Activity 6

Connecticut Core Standards for English Language Arts and Literacy

Grades K–5

Systems of Professional Learning

Module 2 Participant Guide

Connecticut Core Standards for ELA & Literacy
Grades K–5: Supporting All Students in Close Reading,
Academic Language, and Text-based Discussion

Connecticut Core Standards Systems of Professional Learning

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Activity 6

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Activity 6: Viewing a Video and Choosing a Protocol

DESCRIPTION

Participants view a video of a fourth grade class engaged in text-based discussion, and will consider the importance of protocols for creating a productive environment for students. They will also note where formative assessment opportunities arise during the lesson. After viewing and discussing the video, participants select a protocol from a list of discussion protocols, learn about it, and explain it to others. Each pair of participants selects a discussion protocol to use in their close reading lesson.

Activity 6a: Text-based Discussion in the Classroom

DIRECTIONS

1. Locate the Activity 6a section of your *notepad* on page 62.

2. View the video and take notes about what you observe with regard to:

    o   protocols
    o   formative assessment opportunities

3. Discuss what you observed with your table.

GUIDING QUESTIONS

How do protocols support student discussion?

What formative assessment opportunities might student discussion provide?

RESOURCES

Science Talk from Expeditionary Learning http://vimeo.com/76178452

Discussion Protocols List

Lesson Plan template

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Activity 6b: Learn about and Choose a Discussion Protocol

DIRECTIONS

1. Review the lists of discussion protocols in your Participant Guide (on the following pages).

2. Select one protocol to learn about and study it on your own.

3. At the table, take turns presenting the protocol that you studied.

4. As each protocol is presented, engage in a brief discussion of how and under what circumstances that protocol might be used.

5. Discuss any enhancements or adaptations you would consider for these protocols.

4. With your (close reading) partner, select one discussion protocol that you could use in your close reading lesson. Consider any supports that students might need in order to participate fully in this protocol.

RESOURCES

Discussion Protocols List
Lesson Plan template

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Discussion Protocols

Numbered Heads Together

Students are put in groups of 4–6 and numbered. When asked a question, students work together to find the best answer. When called together again, the teacher rolls a die and asks the students from each group with the number rolled to stand, i.e., "All 3s from each group please stand." Each student then represents the group and reports the group's answer.

Think-Pair-Share

This involves a three step cooperative structure. During the first step, students think silently about a question posed by the teacher. Individuals then pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs or the entire group. It is a usually a good idea to have the individuals that are sharing with the whole group explain what their partner said in order to promote good listening skills.

Merry Go Round

Each student takes a very quick turn sharing with the team a thought or reaction to something posed by the teacher. Responses should be quick 1–5 word phrases in order to keep it going quickly and keep thoughts concise.

Put Your Two Cents In

Each student has two tokens to use as talking pieces. In groups of four, each student takes a turn by putting one token in the center of the table and sharing his/her idea. Once everyone has shared once, each student then puts one more token in at a time and responds to what someone else in the group has shared, i.e., "I agree with_____ because…", or "I don't agree with _____ because…", etc.

Give One, Get One

After reading about a topic, students are asked to get up and find someone across the room with whom to share their thoughts or answers. Students are then receiving an idea in exchange for giving one.

Jigsaw

Groups of 4–5 students are established. Each group member is assigned some unique material to learn and then teach to his group members. To help in the learning, students across the class focusing on the same material get together to decide what is important and how to teach it. After practice in these "expert" groups, the original groups reform and students teach each other.

Partners

The class is divided into teams of four. Half of each team is given an assignment to master to be able to teach the other half. Partners studying the same material go to one side of the room and consult with one another about the material and how to best teach it to the other half of their team. Teams then go back together with each set of partners teaching the other set.

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Inner Outer Circle

Have students stand in a big circle. Every other person should take one giant step inside the circle and turn around facing those in the outer circle. In other words, there should be two circles with the outer circle people facing inward and the inner circle people facing outward, and everyone should be face-to-face. Students in the outer circle begin by asking the student facing them on the inner circle a question. This question may be prepared by either the students themselves or the teacher. Once the inner circle student has had an opportunity to answer, either the outer or inner circle rotates and the process is repeated until a full rotation is made. Then, the inner circle has the opportunity to ask questions as the outer circle responds, and so forth.

Stop and Say Something

Form groups of 2–3. Individually each person reads the highlighted portions of an article or text up to where it says, "Stop and Say Something" (pre-determined by facilitator/teacher). When everyone has reached the stopping point, the group members have a brief dialogue about what they read. Repeat for the remaining portions of the text.

Save the Last Word

Form groups of 3–4. Individually each person reads the article, and selects 2 to 3 quotes that particularly caught their attention. (Alternate – students write the quote on one side of a card and why they chose it on the other.)

