CLR Protocols



Connected to Cultural Behaviors

REMEMBER:

Protocols validate and affirm a cultural behavior, **ONLY WHEN** they are planned with intent and purpose and the use of the cultural behavior is explicitly explained to the students.

Teachers build and bridge by juxtaposing a traditional mainstream school activity directly after the validating and affirming activity to give students opportunities to practice situational appropriateness.

The Goal: Balance your instruction between VA and BB activities so that all students can BE WHO THEY ARE and develop CULTURAL DEXTERITY.



Note:



The following slides have all of the CLR protocols separated by cultural behaviors and possible strategies that could be used to validate and affirm those behaviors.

Two Important Points

- 1) The teacher must be intentional and explicit about the behavior. The protocol in and of itself won't do the job.
- 2) The protocols listed are not the only ones that can be used to validate and affirm the behavior.

The 16 Cultural Behaviors

Underserved Behaviors (VA)

- 1. Non-maintenance of eye contact
- 2. Proximity
- 3. Kinesthetic/High Movement
- 4. Collaboration/Cooperation
- 5. Spontaneity
- 6. Pragmatic/Non-Verbal Language
- 7. Realness
- 8. Conversational Patterns/Verbal Overlap
- 9. Orality & Verbal Expressiveness
- 10. Sociocentrism
- 11. Communalism
- 12. Subjectivity
- 13. Relative Time
- 14. Dynamic Attention Span
- 15. Field Dependence
- 16. Immediacy

Mainstream School Behaviors (BB)

- 1. Maintenance of eye contact
- 2. Distance
- 3. Stationary/Low Movement
- 4. Competition
- 5. Prompted/Standardized
- 6. Written or Spoken Communication
- 7. Indirectness
- 8. Turn-Taking
- 9. Less Emotional Communication
- 10. Autonomous
- 11. Individual Success
- 12. Objectivity
- 13. Precise Time
- 14. One Way to Show Focus
- 15. Decontextualized
- 16. Unconnected



Non-Maintenance of Eye Contact



VA: If a teacher is explicit, they can VA non-maintenance by inviting students to practice indirect eye contact, looking down, or looking away. BB: The teacher can juxtapose with activities that help students practice direct eye contact.

Color coding: Discussion, Response, Movement, Literacy, Vocabulary

Numbered Heads	Turn & Talk
Silent Conversation	Wheel of Names
Walk & Talk	<u>Diamond Discussion</u>
Buddy Reading	Back to Back Drawing

3 Step Interview	Quiz Quiz Trade
Inner Outer Circle	Tea Party Meet & Greet

Can be juxtaposed with protocols where students make eye contact with one another or are expected to make direct eye contact with teacher.



Proximity



VA: If a teacher is explicit they can VA proximity by encouraging closeness.

BB: The teacher can juxtapose with activities that help students practice distance.

Color coding: Discussion, Response, Movement, Literacy, Vocabulary

Numbered Heads	<u>Huddle</u>
Turn & Talk	Inner Outer Circle
Corners	<u>Musical Shares</u>
Walk & Talk	Stir the Room
Back to Back Drawing	Collaborative Word Sort

Stop & Scribble	<u>Text Coding</u>
Cloze Activity	Article Doodle
<u>It Says, I Say, and So</u>	Double Response Journal
Three Things	<u>Acrostic</u>

Most seat work can be used to BB to distance.



Kinesthetic/High Movement



VA: If a teacher is explicit they can VA kinesthetic learners by encouraging high movement. BB: The teacher can juxtapose with activities that help students practice being stationary.

Color coding: Discussion, Response, Movement, Literacy, Vocabulary

Walk & Talk	<u>Musical Shares</u>	Corners	Action Thermometer	Struggle Stroll
Stop & Scribble	Thinking with Feet	Who's the Stray	Find Somebody Who	Give One Get One
Snowball	<u>Carousel</u> <u>Brainstorming</u>	<u>Graffiti Talk</u>	Gallery Walk	Inner Outer Circle
Tea Party Meet & Greet	Circle the Sage	Stir the Room	Answer Chairs	Quiz Quiz Trade
Reading Tea Party	Guess Who	Vobackulary	Can use protoc students stay se to stationary	



Collaboration/Cooperation



VA: If a teacher is explicit they can VA collaboration by encouraging students to work together on a common goal and share responsibility. BB: The teacher can juxtapose with activities that help students work independently and competitively. Color coding: Discussion, Response, Movement, Literacy, Vocabulary

<u>Turn & Talk</u>	<u>Partners</u>	Team Pair Solo	Fan and Pick	Send a Problem
Silent Conversation	Numbered Heads	Six Color Thinking	<u>1-3-6</u>	Back to Back
Silent Appointment	<u>Huddle</u>	<u>Carousel</u> <u>Brainstorming</u>	Inner Outer Circle	Answer Chairs
Find Somebody Who	Walk & Talk	Buddy Reading	Connections Grid	Back to Back Drawing
Collaborative Word Sort	<u>Talk a Mile a</u> <u>Minute</u>	Dump and Clump	Odd Word Out	Bump That Word

Spontaneity

VA: If a teacher is explicit they can VA spontaneity by encouraging imprompturesponse, movement, and improvisation. BB: The teacher can juxtapose with activities that help students practice following prompts and routines. Color coding: Discussion, Response, Movement, Literacy, Vocabulary

Post Your Thoughts	Round Robin	Give One Get One	Whip Around	Stand & Deliver
Somebody Who	Positive Blast	Scattegory Share Out	<u>Train Pass it On</u>	Shout Out
Wheel of Names	Find Somebody Who	Philosophical Chairs	Stand Up - Hand Up	Thinking with Feet
Answer Chairs	Stop & Scribble	Who's the Stray	Words in Use	A-Z Associations
Three Truths and a Lie	Bump That Word	Shades of Meaning	Talk a Mile a Minute	Collaborative Word Sort



Pragmatic/Non-Verbals



VA: If a teacher is explicit they can VA pragmatic language by encouraging non-verbal expression. BB: The teacher can juxtapose with activities that help students practice spoken or written language.

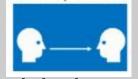
Color coding: Discussion, Response, Movement, Literacy, Vocabulary

3 Step Interview	Silent Appointment
I Got This	Stand Up - Hand Up
Thumbs Up	Tea Party Meet & Greet
Article Doodle	<u>Diamond Discussion</u>

Yesterday's Headlines	Silent Conversation
<u>1-3-6</u>	top & Scribble
Quad Strategy	Double Response Journal
Interview A Word	<u>Carousel</u> <u>Vocabulary</u>



Realness



VA: If a teacher is explicit they can VA realness by encouraging students to share what they think honestly. BB: The teacher can juxtapose with activities that help students practice indirect communication. Note: Realness is often encouraged through the prompt/questions asked.

Color coding: Discussion, Response, Movement, Literacy, Vocabulary

3 Step Interview	Post Your Thoughts	Silent Conversation	Whip Around	Thumbs Up/Thumbs Down
<u>Carousel</u> <u>Brainstorming</u>	<u>Snowball</u>	<u>Graffiti Talk</u>	Struggle Stroll	Personal Dictionary
Personal Thesaurus	H.I.T.	Interview A Word	Generative Sentences	Wordy Conversation
Action Thermometer	Commonality Trios	A-Z Associations	Three Truths and a Lie Vocabulary	



Conversational Patterns/ Verbal Overlap & Non-Linear



VA: If a teacher is explicit they can VA conversational patterns by encouraging students to overlap or converse in non-linear ways. BB: The teacher can juxtapose with activities that help students turn-taking and linear conversation.

Color coding: Discussion, Response, Movement, Literacy, Vocabulary

Think Pair Share	<u>Carousel</u> <u>Brainstorming</u>	Six Color Thinking
Shout Out	Walk & Talk	<u>Fishbowl</u>
<u>Huddle</u>	Talk a Mile a Minute	Send a Problem
Jump In Reading	<u>Fade In/Out</u>	Turn & Talk

Whip Around (I)	<u>Train Pass it On</u>
Pick A Stick	<u>Mind-Streaming</u>
Wheel of Names	<u>Train Reading</u>
Roll Em	Tag Reading
Save the Last Word for Me	



Orality/Verbal Expressiveness



VA: If a teacher is explicit they can VA orality by encouraging verbal expression with emotion. BB: The teacher can juxtapose with activities that help students practice written or less emotional oral communication.

