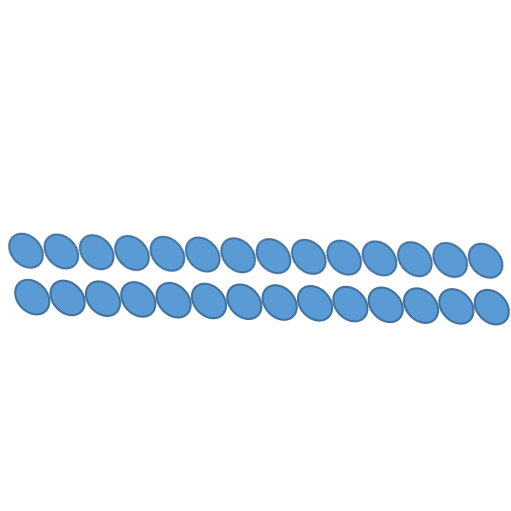
Sometimes it is important to help students develop turn taking skills and how to begin and continue a conversation. This scaffolding may need to be done prior to the *Elbow Partner Exchange*. To begin, place students in two straight lines (one will be line A and the other line B) sitting or standing across from a partner. Ask students to shake hands with their partner and share their name to make sure everyone has a partner. Then students take turns completing a short conversation that is written out on the board or projected. When the teacher points to line A the whole line says the written statement or question. Then line B answers. The conversation continues for about four to six lines. Then partners are invited to finish the conversation by adding lines. The dialogs created can be shared with the class. All dialogs will begin with the same four to six lines and then the ending will be unique. This establishes expectations for an exchange and helps students learn question starters that deepen a conversation.

For example:

Line A: I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Line B: Interesting, I also think (or I disagree with) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. What makes you think that?

Line A: I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Why do you agree/disagree?

Line B: I agree/disagree \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_ . What are your next steps?

1. **Peer Feedback**

Instructional Goal: Offer feedback to a peer

Strengths of this routine:

* Two students receive teacher feedback

If teacher provides each student with feedback prior to peer feedback, then both the student with the feedback and the peer are reading and applying the feedback from the teacher.

* Students think with their knowledge to provide peers with useful feedback.
* The teacher can be conferencing with individuals or teaching a lesson to a small group while the other students complete this routine.

**Directions:**

1. Pair students with a particular instructional goal in mind. It is useful to pair students with similar abilities, if the teacher has provided the first round of feedback because students should be able to read each other’s work independently and the pairs are likely working on similar learning goals. If mixed ability pairs are assigned then it is important to place students with others who are just a bit above or below the partner’s instructional level. If the pairs are too diverse then the students who has a further distance to travel may have trouble offering feedback.

2. Teach students the routine, C-VOCS, Clarify – then Value, Offer Concerns and Suggestions prior to joining partners.

Roles: Feedback seeker: Answer & Ask, Listen, Share Revision Plan

Feedback offerer: Clarify, Value, Offer Concerns and Suggestions

Prepare: Feedback seekers complete 1. Clarifying questions identifying their goals for the assignment and desired areas for feedback.

Round 1: Feedback Seeker provides Feedback Offerer with information regarding goals that were the focus of this work. Feedback Offerer listens and asks clarifying questions to understand the assignment, goals, and areas where feedback is needed.

Independent Work: Feedback Offerer works independently first identifying things that he/she values in the work and the offering concerns and suggestions. Every concern must be accompanied by a suggestion.

Round 2: Feedback Offerer shares value statements, concerns and suggestions. Feedback Seeker listens and takes notes, no talking.

Round 3; Feedback Seeker identifies the feedback that was interesting and useful and marks on the feedback form at least two revisions that will be made in the work.

1. Students complete the routine.

Ladder of feedback credit: Wiske, M. S., Rennebohm Franz, K., & Breit, L. (2005). *Teaching for understanding with new technologies*. San Francisco, CA: Jossey-Bass.