Round 1: The first person reads his/her quote aloud without commenting on it (that comes later!) Each other person has one minute to comment on the quote (If they agree…disagree…with the quote, or if it makes them think of something related). The initial person has two minutes to respond to the comments, including why they selected the quote. This is the last word! Remaining Rounds: Repeat the process for each group member.

Placemat and Round Robin

Form participants into groups of four. Allocate one piece of chart paper to each group. Ask each group to draw the diagram on the paper.
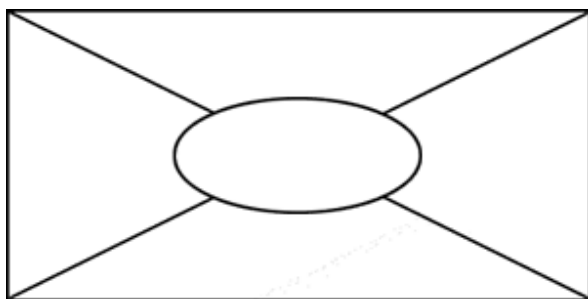
The outer spaces are for each participant to write their thoughts about the topic. Conduct a Round Robin so that each participant can share their views. The circle in the middle of the paper is to note

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down (by the nominated scribe) the common points made by each participant. Each group then reports the common points to the whole group.

Rotating Trios

Beforehand, prepare discussion questions. In class, students form trios, with the groups arranged in a large circle or square formation. Give the students a question and suggest that each person take a turn answering. After a suitable time period, ask the trios to assign a 0, 1, or 2 to each of its members. Then direct the #1s to rotate one trio clockwise, the #2s to rotate two trios clockwise, and the #0s to remain in the same place; the result will be completely new trios. Now introduce a new, slightly more difficult question. Rotate trios and introduce new questions as many times as you would like.

3-2-1

After reading an article, share:

3 things you learned

2 things you found interesting

1 question you still have

Carousel Brainstorming

Post different questions around the room. Give a different colored marker to each group.

Each group goes to one piece of paper and writes responses to the question on their paper. When the time is up, the groups rotate. At the last chart, the group summarizes and reports out the answer.

Fishbowl

Purpose: The fishbowl is a peer-learning strategy in which some participants are in an outer circle and one or more are in the center. In all fishbowl activities, both those in the inner and those in the outer circles have roles to fulfill. Those in the center, model a particular practice or strategy. The outer circle acts as observers and may assess the interaction of the center group. Fishbowls can be used to assess comprehension, to assess group work, to encourage constructive peer assessment, to discuss issues in the classroom, or to model specific techniques such as literature circles or Socratic Seminars.

Procedure: Arrange chairs in the classroom in two concentric circles. The inner circle may be only a small group or even partners. Explain the activity to the students and ensure that they understand the roles they will play. You may either inform those that will be on the inside ahead of time, so they can be prepared or just tell them as the activity begins. This way everyone will come better prepared. The group in the inner circle interacts using a discussion protocol. Those in the outer circle are silent, but given a list of specific actions to observe and note.

One idea is to have each student in the outer circle observing one student in the inner circle (you may have to double, triple, or quadruple up.) For example, tallying how many times the student participates

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or asks a question. Another way is to give each student in the outer circle a list of aspects of group interaction they should observe and comment on. For example, whether the group members use names to address each other, take turns, or let everyone's voice be heard. Make sure all students have turns being in the inside and the outside circles at some point, though they don't all have to be in both every time you do a fishbowl activity.

Debrief: Have inner circle members share how it felt to be inside. Outer circle members should respectfully share observations and insights. Discuss how the fishbowl could improve all group interactions and discussions.

Variation: Each person in the outside circle can have one opportunity during the fishbowl to freeze or stop the inside participants. This person can then ask a question or share an insight.

Hosted Gallery Walk Protocol: "The Gallery Jigsaw"

Purpose: This strategy offers participants an opportunity to share information with others in a gallery walk type setting. The protocol involves small-group collaboration, while making individuals responsible for the learning and the teaching.

Procedure:

1. Divide participants into groups – size of group will vary with the topic and how it can be divided, size of class, age of participants, etc.

2. Assign each group a specific segment of your topic (example: legislative branch of government, role of a worker bee, or transportation on the river).

3. Provide each group with additional materials they need to further enhance the study that has already been introduced, probably in a large-group setting (example: government, insects, and importance of our river).

4. Allow time for the group to read and discuss the new information. Using prior knowledge along with the new knowledge, have them create a visual representation that each person in the group will use to teach others in the class.

5. Be clear that each person has to understand the text and images on the poster in order to present the information effectively. Allow time for the groups to help one another focus on key components.