Color coding: Discussion, Response, Movement, Literacy, Vocabulary

<u>Fishbowl</u>	I Got This	Think Pair Share	Positive Blast	Shout Out
Philosophical Chairs	Commonality Trios	<u>Huddle</u>	It Says, I say, and So	<u>Hot Seat</u>
60-Second Radio Spot	Choral Reading	Fill in the Blank	Radio Reading	Readers Theater
Talk a Mile a Minute	Wordy Conversation	Echo Reading	Interview A Word	



Sociocentrism



VA: If a teacher is explicit they can VA sociocentrism by encouraging kids to be social AS they learn. BB: The teacher can juxtapose with activities that help students practice autonomous learning. Color coding: Discussion, Response, Movement, Literacy, Vocabulary

<u>Campfire</u>	Yesterday's Headlines	Post Your Thoughts	Put Your Two Cents In	3 Step Interview
<u>I Got This</u>	Turning Wheels	Six Color Thinking	<u>Partners</u>	Numbered Heads
Team Pair Solo	<u>Musical Shares</u>	Commonality Trios	Circle the Sage	It Says, I say, and So
Connections Grid	Diamond Discussion	\$2.00 Summary	<u>Hot Seat</u>	Reading Tea Party
Scrambled Sentences	Odd Word Out	Wordy Conversation	Shades of Meaning	<u>Carousel</u> <u>Vocabulary</u>



Communalism



VA: If a teacher is explicit they can VA communalism by encouraging students to focus on group success. BB: The teacher can juxtapose with activities that help students practice individual success.

Color coding: Discussion, Response, Movement, Literacy, Vocabulary

<u>Campfire</u>	Give One Get One	<u>I Got This</u>	Merry Go Round	Numbered Heads	Positive Blast
Round Robin	Send a Problem	Team Pair Solo	<u>Carousel</u> <u>Brainstormina</u>	Find Somebody Who	Quiz Quiz Trade
Connections Grid	Readers Theater	Diamond Discussion	\$2.00 Summary	Interview A Word	Wordy Conversation
H.I.T.	Scrambled Sentences	Generative Sentences	Circle the Sage		



Subjectivity



VA: If a teacher is explicit they can VA subjectivity by encouraging multiple answers and multiple ways to arrive at an answer. BB: The teacher can juxtapose with activities that help students practice determining objective answers.

Color coding: Discussion, Response, Movement, Literacy, Vocabulary

Send a Problem	Put Your Two Cents In	<u>Campfire</u>	Yesterday's Headlines	Six Color Thinking
Action Thermometer	Thinking with Feet	Corners	Shades of Meaning	H.I.T.
Personal Thesaurus	Personal Dictionary	Collaborative Word Sort	Word Splash	Bump That Word
Interview A Word	Connections Grid	Article Doodle	\$2.00 Summary	Acrostic



Concept of Time



VA: If a teacher is explicit they can VA relative time by determining how long a conversation and activity lasts based on relationships and what is going on in the moment. BB: The teacher can juxtapose with activities that help students practice precise time as dictated by the clock.

Color coding: Discussion, Response, Movement, Literacy, Vocabulary

Merry Go Round	Moment Of Silence
Put Your Two Cents In	Graffiti Talk
Vobackulary	Talk a Mile a Minute
Round Robin	Walk & Talk
Give One Get One	Buddy Reading

Precise time can be practiced by intentionally giving students limited time to complete a task.

Mind-Streaming and Stop & Scribble are good examples of activities that have time limits.



Dynamic Attention Span



VA: If a teacher is explicit, they can VA dynamic attention spans by inviting students to show focus in non-traditional ways. BB: The teacher can juxtapose with activities that help students practice direct attention.

Color coding: Discussion, Response, Movement, Literacy, Vocabulary

Merry Go Round	I Got This	Turning Wheels	<u>Campfire</u>	<u>Fishbowl</u>
Somebody Who	Bingo Responding	Scattegory Share Out	<u>Train Pass it On</u>	Fan and Pick
Back to Back	Who's the Stray	Answer Chairs	Move Stop Group	<u>Circle the Sage</u>
Guess Who	Corners Vocab	Words in Use	Shades of Meaning	Talk a Mile a Minute
Radio Reading	Article Doodle	<u>Tea Party</u>	Tag Reading	Fill in the Blank opyright CCRTL ©2023



Field Dependence



VA: If a teacher is explicit they can VA field dependence by creating opportunities for students to connect to things they find relevant. BB: The teacher can juxtapose with activities that help students practice working on a task that is decontextualized.

Color coding: Discussion, Response, Movement, Literacy, Vocabulary

Personal Dictionary	Personal Thesaurus	Generative Sentences	Whip Around	Graffiti Talk
Snowball	<u>Tea Party</u>	Three Things	Article Doodle	Double Response Journal
Save the Last Word for Me	It Says, I say, and So	<u>Acrostic</u>	Two Column Notes	Three Column Notes



Immediacy



VA: If a teacher is explicit they can VA immediacy by encouraging connectedness and letting students share what they want to share. BB: The teacher can juxtapose with activities that help students practice doing a task without connection.

Color coding: Discussion, Response, Movement, Literacy, Vocabulary

<u>Campfire</u>	Yesterday's Headlines	Merry Go Round	Six Color Thinking	3 Step Interview
Turning Wheels	<u>Fishbowl</u>	<u>Train Pass it On</u>	Corners	Commonality Trios
Circle the Sage	Inner Outer Circle	<u>Graffiti Talk</u>	Quiz Quiz Trade	<u>Snowball</u>
<u>Generative</u> <u>Sentences</u>	Personal Thesaurus	Key Word Notes	Buddy Reading	I Got This
Somebody Who	Post Your Thoughts	Stand & Deliver	Stir the Room	Stand Up - Hand Up

CLR Protocols by Area



NOTE: These are to be used in conjunction with the planning for cultural behaviors slides, above.

Engagement (Management)	Vocabulary	Literacy
<u>Discussion</u>	Activities and Tools	<u>Activities</u>
<u>Response</u>		Read Aloud Protocols
<u>Movement</u>		



Discussion Protocols



CLR Area: Engagement (Management)



Discussion Protocols



Remember... 70% Student Talk & 30% Teacher Talk

DISCUSSION TABLE OF CONTENTS *Linked to each slide

Turn & Talk	Think Pair Share	<u>Partners</u>	<u>Team Pair Solo</u>	Numbered Heads
Round Robin	Merry Go Round	<u>Two Cents</u>	Send a Problem	<u>Campfire</u>
3 Step Interview	Yesterday's Headlines	Post Your Thoughts	<u>Fishbowl</u>	Silent Conversation
I Got This	Six Color Thinking	Turning Wheels	Grab That Spoon	Fan and Pick

Turn and Talk (D)



VA: Collaboration, Sociocentrism, Conversational Patterns



Description: Students gather information, share their learning, seek information, or solve a problem with a partner sitting close to them based on a prompt or question from their teacher. Turn and Talks should be brief, used as a way to process socially.

- 1. The teacher asks a question
- 2. Students Turn and Talk with someone close to them to discuss
- 3. The teachers calls then back to whole group with an Attention Signal
- 4. The teacher can then use a Responding Protocol such as *Pick-a-Stick* to hear from a couple *Turn* and *Talk* partnerships to shift to individual accountability.

Think-Pair-Share (D)



VA: Collaboration, Sociocentrism, Conversational Patterns BB: Individual, Quiet, Autonomous (think), Turn-taking (share)



Description:

Students generate ideas before being asked to share with the class

- 1. Teacher asks a question that students silently ponder
- 2. Students then share their ideas with a partner
- Using involuntary response, some students share back with the group. To cultivate listening skills, each student explains his or her <u>partner's</u> ideas

Partners (D)



VA: Collaboration, Sociocentric, Conv Patterns



Description: Partners is similar to a *Turn & Talk*, but implied to be a deeper or longer discussion verses just a brief turn & tell or turn and talk. *Partners* can be student choice, random, or decided by the teacher. Students move to sit with their *Partner* for the discussion. *Partners* is great for: Reviewing content and skills; Researching Information; or Practicing a particular skill. Partners can focus on becoming an expert on a participle topic and then use **Partners Squared** to team up and teach the other partnership about their topic.

How To:

- 1. Students have notes, answers, article to read, etc.
- 2. Students Partner with someone to discuss, quiz, or teach each other.
- 3. The teachers calls then back to whole group with an Attention Signal
- 4. If needed, the teacher can then use a Responding Protocol such as *Pick-a-Stick* to hear from a couple partnerships to shift to individual accountability.

Addition: Add **Partners Squared-** Partnerships, partner up with another partnership to form a group of 4 ('squared') to strengthen discussion, further quiz and teach each other. Using a **Walk & Talk** with **Partners Squared** is a great way to bring in movement.

Team-Pair-Solo (D)









VA: Sociocentrism, Collaboration, Communalism

BB: Individual, Autonomous

Description:

Students begin by supporting each other and gradually work toward being able to complete a task on their own.