**6. Ladder of Feedback Sample Form for Peer Review**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assignment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Offering Feedback Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**1. Clarifying Questions**

Purpose: Gather missing information, Understand unclear information

|  |
| --- |
| What were you working on in this assignment?  *Complete this question before giving this form to person who will offer feedback to you. Make sure that the feedback person also has the criteria for the assignment.* If teacher has provided feedback, list teacher feedback here and start the most important idea. |
|  |
| Other questions from person offering feedback: |

**2. Value statements**

Purpose: Express appreciation, Identify strengths, Offer honest compliments

|  |  |  |
| --- | --- | --- |
| I see … |  | Criteria/Goals |
|  | |  |

|  |  |
| --- | --- |
| **3. Concerns**  Purpose: Make problems visible by articulating:  “Have you considered…”  “What I wonder about is…”  “Perhaps you have thought about this, but…” | **4. Suggestions**  Purpose: Offer ways to solve the identified problems,  List of possible solution generating ideas (not mandates) |
|  |  |

* Consider feedback and mark on this sheet at least two revisions. To receive full credit two revisions must be made and noted on the submitted assignment.

**7. Peer Tutoring**Instructional Goal: Value and share diverse expertise

Peer-to-peer tutoring usually refers to students working in pairs to help one another learn material or practice an academic task. Typically, teachers pair students who currently are working with different levels of agility with a given task for tutoring. Students switch roles partway through the tutoring session so that the tutor becomes the one being tutored. Having a structured routine for tutoring sessions helps students move through the process. Tutoring should happen routinely in each unit providing a vehicle where students know how to ask for help. The skills for making an appointment for tutoring should be diverse to ensure that all students are both tutors and learners at different times.

**Peer-to-Peer Tutoring Routine – four rounds + open exchange**

**Goal/Purpose:** Teach and demonstrate mastery of a learning target

**Prepare for Peer Tutoring**

Make an appointment with a student expert for peer tutoring.

**Learner:** Identifies desired learning target

**Expert:** Gathers materials needed to learn and demonstrate learning of the learning target.

**During Tutoring**

**Roles (partners):**

Expert: answers questions, teaches task to Learner, and offers feedback.

Learner: Asks questions, follows directions, practices, and teaches task.

**Starting Point:** Learner asks questions

**Rounds QAPS – Four Rounds and Open Exchange (20 – 45 minutes):**

**Round One Q**uestions**:** Learner asks questions and Expert notes important questions to answer first. *(2 to 3 minutes)*

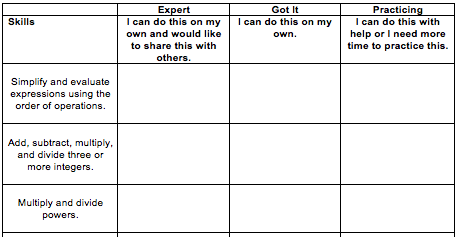
**Round Two A**nswers**:** Expert answers questions and models the skill or task to be learned. Learner listens and follows direction. *(3 to 5 minutes)*

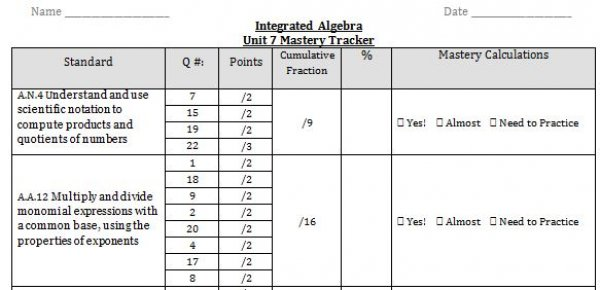
**Round Three P**ractice: Learner practices and Expert offers feedback. *(5 to 10 minutes)*

**Round Four S**witch **Roles**: Learner teaches the expert the skill or task. Expert follows Learner's directions and offers feedback of any missed steps*. (5 to 10 minutes)*

**Open Exchange - Reflection** – task and process, plans for next time (5 minutes)

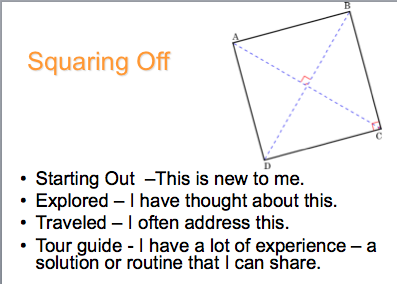
**Help Students Realize What They Need to Work On and Ask for Help**