6. Post the work around the room or in the hallway.

7. Regroup participants so each new group has at least one member from the previously established groups.

8. Give specific directions at which poster each group will start and what the rotation will look like.

9. The speaker at each poster is the person(s) who participated in the creation of the poster.

10. When all groups have visited each poster, debrief.

Debrief:

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What was your biggest "a-ha" during the tour?

How was your learning enhanced by this method?

What role?

World Café Discussion Protocol

Purpose: To discuss a topic or various topics, rotating the role of leadership and mixing up a group of people.

Procedure:

1. Form three groups of 3 or 4 and sit together at a table.

2. Each group selects a "leader."

3. The leader's role is to record the major points of the conversation that takes place at the table and to then summarize the conversation using the recorded notes…a bit later.

4. The group discusses the topic at hand until time is called. Groups can be discussing the same topic or related topics.

5. The leader stays put; the rest of the group rotates to the next table.

6. The leader (the one who didn't move) presents a summary of the conversation recorded from the former group to the new group.

7. Each table selects a new leader.

8. Again, the new leader's role is to record the major points of the conversation that takes place at the table and to then summarize the conversation using the recorded notes…a bit later.

9. The group discusses the topic at hand until time is called.

10. Repeat the process, ideally until all participants have had a chance to lead.

11. After the final round, the last group of leaders present to the whole group rather than reporting out to a "next rotation."

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CT Systems of Professional Learning – Sample Unit Template

Grade Level:	Month	Length:

Unit # and Title:

Unit Overview

Summary of the unit, with unit goals, essential learning activities (reading, writing, speaking and listening, and language tasks), central texts, Performance Assessment and connection to units in ELA or other disciplines

CT Core Standards

Strand, Grade Level, Standard #, Standard written out

(Standards assessed in Performance Assessment or other major assessments are **bold-faced**. Standards assessed through daily formative assessment are in plain type.)

Core Understandings to Explore

Students will understand that…

(Big ideas to explore, discuss and uncover, reflect on and analyze during the unit – may transfer to other learning and life experiences)

Essential Questions

(Ongoing and guiding questions that point students toward key understandings and push students to look for patterns, connect ideas, and consider strategies)

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Declarative and Factual Knowledge	Skills
Students will know… (Recall, memorize, define)	***Students will be able to….*** (Organize, apply, analyze, integrate, evaluate)

Performance Assessment(s)
(Description, Prompt, Standards. Full directions and rubric are in unit appendix.)

Other Assessment(s)/Evidence
(Tests and quizzes, projects, writing assignments)

Vocabulary	
(Definition provided or word defined in context within a lesson)	(Subset of words for extended study in the unit)

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Resources
Central Text(s)
Supplementary Text(s)
Art/Music/Media
Online Resources
Student Supports and Extensions
(Broad description of scaffolding and support for all students (UDL) and for specific subgroups of students (SWD, ELL), and including extensions for students working above grade level)
Interdisciplinary Connections

Unit #/Title/Date of version

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Lesson Plan Map for Unit (Title)
Lesson 1 Title:
Lesson Summary: 1–2 sentence summary of lesson activities, text, reading, writing , speaking or listening task, formative assessment, and homework if applicable
Standards Addressed: (Can be standard numbers only.)
Lesson Vocabulary:
Materials and preparation: list of materials needed for lesson and any special preparation teacher must make ahead of time.
Lesson 2 Title:
Lesson Summary: 1–2 sentence summary of lesson activities, text, reading, writing , speaking or listening task, formative assessment, and homework if applicable
Standards Addressed: (Can be standard numbers only.)
Lesson Vocabulary:
Materials and preparation: list of materials needed for lesson and any special preparation teacher must make ahead of time.
Lesson 3 Title:
Lesson Summary: 1–2 sentence summary of lesson activities, text, reading, writing , speaking or listening task, formative assessment, and homework if applicable
Standards Addressed: (Can be standard numbers only.)
Lesson Vocabulary:
Materials and preparation: list of materials needed for lesson and any special preparation teacher must make ahead of time.
REPEAT LESSON OUTLINES FOR ALL LESSONS IN UNIT.

Unit #/Title/Date of version

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CT Systems of Professional Learning – Sample Lesson Plan Template

Unit Title:

Lesson # and Title:

Standards
CCRA.R.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.   *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.*   *CCRA.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate*

Learning Targets/Goals/Objectives/Guiding Questions

Vocabulary	Teaching Notes for the Lesson

Lesson Sequence (Agenda)	Materials

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Opening	Meeting Students' Needs

Work Time (including specific text-dependent questions and discussion protocols)	Meeting Students' Needs

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Closing and Assessment	Meeting Students' Needs
Homework	Meeting Students' Needs

All templates and handouts for lesson should be attached as a part of the lesson plan.