- 1. Students work as a team to solve a problem or accomplish a task
- 2. Teams break into pairs and each pair completes a similar problem or task
- 3. Pairs break-up and students work individually to complete another similar problem or task

Numbered Heads Together (D)



Numbered Head Together



VA: Collaboration, Communalism, Sociocentrism, Conversational

Patterns

BB: Turn-Taking and Academic Participation

Description:

Group members work together to form consensus (communalism), and then all are held individually accountable

- Teacher divides students into groups of 4-6
- 2. When asked a question, group works together to find best answer
- 3. When called together again, teacher rolls a number cube or randomly chooses one of the numbers and asks the students from each group with that number to stand
- Each student who is standing then represents the group and reports the group's answer

Round Robin Brainstorming (D)



VA: Cooperative, Sociocentrism, Immediacy, Relative Time

BB: Turn-Taking



Description:

Used to quickly generate ideas with equal opportunity for participation by all group members

- 1. Teacher puts students in groups of 4-5. One person can serve as a recorder if desired.
- 2. Teacher asks one open-ended question
- 3. Students have roughly 30 seconds to think about answers
- 4. Team members share responses with group. Recorder records if using a recorder.
- 5. A person may "pass" and provide input on the next rotation after he/she has additional time to think.
- 6. Process continues roughly 4-6 min (relative time, gauge by watching).

Merry Go Round (D)



VA: Sociocentrism, Collaboration, Immediacy, Dynamic Attn Span

BB: Turn-taking

Description:

Quick sharing of responses to a question/prompt by individuals in small groups

- 1. Teacher poses an open ended question
- 2. Students in groups of 3-4, take turns sharing a thought or reaction
- Responses are in 1-5 words, keeping the rotation quick and thoughts concise.
 Should be fast like a Whip Around.
- It keeps going around until the teacher calls students back with an attention signal.

Put Your Two Cents In (D)





VA: Spontaneous, Dynamic Attn Span, Subjective, Sociocentric CENTS

BB: Turn-taking

Description:

In small groups, students have one opportunity to share for each of two coins

- Each student has two coins to use as talking pieces.
- 2. In groups of four, each student takes a turn by putting on coin in the center of the table and sharing his or her idea.
- 3. When everyone has shared once, each student then puts one more coin in and responds to what someone else in the group has shared (e.g.,, "I agree with ___ because..." or "I don't agree with ___ because...)

 OR...each student can share twice and only twice they can decide when (i.e. can use them both right away, can wait).

Send a Problem (D)



VA: Sociocentrism, Collaboration, Communalism, Subjectivity



Description: To ask and answer student-generated questions/problems to discuss and review. Discuss and review material or potential solutions to problems related to content information.

- 1. Students work in a group to write review problems or questions.
- 2. Groups then pass their questions (could be several in folder or one on a piece of paper) to another group for additional resolutions or responses. Time is specified for this group to discuss and write an answer or solution to the question/problem without looking at the previous group's solution.
- 3. It is then passed to the next group until all groups have had the chance to share a solution.
- 4. The final group evaluates all of the solutions and picks the best solution to share out with the large group.

Campfire (D)



VA: Spontaneous, Subjective, Sociocentric, Collaborative

BB: Turn-taking, Autonomous (at first)



Description:

Students read and respond to anonymous responses of classmates around a "campfire".

How To:

- 1. Students are divided into groups of 4-5
- 2. Teacher present a prompt or a question.
- Each student writes a response to the prompt quietly and individually or question on a sticky note and places it around the "campfire" (a sheet of paper in the center of the group)
- 4. Students take turns reading aloud a stick note other than their own, and responds with their own thoughts on that sticky note.
- 5. Repeat until each has been read/discussed. Typically takes 5 minutes

<u>Campfire Template</u>

Three Step Interview (D)



VA: Sociocentrism, Collaboration, Immediacy

BB: Turn-taking



Description:

Students interview partners about their response to a teacher posed question and then share one another's responses with another pair.

- Students pair up
- 2. Teacher poses a question
- 3. Student pairs interview one another about their responses
- Each student shares his or her partner's response with another pair of students or the class

Post Your Thoughts (D)





VA: Sociocentrism, Collaboration, Dyn Attn Span, Subjectivity

BB: Written Expression, Autonomous, Turn-Taking

Description: Discussion Protocol to quickly share, clarify, brainstorm and generate ideas or answers about a topic or concept in small groups of 4-6; Post Your Thoughts provided autonomy and social learning. It gives everyone an opportunity to share ideas when there is a strong desire to share and it creates a sense of excitement and urgency. It allows for individualism (writing Post-its) before it shifts to social, collaborative learning (discussion of the Post-its).

How To:

- The teacher gives students a topic or question and then sets a time limit, roughly 2 minutes, for individual responding. Students individually write as many response ideas as they can on sticky notes, trying to cover their table in a single layer with as many responses as possible.
- 2. After the 2 minutes, the teacher invites groups to Whip Around to share the most dominant or important ideas covering their desks.
- 3. Finally, the teacher utilizes a Responding Protocol (involuntary would be best) to hear a few group ideas and to hold students accountable for the social Whip Around discussion. This Builds & Bridges from the social, student centered discussion to individual accountability.

Fishbowl Discussion (D)



VA:Dynamic Attn Spans, Immediacy, Cooperative, Sociocentrism

BB: Turn Taking

Description:

Students observe classmates discussing a given topic or question, and then roles are reversed and they're observed discussing the same

- 1. Teacher arranges chairs in inner/outer circles
- 2. Students in the inner circle discuss any given topic or question
- 3. Students in the outer circle are silent, taking notes, on what they hear/observe
- 4. Students in the outer circle move to the inner circle and continue discussion, based on their notes and observations. Or...students on the outer circle can tap in when they want to add something and trade places with someone in the inner circle
- 5. After each person has had an opportunity to share and discuss, the teacher allows approximately 3-5 minutes of the inner and outer circles to interact, ask for clarifications, and/or summarize the main points.

Silent Conversations (D)



VA: Collaboration, Subjectivity, Communalism, Dynamic Attn Span

BB: Written Expression (Quiet), Eye Contact



Description: Group members respond to one another in writing only; *Optional- Groups shift into verbal discussion at the end

- 1. Teacher prepares 5-8 sheets of chart paper (one per group) with at least 3 images, lines of text, quotes, or questions related to the topic
- 2. Students are divided into groups of 4-5, each with one of the chart papers
- 3. Groups silently read the information on their chart paper and Students find a spot on the chart paper to each write or draw their thoughts.
- 4. Group members rotate the paper so they can read & respond to one another's answers
- 5. Students continue rotating paper until they are back to their original comment
- 6. After, CAN have students share and discuss the ideas on their papers, as a group.
- 7. At the end, use involuntary response to have a group member sharet important ideas with the entire class (they have their group's communal ideas to draw from).

Yesterday's Headlines (D)



VA: Sociocentrism, Collaboration, Communalism, Subjectivity



Description:

Used to review the key concepts from yesterday's lesson in a non-threatening way

How To:

- Teacher hands each student a blank notecard
- Teacher asks students to talk to 2-3 different people and share yesterday's important concept or headline.
- Students write or explain one concept from the previous day's lesson on their notecards. In their explanations, they explain the concept and why it is important. Could be done in a who, what when, where, why format.
- 4. Once finished cards are collected and passed out randomly.
- 5. Students read the cards, and if anyone has a card with a concept that they do not understand or they think is wrong, they take it and place it on the "Headlines" chart posted at the front of the room.
- 6. Finally, the teacher addresses any misconception or concepts that are confusing.

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I Got This! (D)



VA: Communalism, Spontaneity, Dynamic Attn Span

BB: Autonomous (at first) and Objective



Description:

Small groups support one another in answer objective questions

- 1. Each group of 4-6 students has a set of question cards and whiteboard/markers to write responses
- 2. Group's captain pulls a question card and reads it aloud to the group
- Group members work independently writing their answers on their white boards or sheets of paper
- 4. When all students have answers they share
- 5. When an answer is agreed upon they yell, "I got this!" and do a cheer created by the group and then move on to next OR teacher can come over and ask one person in the group to share the answer and the reasoning

Six Color Thinking (D)



VA: Sociocentrism, Collaboration, Subjectivity, Dynamic Attn Spans

BB: Prompted



Description:

Students participate in small group discussion according to roles

How To:

- Students are grouped into sixes
- Each student is assigned a different colored card
- 3. Students assume the role assigned to their color during the discussion

Neutrality (White): Questioner. Seeks to affirm or gather new information (continued)

Six Color Thinking, Continued

Feeling (Red): Feeler. Providest instinctive reactions or emotional feelings without any justification.

Negative Judgement (Green): logician. Seeks discrepancies in the discussion, applying logic to uncover inconsistencies or errors

Positive Judgement (Yellow): Harmonizer. Seeks cohesion in the discussion using logic

Creative Thinking (Black): Motivator. Keeps the conversation moving with thought-provoking statements or questions of investigation

The Big Picture (Blue): Facilitator. Sets the objectives for the discussion. Kees the group on task.

Turning Wheels (D)



VA: Collaboration, Sociocentrism, Dynamic Attn Spans, Subjectivity



Description: To have students ask and answer teacher- or student-created questions about content covered in class or reading. I great twist to Fishbowl, Inner-Outer Circle, and Socratic Seminar.