Students can use a chart to make appointments with experts for peer tutoring sessions. For this particular chart, students placed their names on post-it-notes and moved the notes as they mastered the learning targets based on assessment data. When a student had mastered a learning target then the student could become an Expert. Other students who are still practicing that learning target can then sign-up for an appointment for peer tutoring. Note that students can become an expert and choose not to share their expertise through peer tutoring. The teacher puts peer tutoring into a regularly scheduled lunch or after school tutoring time or class time where students can choose to participate in peer tutoring or independent practice. In this way, there is specialized instruction built into the regular schedule to be sure students are not falling behind and have opportunities to work on skills from previous units that need mastering.

**Performance Summary**Students complete a performance summary to measure progress toward standards-based learning goals based on their scores on a test, ongoing homework assignments, or any other task clearly related to the learning goals. Students are instructed to consider seeking help from other students for areas that need practice.

**8. Idea Carousel**Instructional Goal: Brainstorm and build on ideas

**Directions:**

****1. Post topics and chart paper around the room (one topic per chart paper).

2. Ask learners to go to a topic that interests them most (no more than three people to a group – so some may have to choose 2nd choice).

3. Brainstorm things you think that you know, questions, or concerns that you have about this topic onto the chart paper. Divide chart paper if more than one task is given such as things you think that you know and questions.

4. Rotate to the next chart and **take your marker**. Change who is the recorder.

* Read the chart, check ideas that resonate with you as well

+ Add new ideas to the chart

5. Rotate again and take your marker with you. Change who is the recorder.

* Read the chart, check ideas that resonate with you as well

+ Add new ideas to the chart

\* Star three ideas or questions that you would like to discuss

1. Rotate again and take your marker with you.

* Read the chart, check ideas that resonate with you as well

+ Add new ideas to the chart

\* Star three ideas or questions that you would like to discuss or the   
 three most important ideas

Circle the most important idea.

1. Gallery walk around to see the other chart papers – end at your starting place. Notice the changes to your chart. Put an ! point next to things that surprise you.
2. Sit down – discuss the charts – See: Ask learners what they see in the charts, Think: Ask learners what they think about the circles and underlines, Wonder: Ask learners what questions should we pursue and what are our next steps.
3. Take a moment to write a down your own learning or take away from this activity.

**9. Open Space**Instructional Goal: discuss topics of importance to group members

This protocol was adapted from the National School Reform web site. [**http://www.nsrfharmony.org/protocol/open\_space\_tech.html**](http://www.nsrfharmony.org/protocol/open_space_tech.html)

**Strengths**

* Topics for discussion are generated and managed by students
* Students are responsible for their own learning and engagement
* Teacher can participate as a leaner and observer with students

Note: Pre-requisite knowledge and skills: Students must be able to manage a conversation independently. Norms for productive conversations must be established prior to using *Open Space Technology*.

**Directions:**

1. Explain to the group the principles of Open Space Technology.
2. Brainstorm a list of potential topics that the group would like to discuss.
3. Select topics and designate the location for each conversation.
4. Provide chart paper/markers or a computer so that notes from the conversation can be recorded and shared as new people join the group.

**Principles:**  
1. Whoever comes are the right people.  
2. Whatever happens is the only thing that could have.  
3. Whenever it starts is the right time to start.  
4. It’s over when it’s over.  
  
\* The Law of Responsibility and Mobility  
If you feel you are neither learning from nor contributing to a discussion, or if you feel a strong pull to another conversation or topic, you are required to get up and move to another discussion, without waiting for the group to complete the conversation.  
Bees – move from group to group, cross-pollinating ideas from one discussion to another.  
Butterflies – hover on the outer edges of a group.  
  
\* Don’t waste time. We are the only ones who can take responsibility for knowing when out time is being wasted and deciding what to do about it.

**10. Exhibition Routine**

Instructional Goal: Share learning with others and gain feedback

Routine for sharing a product or process with an audience. This process enables students to receive feedback from the audience without begin required to respond with an explanation. In this way the students can listen to feedback without having to worry about responding or defending the work.