- 1. The teacher prepares 4–6 questions on a studied topic. The questions are open-ended and/or require an explanation.
- 2. For the inside wheel, 4–5 chairs are placed in a circle with chair backs together.
- 3. For the outside wheel, one chair is placed facing each inside chair.
- 4. Students fill each seat, both inside and outside the wheel.
- 5. The teacher provides each student in an outside wheel with a different question, and each student in an inside seat with notepaper and a pen to take notes.
- 6. The student in the outside seat asks the student he or she is facing his or her question.
- 7. The student seated on the inside answers the question and both students discuss.
- 8. After 3–5 minutes, the students in the outside seats rotate to the right and repeat the process
- 9. They continue rotating and discussing until they get back to their original partners.
- 10. Then students share out and discuss their notes, questions, and comments with the whole class.

Grab That Spoon (PD)



VA: Sociocentric, Kinesthetic

BB: Objective, Competitive, Independent



Description: Students need pens/pencils and index cards (one of each item per person) and one plastic spoon per group. This is a gamified way to review content. It is done in small groups of 4-8 in a very student-centered way.

- Have each learner write a review question and answer on an index card, as well as a point value. (i.e. 1-point for a yes/no question; 3 points for a challenging question). OR the teacher provides the group with a set of questions on small cards.
- 2. Put the plastic spoon in reach of all learners in the group.
- 3. One person volunteers to be the first reader. The reader may not grab the spoon. The reader reads aloud the question. The first group member to grab the spoon answers the question. If correct, a point is earned. If not, those points are lost.
- 4. Group members take turns being the reader.
- Once all questions have been answered and discussed, students count their points.
 Student with the highest points is the winner.

Fan and Pick (D)



VA: Collaboration, Sociocentrism, Dynamic Attn Span

BB: Turn-Taking, Objectivity



Description: This is a great protocol that allows students to review material collaboratively with clear roles in the collaborative effort.

- Teacher puts students in groups of 4 and beforehand creates a set of cards for each group (usually to review material) OR students can create cards with questions that review the content,
- 2. Students number off. Student 1 fans out the card and tells Student 2 to pick a card. Student 2 reads the question and Student 3 answers the question. Student 4 confirms the answer (praises if correct, clarifies if incorrect).
- 3. Students shift roles and repeat the process with the next card.



Responding Protocols



CLR Area: Engagement (Management)



Responding Protocols



Remember... 80 % Involuntary and 20% Voluntary
I = Involuntary; V = Voluntary

RESPONDING TABLE OF CONTENTS *Linked to each slide

Pick A Stick (I)	Wheel of Names (I)	Shout Out (V)	Somebody Who (I)
<u>Train Pass it On</u> (I)	Whip Around (I)	Thumbs Up (I)	Roll Em (I)
Stand & Deliver (V)	Scattegory Share Out	Bingo Responding	Moment Of Silence (I)
Righteous Hand (V)	Positive Blast (V)	Stand, Share, Sit(I)	

Pick-a-Stick (R)



VA: Spontaneous, Equitable

BB: Turn-taking, Individual Accountability



Description: Pick-a-Stick is used for calling on students involuntarily and randomly after a social or collaborative activity.

How To:

- The teacher has students discuss a question or assignment.
- After discussion/collaboration, the teacher switches to individual responding for accountability by picking sticks with student names. (Example: Turn and Talk + Pick-a-Stick)



Variation:

A teacher may use *Pick-a-Stick* as a fair and random way of calling on students to respond or participate if everyone wants to share.



^{*}Secondary Variation: Use Wheel of Names or a Name Randomizer

Wheel of Names (R)



VA: Spontaneous, Equitable

BB: Turn-taking, Individual Accountability



Description: Use the **Wheel of Names** to have students respond to a question discussed with a partner or a topic discussed within a discussion protocol. Use it several times to hear from multiple students.

- Students participate in a discussion protocol with classmates. Students know ahead of time how they will be called on (It is not an "I gotcha")
- 2. The **Wheel of Names** is spun and students respond accordingly. *This protocol pairs nicely with Train Responding.

^{*}Go to <u>Wheel of Names</u> to put your students' names in prior to using. Wheel of Names is used for accountability and to build community in the classroom.

Shout Out (R)



VA: Spontaneous, Equitable

BB: Turn-taking, Individual Accountability



Description:

Students should share one or two word answers to a teacher question without turn-taking

How To:

- 1. The teacher asks a question that can be answered in one or two word
- 2. Students spontaneously shout out responses (verbal overlap)

Variation:

Stadium Shout--This is a shout out that everyone does in unison. It can be louder. This works best for one-word answers such as what is 3 x 4? Note: this VAs spontaneity and orality but not verbal overlap

Somebody Who (R)



VA: Spontaneous, Dynamic Attn Span, Immediacy*

BB: Turn-taking, Individual Accountability



Description: To hold all students accountable for participation through Non-volunteerism in a student centered way. Used after a discussion protocol with classmates.

How To:

- 1. Teacher says, "Anyone who has more than 4 pets (or some other attribute, such as has a birthday in May or a younger sister) please stand."
- 2. All students who fit the description stand.
- The teacher then uses Whip Around or Train to move around the room allowing the standing students to share their connection to the criteria plus give their academic answers.

*Can VA immediacy if prompt allows students to share something about their lives (i.e. Somebody who saw a movie in the last week)

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Train/Pass it On (R)



VA: Spontaneous, Dynamic Attn Span, Immediacy

BB: Turn-taking, Individual Accountability



Description: To hold all students accountable for participation through non-volunteerism, but in a very student-centered way. Students call on one another to answer a prompt or question.

- 1. Students do not raise their hands, but are encouraged to call on a variety of people in the classroom
- Students can "pass" on a question by calling on another student for help or to answer.
- 3. If students "pass" the train will eventually return to them, so they need to be prepared to contribute the next time around.
- 4. This can also be done with a small soft object (koosh or ball) that students toss to one another

Whip Around (R)



VA: Spontaneous, Dynamic Attn Span, Immediacy, Realness

BB: Turn-taking, Equitable Participation



Description:

Teacher quickly whips around to all students for the short answer to a question

- Teacher asks a question that requires a short answer, such as what adjective describes the main character? Question should be able to be answered in 1-5 words and students should know that.
- Beginning on one side of the room, each student takes a turn answering the question, moving quickly around the room in an orderly fashion until each student has responded. Teacher should not have to prompt the next student.

Thumbs Up/Thumbs Down (R)



VA: Spontaneous, Pragmatics, Subjective



Description:

Students use nonverbal communication to indicate agreement or comfort level with a topic.

How To:

Variation 1: Teacher asks a question or makes a statement and asks students to agree or disagree. Teacher follows up by asking a few students to share why they said what they said.

Variation 2: Teacher has prepared answers to questions (some correct, some incorrect) and asks students to use their thumbs to indicate whether they think an answer is right or wrong. Teacher follows it up by asking a few students to explain their thinking.

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Roll 'Em (R)



CIR

VA: Spontaneity, Dynamic Attn Span, Communalism, Sociocentrism

BB: Turn-taking, Individual Accountability

Description:

Group members work together to form a consensus, and then all are held individually accountable by a roll of the dice.

- 1. Four to six students are grouped and numbered for discussion.
- After the students have had time to discuss, the teacher rolls (one die represents group # and the second represents student's #) and calls on the selected group and student to respond.
- 3. Answers should be group answers (focusing on communalism)
- 4. Rolling the dice continues until ample answers are heard or all of the questions are answered

Stand and Deliver (R)



VA: Spontaneous, Dynamic Attn Span, Immediacy, Kinesthetics

BB: Turn-taking, Individual Accountability



Description: To share thinking and to encourage authentic conversations. Ask an open-ended question and ask students to stand, share an answer, and sit down. Students may stand up again if they have something else to say or if they want to respond to someone else's idea. Encourage students to talk to one another, not to you. Encourage students to allow conversation to ebb and flow.

- 1. Teacher asks a question
- 2. A student who wants to respond, stands and responds
- 3. If more than one students stands at a time, they learn deference. Or...all students who want to share can stand and practice deference, sitting once they share. They negotiate who talks when, not the teacher.

Stand Share Sit (R)



VA: Kinesthetic, Sociocentrism, Collaboration

BB: Turn-taking



Description: Stand Share Sit allows movement into group work or in the middle of direct instruction. Sometimes students sit idle for long periods of time. Consider this strategy when you may be doing a lecture. Not only does this get the blood flowing but also this strategy gets students listening to others' viewpoints.

Directions:

- Teacher poses a question or topic to discuss (Remember it should be something all students can respond to without saying, "s/he took my answer".)
- 2. Group members stand around their table
- 3. Students share their responses one-by-one with their group. Once a student has shared, they will then sit.
- 4. When all students are seated, every student should have spoken.

Scattegory Share Out (R)



VA: Communalism, Spontaneity, Dynamic Attn Span,

BB: Turn-taking, Group Accountability



Description:

Scattegory Share-Out is great to use when groups have produced a brainstormed list of ideas or answers. It is a great way to share several ideas in a short amount of time and hold groups accountable. *It is great to pair with Round Robin Brainstorming.

Directions:

- After groups have worked to generate answers the teacher whips around to each group having one person in each group share one of their ideas or answers.
- 2. Groups share one idea at a time and other groups cannot repeat ideas.
- 3. Groups star ideas they have that other groups say and add ideas to their list if they don't have it.
- 4. The group whip around sharing continues until all ideas are exhausted.
- 5. Scattegory Share-Out moves quickly!

Bingo Responding (R)





VA: Spontaneity, Dynamic Attn Span

BB: Turn-taking, Individual Accountability

Description: Bingo Responding is a great Involuntary Responding Protocol to bring accountability which in turn heightens engagement when students are in a Discussion or Movement Protocol.

- 1. Number off desks in your classroom.
- As students enter they pick a Bingo Number. That is their number for the class period or if elementary, they have that number for the day. For elementary, students pick a different Bingo Number each day, but desks always have the same number.
- 3. After a Discussion Protocol or Movement Protocol, use Bingo Responding to hear a few responses from students.

Moment of Silence (R)



BB: Autonomous, Prompted, Individual Success



Description:

Used when activity requires silence (journal writing, silent reading, reflection). This is a traditional activity that when juxtaposed with a VA activity can be a good build and bridge.

- Everyone in the classroom, including the teacher, is completely silent for a moment to think and/or write.
- This should be followed by a VA activity where students get to share their thinking with other students.

Raise a Righteous Hand (R)



BB: Autonomous, Prompted, Individual Success



Description:

This is a voluntary response protocol (reminder only 20% voluntary max). When used with a variety of other response protocols it is a good build and bridge.

How To:

 Teacher asks a question and tells students to raise hand to respond, reminding them that this is a moment to practice traditional school culture. (Can also be used after an involuntary response protocol to give the students who are eager to say something a chance to share)

*Make sure you are explicit with naming it **Hand Raising** or "**Raise a Righteous Hand**" so student understand how they should respond in the classroom. This should only be used 20% of the time. This should be juxtaposed with *Involuntary Responding* such as Pick-a-stick, Train, Roll 'Em, etc. to reinforce situational appropriateness and Global Dexterity. This allows student to practice Turn-Taking.

Positive Blast (PR)



VA: Communalism, Verbal Expressiveness, Immediacy

BB: Turn-taking



Description: An upbeat and uplifting way to celebrate classmates thinking. Students energetically share a classmate's thinking or ideas because they think they are worthy of the whole class hearing. This is a spontaneous, voluntary *Responding Protocol*. It is great for building community, trust and appreciation in the classroom.

Directions:

- Students have the opportunity to discuss or work in partnerships or small groups to complete a task, discuss a topic, or share ideas, etc.
- 2. Upon completion of the collaboration, students are asked if anyone wants to put a classmate on **Positive Blast** to celebrate their ideas. The student identifies a student with a great idea and that student then shares.
- 3. As many Positive Blasts are shared as needed.
- 4. Affirmations are used upon completion of each blast!



Movement Protocols



CLR Area: Engagement (Management)

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Movement Protocols



Remember - at least one movement protocol in every instructional block (30 minutes or so)

MOVEMENT TABLE OF CONTENTS *Linked to each slide

Walk & Talk	<u>Musical Shares</u>	Back to Back	Stand Up - Hand Up	Silent Appointment
1-3-6	<u>Huddle</u>	<u>Mix Pair Share</u>	Move Stop Group	<u>Snowball</u>
Corners	<u>Carousel</u>	Graffiti Talk	Gallery Walk	Give One Get One
Who's the Stray	Thinking with Feet	Philosophical Chairs	Action Thermometer	Stop & Scribble
Inner Outer Circle	Quiz Quiz Trade	Commonality Trios	Answer Chairs	Find Somebody Who
Tea Party Meet & Greet	Circle the Sage	Guess Who	Stir the Room	Struggle Stroll

Walk and Talk (M)



VA: Kinesthetics, Sociocentrism, Collaboration, Conv Patterns, Verbal Overlap



Description: Students gather information, share their learning, seek information, or solve a problem with a partner based on a prompt or question from their teacher. Walk and Talks are brief and a way to process socially wit movement.

How To:

- The teacher asks a question
- Students partner up and Walk & Talk (around the room, around the building) for a set amount of time to discuss
- 3. The teacher calls them back to their seats with an Attention Signal
- If needed, the teacher can then use a Responding Protocol such as Pick-a-Stick to hear from a couple Walk & Talk partnerships to shift to individual accountability.

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Struggle Stroll (M)



VA: Kinesthetics, Realness, Collaboration, Sociocentrism

Description: Students identify a problem or challenge they are having with the content or in their learning. Students walk with a partner around the room, school, or even outside to discuss their struggle and work together towards solutions.

- Students identify a challenge or struggle they are having.
- Students partner up and Walk & Talk (around the room, around the building)
 for a set amount of time to discuss and attempt to come up with solutions.
- 3. The teacher calls them back to their seats with an Attention Signal
- 4. If the struggles aren't too personal and the teacher feels the class could benefit from hearing some examples, the teacher can then use a Responding Protocol such as Pick-a-Stick to hear from a couple partnerships OR use volunteerism.

Musical Shares (M)



VA: Kinesthetics, Sociocentrism, Dynamic Attn Span



Description:

A movement/discussion protocol where students can move/dance and discuss content

- The teacher presents a question and allows students to respond independently first (written or just think time).
- 2. Next, the teacher plays music while students move and dance around the room.
- 3. When the music stops, students partner up and discuss answers to the question.
- 4. The teacher repeats three to four times allowing students to strengthen their thinking
- 5. Finally, students return to their seats, and the teacher uses a responding protocol to hear from a few students (accountability).

Back to Back (M)



VA: Kinesthetics, Sociocentrism, Dynamic Attn Span, Collaboration

Description:

Students stand back to back and then turn to come to a consensus on an answer

- 1. Students partner and stand back to back.
- 2. Teacher asks a question or gives a prompt for students to think about. (Moment of Silence)
- 3. After some time to think, the teacher gives a signal ("Face to Face") and students flip to meet face to face with their partner to discuss.
- 4. Students discuss their thinking and try to come to a consensus. Once they have, they go back to back again (it moves quickly)
- 5. Teachers can share out correct answers or ask for volunteers to share their thinking

Stand Up Hand Up Pair Up (M)



VA: Kinesthetics, Collaboration, Immediacy, Spontaneity



Description: This protocol gives students an opportunity to move, change positions in the classroom, and engage in discussion with someone not at their table. It is a great alternative to *Turn & Talk*.

*Either done with one partnership or repeated in order to have several partners.

How To:

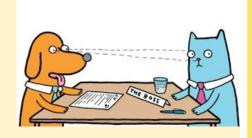
- 1. Students are prompted to stand up and raise a hand high to find a partner.
- 2. Once they find someone else with their hand up, they high five, fist bump, or greet each other in some fashion and then have a discussion. This can be the end of the protocol and student can go back to their seats, OR
- 3. Students can put their hand up again to find a new partner for discussion.

Note: This is a great protocol to pair with Give One Get One or Quiz-Quiz-Trade to help students find their next partner.

Silent Appointment (M)



VA: Pragmatics (Nonverbals), Kinesthetic, Sociocentrism



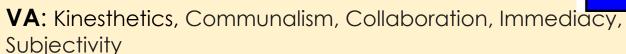
Description:

Students discuss content with another student using nonverbal communication moving to verbal communication

- 1. Teacher asks a question or provides a prompt
- 2. Students have a moment to think or respond in writing
- 3. On teacher's go, students make a "silent appointment" with one another using nonverbal cues (eye contact, nodding, hand signals)
- 4. Students cross an arm over their chest to signal they have an appointment.
- 5. Students go to their appointments, greet with non-verbal of choice, and share
- 6. Teacher reviews using a response protocol, such as Pick a Stick or Train, to allow students to share what they have discussed.

One-Three-Six (M)









Individual responses are built upon by groups of three then six. Thinking becomes clearer and stronger through collaboration, social learning, and movement.

How To:

- 1. Students write an individual response to a prompt or open-ended question.
- 2. Students move into groups of 3 to share their responses, creating a list
- 3. Next, two groups of 3 students combine, creating a group of 6
- 4. Students share their ideas and add to their list of ideas.
- Teacher uses involuntary response to select a student from each group of 6 to present to the class.

Note: Can be modified to 1-2-4

Huddle (M)



VA: Kinesthetics, Spontaneity, Communalism,

Collaboration, Immediacy

BB: Individual Success/Autonomy at First



Description:

Students begin as individuals working and when they need help or want to consult with their peers, they huddle up. This validates spontaneity as students get to decide when they need help, instead of being prompted by teacher.

- 1. Students begin working individually on a set of problems or an assignment.
- 2. Teacher pre-selects individual students as classroom experts for a particular task.
- 3. If students are struggling or want more support, they yell "Huddle"
- 4. Student experts move to a designated place and the students who want help huddle around them.
- 5. If multiple students yell Huddle, depending on numbers, they can go with one expert or they can group up with different experts.
- 6. Students return to their seats once they have their questions answered.