Roles: Viewer and Presenter

Viewer: Describe, Question, Guess

Presenter: Listen, Interesting and Useful, Revise

**Directions:**

Round 1: Presenter share work that is completed or a performance. The sharing could be of a finished project such as an essay, work of art, or completed problem set. Or the sharing could be of a rough draft of a project or idea. The Viewer listens and observes.

Round 2: Viewer describes what was seen and/or heard, states questions that came to mind from the sharing, and finally, identifies the most important part of the work shared to from the viewer’s point of view. The Presenter listens only to the viewer, no speaking.

Round 3: The Presenter states what was interesting and useful from the Viewers comments and brainstorms at least one way the work might be revised. The Presenter may identify an interesting and useful question, but is not allowed to answer questions at this time.\*

\* A variation is to have the Presenter identify the most interesting and useful question. The Presenter might answer that question.

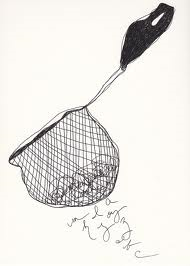
Note: It may be useful for a documenter to jot down what the viewer says and give the notes to the Presenter so that the Presenter can remember the feedback.

1. **Sum-It-Up**

Instructional Purpose: Build a Summary

Ask students to share summaries in using a domino share. Each person in the group must repeat the summary that was heard and “up-it” by adding a detail, vocabulary word, or question. The group finishes with a written summary that a reporter will share. Use a domino share to hear summaries from everyone in the group.

**Teaching Sum-It-Up**

**How is Sum it Up like a mirror? How is Sum it Up like a Sieve?**

**What is it?**

A summary is clear and undistorted distillation of a reading, lecture, or experience. Summaries are about the author’s arguments and details; they are not the place for personal opinions or judgments.

**Criteria for a High Quality Summary**

* Conveys accurate information
* Includes important parts (but does not include too much or too little)
* Could be used by someone to gain everything they need to know about the text
* Reports information without opinion or exaggeration
* Uses the style and words of the summarizer, not the author of the text

**Summary sentence starters**

* According to the (author, speaker or leader)….
* So, what I am hearing is….
* The bottom line, then, seems to be …
* I’d like to check for understanding, are you saying that….
* So, what the author is saying is …
* In other words…
* The gist of it is …

**How to make a summary**

1. Substitute synonyms for existing words
2. Combine thoughts presented in multiple sentences into one sentence

**Sum it Up Routines (or tools for all subjects)**

These directions may be used with domino share, talk, think, open, exchange or any other routine.

3-2-1 Ask students to write the numbers 3, 2, 1 on the left side of their paper with a few lines in between each number. Prompt students to write three of something, two of something, and then one of something. These prompts will help students determine what to put into a summary. For example, three characteristics of the topic understudy, two debates, challenges, or questions about the topic, and one reason something is important to the topic. This routine can be used to summarize a small group discussion or a lesson as an exit card.

Acronyms Creating acronyms for concepts, cycles, protocols, sequences, and systems is a way to summarize and to remember things. To create an acronym, write done the important facts, underline the first letter of each fact, arrange the letters into a word that you can pronounce and remember. (For example, PEMDAS, HOME for Great Lakes).

Headlines Ask students, “If you were to write a headline for this topic or issue right now that captured the most important aspect that should be remembered, what would that headline be?” The routine can be used quite effectively with think-pair-share. For example, at the end of a class the teachers can ask the class, “ Think about all that we have been talking about today in class. If you were to write a headline for this topic or issue right now that captured the most important aspect that should be remembered, what would that headline be?” Next, the teacher tells students, “Share your headline with your neighbor.” The teacher might close the class by asking, “Who heard a headline from someone else that they thought was particularly good at getting to the core of things?” (From Artful Thinking, Harvard, Project Zero <http://pzweb.harvard.edu/tc/headlines.cfm> )

Exclusion Ask students to draw lines through words that could be eliminated in a summary. Ask   
Brainstorming students to circle key words that should stay in the summary. Ask students to consider   
 new words that would combine the ideas behind the circled words. Ask students to   
 write a summary using the circled words and new words representing combinations   
 of ideas.

**Verb Suggestions**

Precise verbs will result in better summaries. These verbs invite students to interact with the content.