Mix Pair Share (M)



VA: Kinesthetics, Sociocentrism, Collaboration, Dynan

Attention Span, Immediacy, Spontaneity

BB: Individual Success/Autonomy at First



Description:

This is a great protocol to get students moving and sharing their thinking with a variety of classmates.

- 1. The teacher prepares a list of questions or problems for the students to answer/solve.
- 2. The teachers uses the attention signal "Mix/Move" and students walk around the room.
- 3. Teacher then uses the attention signal "Pair/Share". Students then find a partner and greets them (high five, fist bump, etc...).
- 4. Teacher then displays a question on the screen or board and students discuss with partners for a short time (30-90 seconds).
- 5. Teacher then says "Mix/Move" and students mix and move again, Repeat the process until all questions or problems have been solved.

Move Stop Group (M)



VA: Kinesthetics, Spontaneity, Dynamic Attn Spans, Sociocentrism, , Collaboration, Immediacy

BB: Objectivity



Description:

Students share their understanding of a topic or question with 3 different people in the room, greeting each other in different ways to practice situational appropriateness.

- 1. Students stand and the teacher says "Time to" and students respond with "Move!"
- 2. Students move around the room until the teacher says "Time to" "Stop!"
- 3. Students stop where they are and teacher asks a multiple choice question and provides several answer choices by number (What adjective best describes the main character in the story: 1= generous, 2=insecure, 3=polite, 4=assertive).
- 4. Teacher uses the attention signal "Hold It/Up" and the students indicate their answer with the number of fingers they hold up.
- 5. Students look around the room and find other students holding up the same number and group up with them.
- 6. Students in each group workt together to justify their answer.
- 7. Teacher then hears back from students and reveals the correct answer. Repeats process with rest of questions.

Snowball

VABB: Sense of immediacy, spontaneous, communalism



VA: Kinesthetic, Spontaneity, Dynamic Attn Span, Communalism, Immediacy, Communalism

Description: To review learning anonymously and to assess what ideas need further discussion.

- 1. Teacher asks an open-ended prompt.
- 2. Students respond to the prompt on a piece of scratch paper without writing their names.
- 3. Students ball up the paper like a snowball and throw them to the center of the room (teacher can allow throwing to occur for a minute or so)
- 4. When teacher says, "snowball", students grab a different snowball and review its content.
- 5. Teacher uses involuntary response protocol to hear from some students (Stand and Deliver can work well here)

Corners (M)





VA: Kinesthetics, Sociocentrism, Dynamic Attn Span, Subjectivity

Description:

When the teacher poses a question, students move to the corner containing the posted response they most prefer and discuss/debate

How To: <u>Video Link 1</u>, <u>Video Link 2</u>, <u>Video Link 3</u>

- 1. Chart papers with an answer or choices are posted in corners of the room
- The teacher asks a question that can be answered with one of the posted responses
- 3. Students choose the corner with their preferred response
- 4. Once in the corners, students discuss with a partner or small group) and explain their reason for picking that corner.
 - *Optional- While students discuss, a scribe takes notes on the chart paper.
- The teacher invites members from each group to share and debate ideas and opinions from other corners

Carousel Brainstorming (M)



VA: Kinesthetics, Sociocentrism, Collaboration, Conversational Patterns, Dynamic Attn Spans



Description:

In small groups, students respond to prompts/questions posted around the room

- 1. Students are arranged into groups of 3-6
- 2. Posters/Charts are posted around the room with content questions/prompts
- 3. Students are assigned a starting poster/chart and collectively as a group, read over the question and respond as a group until it is time to rotate.
- 4. Teacher uses an attention signal when time is up, and students rotate to the next poster/chart
- 5. Students read the question on the next poster/chart and add onto what the group before them wrote.
- 6. Process continues until each group is back at their original poster/chart
- 7. In the end, time is given to read all the responses and then the original group summarizes the thinking in 1-3 sentences and shares back with class.

Graffiti Talk (M)



VA: Kinesthetics, Spontaneity, Sociocentrism, Immediacy, Dynamic Attn Spans



Description:

Students respond to posted prompts/questions on chart paper

How To:

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- 1. Teacher posts several questions or problems on chart paper around the room.
- 2. When students are given an attention signal, such as "When I say *Time To*, you say Move", students go to a chart paper to write or draw their responses. This can be done socially, but responses should be individual.
- 3. Students are encouraged to get to a several questions, but not all. Students get to choose which ones they go to and how long they spend (not teacher prompted) After a certain amount of time, the teacher signals students to head back to their seats.
- 4. The teacher leads the whole class in a review or discussion about the questions or answers.

Not: the difference between this and Carousel Brainstorm is students choose when to move and how long to stay at each poster

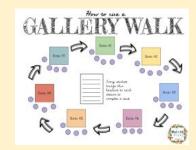
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Gallery Walk (M)



VA: Kinesthetic, Spontaneity, Dynamic Attn Span

BB: Autonomous/Quiet



Description:

Students explore multiple texts or images that are placed around the room or observe other students' work

- 1. Teacher shares, or students create, different pieces of work to share
- The work pieces are placed around the room (or can be left at student desks if students created)
- 3. Students move quietly around (like in a museum) & read/view the information
- 4. As they stop at each, they can share a comment using a sticky note or they can record their observations on a worksheet.
- 5. Teacher may use an involuntary response protocol after to hear some observations.

Give One, Get One, Move On (M)



VA: Kinesthetics, Communalism, Spontaneity, Dynamic Attn Spans, Immediacy, Subjectivity

BB: Turn-taking, Individual Accountability

Description: Students individually create answers, complete homework, answer questions, brainstorm etc., then share with peers who can add to their thinking.

- Students write an important fact or an answer to a question on a notecard or brainstorm several answers on a worksheet or sheet of paper
- On the teacher's cue, students move around the room. They stop and talk to one student at a time, giving an idea and getting an idea to add to their paper. Then they move on and talk to another student. The teacher can give them a minimum number to talk to but they move at their pace (it should move quickly)
- At the conclusion of Giving & Getting, teachers use a Responding Protocol to hear from a few students regarding what they got and who they got it from (individual accountability)

Who's the Stray or Who's the Spy (M)



VA: Kinesthetics, Communalism, Spontaneity, Dynamic Attn Spans, Immediacy, Subjectivity



Description: "Who's the Stray" or "Be the Spy" is great to use when students are working in small groups brainstorming answers, discussing answers to open-ended questions or questions with multiple responses. For example, it can be added to Numbered Heads. It helps bring more perspectives to groups.

How To:

- 1. Students collaborate in groups of 4 on questions the teacher provides.
- 2. Each student is assigned a number from 1 to 4.
- 3. The teacher randomly calls a number, 1–4, and says, "Stray" or "Spy" and the students who have that number get up from their group and move to another group to get information.
- 4. When the teacher uses the Call and Response "Go/Home," the Strays or Spys go back to their original groups and share the information they received.
- 5. If time allows or more ideas are needed, the teacher repeats the process with another number.

Note: This can pair nicely with Numbered Heads

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Thinking/Voting on/with Your Feet (M)





VA: Kinesthetics, Subjectivity Spontaneity, Dynamic Attn Spans, Immediacy,

Description: To think and provide reasons and evidence for choices. Previewing literature or other content by accessing prior knowledge; Analyzing ideas; * This activity helps students to think critically and learn to be open-minded and accept different perspectives. Once a statement is provided, participants select a side where their thinking aligns. Discussion takes place and participants are encouraged to move sides or positions on the continuum if their opinion is changed throughout the discussion. *This is very similar to Philosophical Chairs/ Would You Rather...

- 1. The teacher prepares a list of questions that have two potential answers or choices.
- 2. Students stand and the teacher asks one of the questions and tells students the two answer choices. If students choose the first answer, they move to one side of the room. If they choose the second answer, they move to the opposite side of the room.
- 3. Once they are on either side of the room, they each share with a partner standing near them 1–2 reasons for their choices.
- 4. Next, the teacher selects 2–3 students from each side or spot on the continuum to share their thinking and reasoning with the whole class.
- 5. The process is repeated until all questions have been asked.

Philosophical Chairs/Would You Rather (M)



VA: Kinesthetics, Subjectivity Spontaneity, Dynamic Attn Spans,

Immediacy

BB: Turn-Taking



Description:

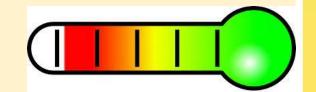
Philosophical Chairs is a format for classroom discussion that ensures turn-taking dialogue, mutual understanding, and deep engagement into the subject matter. This activity helps students to think critically and learn to be open-minded and accept different perspectives. Once a statement is provided, participants select a side, either for/against, pro/con. Discussion takes place and participants are encouraged to switch sides if their opinion is changed throughout the discussion.

How To:

- 1. The classroom is usually divided into two sections, and the students are given a topic, usually a controversial philosophical proposition that they must choose to agree or disagree. The discussion is started by a student in the pro group, giving his/her reasons for agreement.
- 2. Then a member of the opposing section should give his reasons for disagreement.
- 3. Similarly, every student gets a chance to present their viewpoint.
- 4. If anyone changes their opinion in the course of the discussion, they are free to switch sides.
- 5. By the end of the discussion, the students should be able to explain their views as well as the opposing views.
- 6. The students are also encouraged to evaluate the discussion.

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Action Thermometer (M)





VA: Kinesthetics, Subjectivity Spontaneity, Dynamic Attn Spans, Immediacy, Realness

Description: To explore nuance and think and provide evidence for choices. This is similar to Thinking On Your Feet but instead of taking sides, students line up on a spectrum to show their position.

- 1. The teacher prepares a prompt or a few prompts that would allow students to line up on a spectrum (i.e. Schools should or should not ban cellphones).
- 2. Students line up based on how strongly they feel, talking to other students near them as they line up to make sure they are organized from least to most on their opinions.
- 3. Next, the teacher selects 2–3 students from each side or spot on the continuum to share their thinking and reasoning with the whole class.
- If there is more than one prompts, repeat the process until all questions have been asked.

Stop and Scribble (M)



VA: Kinesthetics, Spontaneity, Dynamic Attn Spans, Communalism, Subjectivity

BB: Objectivity (i.e. f a worksheet with math problems)



Description:

Students move around to answer questions and see others' thoughts & ideas. This activity allows for communal completion of a task along with collective thought processing.

- 1. Students write their question or the teacher creates a worksheet with questions. Paper stays on student desks.
- 2. Students are prompted to move around when the music plays, then prompted to stop and to a desk closest to them.
- 3. Students read the question in front of them at the desk they are at. Students write responses until they hear the music play again. Or if it is an objective worksheet, they complete one question of their choice.
- 4. REPEAT steps 2-4
- 5. When students return to seats, they should review the answers on the sheet at their desk. Teacher can use involuntary response to hear some whole class.

Inner-Outer Circle (M)



VA: Kinesthetics, Communalism, Spontaneity, Dynamic Attn Spans, Immediacy, Collaboration

Description: Students practice answering questions OR share varied responses to an open-ended question

How To:

- Teacher or students prepare questions. One question will be needed for each student, or if the teacher is asking the questions, one question is needed for each rotation.
- 2. Students form two circles, one inside the other. Teacher or student on outside asks their questions to the person on the inside. Persons on the inside answers.
- After 60-90 seconds, the outer circle rotates, and the process is repeated until a full rotation is made.
- If each student has their own question...Repeat the inner circle asking questions and the outer circle responding.

Note: This can also be used for students to share varied responses to an open-ended question

Quiz Quiz Trade (M)



VA: Kinesthetics, Spontaneity, Dynamic Attn Spans, Immediacy, Sociocentrism. Collaboration **BB:** Objectivity



Description: Quiz Quiz Trade is a great student-centered movement activity to use for reviewing content, building background knowledge, exploring math problems, reviewing vocabulary definitions and synonyms, etc. It provides social learning, movement and collaboration.

- Student creates a Q/A card by coming ome up with a question or problem and writing it on an index card; Then the students put the answer, solution, or definition on the back.
 *Or the teacher can generate the Q/A cards ahead of me with what he/she wants as focused learning
- 2. Use the **Stand Up/Hand Up/Pair Up** strategy for students to easily partner up.
- 3. Partner A guizzes Partner B and then Partner B guizzes Partner A.
- 4. After both partners have answered each other's question, they trade cards and find a new partner. They now have a new Q/A Card.
- 5. Students should guiz a new partner 3-4 times, each time with a new card.
- 6. Use an Attention Signal such to call students back to their seats.
- 7. *Oponal- Back in their small groups (3-5 students) Merry-Go-Round share the Q/A cards they ended with. Then they share/discuss new learnings, insights, etc.
- 8. Finally, use a responding protocol such as *Somebody Who* to hear from a few students about their new learning or strengthened learning.

Commonality Trios (M)





VA: Kinesthetics, Spontaneity, Dynamic Attn Spans, Immediacy, Sociocentrism. Collaboration, Realness

Description: A way of grouping students for discussion which also allows for community buildin and developing an understanding of each other as they find similarities.

- 1. First the teacher prompts students to stand and mix & mingle finding a group of 3 with a surface visible commonality (all wearing white sneakers, all have glasses, obviously not re
- 2. Once the trios are established, the teacher has each trio find a commonality that is belo the surface, that can't be seen (all have grandparents that immigrated from the same region, all share a same value, all share a similar cultural behavior)
- 3. Teacher has trios share their commonalities with the class.
- 4. Next, the trio discusses the academic content or question.
- 5. Finally, the teacher uses an *Involuntary Response Protocol* to hear from a few trios (accountability)

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Answer Chairs (M)





VA: Kinesthetics, Sociocentrism, Dynamic Attn Spans, Immediacy, Collaboration

Description: A movement protocol to review content. It gamifies a review session.

How To:

- 1. Desks are place in one large circle around the room or several small circles around the room.
- 2. Students line up behind chairs.
- 3. At the teacher's signal, students begin walking around the chairs as in musical chairs.
- 4. As students are walking, the teacher asks a question from the lesson or reads a vocabulary word or lesson concept, and then states an answer or definition.
- 5. If the answer or definition the teacher states is correct, students sit down. If the answer or definition the teacher reads is incorrect, students keep moving.
- 6. The students who sit down quickly review and provide evidence or an explanation of why they think the answer is correct to those students who did not sit.
- 7. The teacher clarifies as needed.
- 8. Repeat the process with another question or definition.

Tip: Have students Turn & Talk to justify their thinking + use an Involuntary Responding Protocol to hear from a few.

Variation:
Remove a
chair from
the circle
each round
just like
musical
chairs. The
students
who are
"out" can

form review partnerships or group stations.

Find Somebody Who (M)



VA: Kinesthetics, Spontaneity, Dynamic Attn Spans, Communalism, Collaboration, Immediacy

BB: Individual Success, Autonomy (at first), Objectivity



Description:

Students independently respond to prompts or questions pertaining to retrieval of content. After a set amount of time, the work shifts into collaborative and social work. This is great for review or frontloading.

How To:

- 1. The teacher provides the students with several questions or problems on a worksheet.
- 2. Students work independently to answer as many questions as possible.
- 3. Upon the teacher's signal, the students move around the room finding other students that can help answer questions they don't have done and add more details to other answers or responses. Students should initial next to the problem they help each other with and then move on to a different student for the next question.
- 4. Finally, the teacher can use an *Involuntary Responding Protocol* such as *Pick-a-Stick* or *Somebody Who* to call on a few students to share answers.

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Tea Party Meet and Greet (M)



VA: Kinesthetics, Spontaneity, Dynamic Attn Spans, Communalism, Collaboration, Immediacy BB: Individual Success/Autonomy at First



Description:

Students share their understanding of a topic or question with 3 different people in the room, greeting each other in different ways to practice situational appropriateness.

How To:

- 1. The teacher poses a question, generally an open-ended prompt. Students have time to think or write about it.
- 2. Teacher prepares different greetings for each of the meet-ups (i.e. greeting the principal, greeting a potential employer in an interview, greeting a friend at the football game, greeting a friend who has moved away and is visiting)
- 3. Students get up and meet somebody across the room. They greet with the first greeting and then discuss the academic content.
- 4. Teacher uses call and response attention signal to have them end the conversation and move to a new partner with the next greeting. Repeat to all greetings have been completed.

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Circle the Sage (M)



VA: Kinesthetics, Sociocentrism, Collaboration,

Communalism

BB: Individual Accountability



Description:

This is a great protocol for student to teach/help other students with content.

- 1. All students begin working individually on a challenging problem.
- 2. Teachers identify 4 students who understand the concept well and could explain it to others. These are the sages or experts. (Can have sages explaining the same problem OR can have sages specialize on different problems)
- 3. Each sage goes to a corner of the room, and the rest of the students spread out evenly to the sages (can have them count off 1-4 to divide or have them choose the problem that is most difficult if the sages' problems are different)).
- 4. The sage explains the concept to the other students while they take notes and ask questions. The goal is for the sage to prepare all students to be able to answer the question (communalism, group success).
- 5. When students return to their desks, teacher can use an involuntary response protocol to hear from a non-sage.

Guess Who (M)



VA: Kinesthetics, Spontaneity, Dynamic Attn Spans, Communalism, Collaboration, Immediacy



Description:

The teacher prepares colored index cards: one set with questions and one with answers. Could be to review content, could be math problems, could be vocab words with definitions, etc. Need two colors for cards (one for questions, one for answers).

- 1. Teacher prepares the two sets of cards with questions/answers, making sure there are enough cards for everyone in the class (Note: if students are absent you have to be careful to remove some of the pairs).
- 2. Teacher shuffles and spreads out cards. When the teacher uses an Attn Signal (I say "Get A' you say "Card") students each get one card.
- 3. Students move around the room, sharing and discussing, trying to find their match.
- 4. Once everybody finds their partner, the teacher uses a response protocol like Whip Around (if you want to hear all questions/answers) or Pick a Stick to hear some.