Analyze

Argue against

Argue for

Assess

Blend

Categorize

Choose

Classify

Combine

Compare

Compose

Construct

Contrast

Create

Criticize

Critique

Decide between

Deduce

Defend

Develop

Devise

Evaluate

Expand

Explain

Find support for

Formulate

Identify

Imagine

Infer

Interpret

Interview

Invent

Justify

Modify

Organize

Plan

Predict

Rank

Recommend

Retell

Revise

Show Simplify

Suppose

Why did

Wormeli, R. (2005). *Summarization in Any Subject*. Alexandria, VA: Association for Supervision and Curriculum Development.

**12. Save the Last Word for Me**

Instructional Goal: Discuss evidence from a text

This protocol is based on Save the last work for me from the National School Reform Web site <http://www.nsrfharmony.org/protocol/doc/save_last_word.pdf>.

**Directions**

1. Identify a quote that really resonates to each person from a text (article, story, textbook, song lyrics, poem or any other text). Each person does this individually and silently.
2. Decide who is going first and who will go second establishing a direction to share around in a circle.
3. Begin by having the first person read out loud her/his quote – only the quote, offering no other comment.
4. Go around in a circle giving each person a chance to say how the quote resonates or connects with her/him.
5. Finish by having the first person who read the quote say why they selected the quote – “Saving the last word” for the person who began the round.
6. Repeat the pattern with each person around in the circle.
7. Debrief: Discuss, “What new discoveries were made about the text? How did this conversation further your thinking?”

**13. Circle of Viewpoints**

Instructional Goal: Understand different perspectives

Use this protocol to invite learners to think about a topic by taking on the perspective of a stakeholder (or someone who would care about this topic). Invite each participant to choose a different perspective or stakeholder to share points of view.

To learn more about Circle of Viewpoints

[**http://pzweb.harvard.edu/vt/VisibleThinking\_html\_files/03\_ThinkingRoutines/03e\_FairnessRoutines/CircleViewpoints/CircleViewpoints\_Routine.html**](http://pzweb.harvard.edu/vt/VisibleThinking_html_files/03_ThinkingRoutines/03e_FairnessRoutines/CircleViewpoints/CircleViewpoints_Routine.html)

**14. CRED**

Instructional Goal: Build an argument with evidence and reasoning

**Process**

1. Form groups of four. Determine roles for building the first argument.
2. Begin building an argument by saying out loud task associated with your role. Repeat what the person before you said and add your role.
3. Build four different arguments. Rotate roles with each argument.
4. Rate the four arguments. \* *Star = most credible argument,   
   🗸 check = arguments that represent different viewpoints,   
   + Plus = most accurate interpretation of the source*

* Consider beginning with evidence or with claim.

C

**C stands for claim**. This is a claim that could be made based on evidence from a text, document, or situation:

* “Homework should be banned.”
* “Poverty is harmful.”
* “The United Nations should be re-formed.”

*A claim itself is not an argument. It has no support, and so, by itself, it’s basically nothing other than a baseless claim.*

R

**R stands for reasoning**. Adding reasoning is essential to making arguments. *The reasoning part of an argument is the “because” part of the argument:*

* “Homework should be banned because it interferes with effective learning.”
* “Poverty is harmful because when families are poor, they cannot regularly feed their children.”
* “The United Nations should be reformed because it is not effective now.”

*Reasoning connects the claim to the evidence.*

**E stands for evidence**. *Evidence provides proof of your reasoning*. Themost common type of evidence is the example. For the arguments we’ve been looking at, we might say the following:

* “Homework should be banned because it interferes with effective learning. For example, students have to stay up late to finish their homework, and this makes them tired in class so they can’t pay attention.”
* “Poverty is harmful because when families are poor, they cannot regularly feed their children. For example, often poor families have to choose between paying their rent and buying food.”
* “The United Nations should be reformed because it is not effective now. For example, the U.N. is so disorganized that it can’t conduct effective peacekeeping operations, like the operation in Rwanda that failed because there weren’t enough troops and so may people died.”

E

D

**D stands for documenter.** The documenter records the argument with all of its parts, the assertion, the reason, and the evidence.

**Build Arguments through CRED**

Note documenter records the claim, reason, and evidence. Each person repeats what the previous person said and adds their role to the argument. After completing at least four arguments then the group rates the arguments.

|  |  |  |  |
| --- | --- | --- | --- |
| **Claim** | **Reason** | **Evidence** | **Rating**  \* *Star = most credible argument,  🗸 Check = arguments that represent different viewpoints,  + Plus = most accurate interpretation of the source* |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**15. Four As**

*Instructions: As you read, jot down notes on the 4 As below. When your group has completed the notes, each member of the group shares each A in a round (Round 1: Agree, Round 2: Aspire, etc.). When all the rounds are completed, discuss points of similarity and difference.* (Modified from

|  |  |
| --- | --- |
| One quote from the text you **Agree** with from the text | One quote that you’d like to **Argue** against from the text |
| One (or two) questions that need to be Asked and **A**nswered. (Part(s) of the text that needs clarification or explanation) | One quote that you **Aspire** to in your work |

**16. Success Protocol (adapted from Jayne Ogata)**

Instructional Goal: Celebrate and explore success

The facilitator’s role is to help the group to keep focused on how the success described by the presenter is different from more routine work. The *analysis* of what made this so successful is the purpose of the protocol. The facilitator is a full participant in this protocol.

**1. Identify and write about your success.** (5 minutes)

Write a short description of a success. For this particular activity, please reflect on a success that you’ve had learning something. Maybe it had to do with something that really engaged you or something that was challenging to learn.

Describe the specifics of the success. What did you do (to prepare, to structure an activity/class/unit, to respond in the moment?) and what were people around you doing? Consider the question, “What made this experience different from others like it that I have had?”

**2. Present successes in triads**. (6 minutes)

In triads, the first presenter tells the story of his or her “success,” in as much detail as s/he can remember. The group takes notes.

**3. Choose one of the successes with which to do the “analysis”.** (1-2 minutes)

**4. Group asks clarifying questions.** (3 minutes)

The rest of the group asks clarifying questions about the details of the “success” in order to fill in any information the group needs to be helpful to the presenter.

**5. Group reflects on the success story**. (5 minutes)

Group members discuss what they heard the presenter say, and offer insights and analysis of the success. Why was it so successful? What elements, actions, or conditions contributed to the success? The presenter can participate, but should listen first for observations from the other triad members. Probing questions of the presenter can also be asked in considering what contributed to the success.

**6. The triad identifies and shares the factors that contributed to their successes with** **the large group.** (10 minutes)

The large group looks for trends across triads, and then discusses what it would mean to consciously create conditions that lead to success. How might we apply what we learned to other work?

**7. Debrief protocol.** (5 minutes)

What worked well? What was challenging? How might others use this process to reflect on their work? When/under what circumstances might you use this protocol as a coach?

**Jot down the details of a success that you experienced in learning**

Write a short description of a success. For this particular activity, please reflect on a success that you’ve had learning \_\_\_\_\_\_\_\_\_. Maybe it had to do with something that really engaged you or something that was challenging to learn.

Describe the specifics of the success. What did you do (to prepare, to structure an activity/class/unit, to respond in the moment?) and what were people around you doing? Consider the question, “What made this experience different from others like it that I have had?”

**17. Expert Groups**

Instructional Goal: Integrate and evaluate information

Jigsaw or expert groups is a popular grouping strategy where students work first with a small group developing an expertise by completing tasks. Then students regroup so that the new groups have an expert member from each of the first groupings. For example, the teacher might direct students to:

1. Gather in groups by color to complete an investigation, reading, experiment, or discussion.

Then the students number off in each small group by fours.

1. Regroup by numbers, for example, all the ones together, twos together, etc. The students now must complete a task that requires elements from each expert. Experts share and integrate their expertise to accomplish the new goal.

Use what you know about ALL-ED routines to solve these common classroom dilemmas.

**1. How can the teacher ensure that students just don’t copy instead of teach each other what they learned in their expert group?**

**2. What can the teacher ensure that students who are struggling become experts and share their expertise?**

**3. How can this be done without taking too much time?**

**If Group Learning Routines are so good, then why is they so hard to get started?**

**Fill in the top ten reasons teachers struggle to get group learning routines going with students.**

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.