Stir the Room (M)



VA: Kinesthetics, Communalism, Spontaneity, Dynamic Attn Spans, Collaboration, Sociocentrism



Description:

This is a variation of Numbered Heads that involves movement and more collaboration between groups. Students begin a discussion in groups of 4 and move to continue the discussion with other students.

- 1. Students are in groups of 4 and number off 1-4.
- 2. Teacher provides an open-ended prompt for students to discuss.
- 3. After a short time, the teacher uses the attention signal "I say stir the, you say room" and identifies a number. The students with that number move to the next group clockwise and share what they discussed with their original team.
- 4. Can continue the process with another prompt and keep stirring the room by calling out a different number to move.



Vocabulary Protocols



CLR Area: Vocabulary



Vocabulary Protocols



VOCABULARY TABLE OF CONTENTS *Linked to each slide

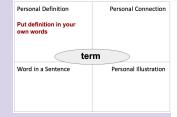
Personal Dictionary	Personal Thesaurus	Context Clues	Guess Who	Back to Back Drawing
H.I.T.	Corners Vocab	Talk a Mile a Minute	Vobackulary	Shades of Meaning
Interview A Word	Collaborative Word Sort	A-Z Associations	Bump That Word	Generative Sentences
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Personal Dictionary/Frayer Model (V)



VA: Field Dependence/Relativity, Pragmatics

BB: Academic Vocabulary (Tier III)

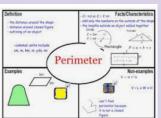


Description: Based off the Frayer Model, this is a culturally responsive approach to vocabulary instruction because it encourages students to form their own personal associations with a word. It also invites them to use drawing instead of simply relying on written expression. The Personal Dictionary/Frayer Model is best for Tier 3 words (content specific) but can also be used with Tier 2 words. It incorporates Marzano's 6 steps of vocabulary instruction.

How To:

- 1. Students have a Vocabulary Notebook or template of the Personal Dictionary model.
- 2. Students work in steps to fill in each box. (*Scaffolding should be provided; often modeled by teacher first)
 - 1. Define the word in their own terms,
 - 2. List facts and characteristics, examples, and non-examples or personal associations..
 - 3. Draw a Picture
 - 4. Write a Sentence with the word

You can validate and affirm communalism by having students do collaboratively on posters around the room. Try Carousel Brainstorming.



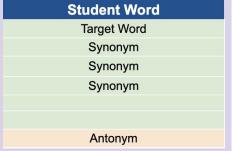
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Personal Thesaurus (V)



VA: Field Dependence/Relativity, Immediacy

BB: Academic Vocabulary (Tier II)



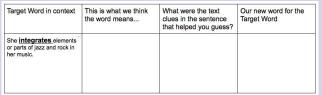
Description: A Personal Thesaurus (PT) is used with Tier 2 words. Prior to students making entries in their Thesaurus, teacher selects target Tier 2 words and uses word-acquisition strategies (like sentences with word in context). Students will use the PT to find synonyms and an antonym for identified Tier 2 words while honoring the home language students already have. Developing a *Personal Thesaurus* occurs over time with students engaging in a range of instructional activities.

How To:

- 1. Teacher presents a sentence with the target word and students use context clues to try to figure out the meaning of the word.
- 2. Students identify a synonym for the word that they already know, can even be in their home language if they speak another language at home or can be youth slang (i.e. target word is magnificent; student word could be excelente (Spanish), lit (slang), great(tier 1 word)
- 3. Students place their preferred word for the *Target Word* in the header box at the top of the chart. *Each student chooses their own preferred word.
- 4. The Target Word is added on the line right beneath the preferred word.
- 5. Other synonyms, including slang, are added to the subsequent lines.
- 6. An Antonym goes in the last box.
- 7. Students then utilize their own Personal Thesaurus (PT) during writing and speaking activities.

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Context Clues (V)





VA: Collaboration, Communalism, Dynamic Attn Spans

BB: Academic Vocabulary (Tier II)



Description:

Students need to be able to ascertain words in context in order to have success in academia. They also bring prior knowledge of words that can be used to expand their vocabulary.

- Teacher prepares a set of sentences with target words and makes sure the target sentences have clues (synonyms, antonyms, definitions, examples).
- 2. Teacher uses a CLR discussion protocol to have students discuss the sentences with peers and attempt to figure out the meaning of the target words (i.e. turn and talk, musical shares, etc...) (Can use approach in table above)
- 3. Teacher uses response protocols to hear what students came up with (Shout Out works well as they may have come up with different synonyms)
- 4. Teacher may call on a few students to share HOW they figured out the word (what clues revealed it to them).

Guess Who (V)



VA: Kinesthetics, Collaboration, Communalism,

Dynamic Attn Spans

BB: Academic Vocabulary (Tier II)

quiet	silent	ill	sick
speak	********	noisy	
begin	start	same	alike
1	i h	keep	save

Description:

This is a great protocol for students to review words they have previously learned. The protocol involves collaboration and movement as they work together to match words with definitions.

- Teacher prepares two sets of cards (using different colored index cards helps). One set has the target word and the other set has the definition. OR....teacher can make three sets of cards (target word, synonym, and antonym)
- 2. On teacher's go, each student gets a card and then walks around the room trying to find their match.
- 3. At the end, standing next to their partner, students whip around sharing the word and definition.

Back to Back Drawing (V)



VA: Kinesthetics, Collaboration, Communalism, Dynamic Attn Spans, Pragmatics

BB: Academic Vocabulary (Tier II and III)



Description:

This is a fun activity where students can practice using their Tier II and III vocabulary as they work to collaboratively draw the same picture. It embeds Marzano's idea of gamifying vocabulary instruction.

- 1. Students pair off and stand back to back. One student is the describer and the other person is the drawer.
- 2. The describer picks something to draw (i.e. a ship, a car, a smiley face) and begins drawing it, describing what he/she is doing. The describer should try to use some academic words (i.e. perpendicular, adjacent, etc...)
- 3. The drawer attempts to draw what they describer is indicating based on the prompts the describer gives.
- 4. When the describer is finished, they both turn around to see if they have drawn the same thing.

H.I.T. (Hilarious Illustration Time **(V)**)



VA: Subjectivity, Sociocentrism, Collaboration, Dynamic Attention Spans, Realness
BB: Academic Vocabulary (Tier II)



Description:

This is a great strategy to discuss words and their associations which validates students' subjective opinions. It also draws upon Marzano's research on vocabulary acquisition as it gamifies the learning.

How To:

- 1. Choose a tier 2 word to target through this activity
- 2. Collect 4-6 pictures that represent the target word (pictures that represent the word's *Shades of Meaning*).
- 3. Have students engage in group discussions to decide which picture represents the target word the best and why. *Each groups wants to try and convince the other groups that their picture represents it the best.
- 4. Use **Roll 'Em** to share group answers.
- 5. Provide a speaking frame for sharing out. "Our group decided that picture # _____ represents the target word ______ the best due to _____."

Variation: students can be assigned to find pictures for various target words, thus participating in the creation of the H.I.T.s

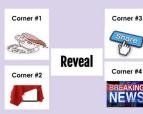
Corners Vocab (V)



VA: Kinesthetics, Dynamic Attn Spans, Sociocentrism,

Subjectivity

BB: Academic Vocabulary (Tier 2/Tier 3 Words)



Description:

In this version of Corners, like H.I.T. (Hilarious Illustration Time), the teacher chooses 4 images to represent the target word. All images should represent the word in some way (shades of meaning; nuances of words) There is no right or wrong. The deeper learning happens in the discussions in the corners. This strategy can also used as an opportunity to have another exposure to a Tier 2 or 3 Word. (Word Acquisition). It validates subjectivity because students get to decide what picture best represents the word to them.

- 1. When the teacher shares the Tier 2 or 3 word and the 4 images, students move to the corner with the picture that best represents the definition of the word to them (no right or wrong)
- 2. Once in the corners, students Turn & Talk with or circle up if the groups are small enough to share why they chose what they did.
- 3. Finally, the teacher holds the students accountable by using an *Involuntary Responding Protocol* to hear from students in each of the corners.

Talk a Mile A Minute (V)



VA: Collaboration, Dynamic Attn Spans, Spontaneity, Verbal Overlap Orality/Verbal Expressiveness, Subjectivity

BB: Academic Vocabulary (Tier 2/Tier 3 Words)

Description:

This game, Talk-A-Mile-A-Minute, is modeled after "Catch Phrase" Players take turns trying to get their partner to guess the words in a specified category by giving clues and describing each word. Players use synonyms, antonyms, examples, associations, etc. Typically, the words in a list are related by meaning, such as "traits of a good friend," or "things associated with the planets" or "words associated with weather" or "weekly Tier 2 vocabulary terms." Talk a Mile A Minute gamifies instruction, VAs home language, and supports Marzano's Step 6 of Vocabulary Acquisition.

- 1. The teacher creates a list of 5-10 terms under a category title
- 2. The teacher organizes students into pairs or small groups.
- 3. One player within a group or partnership is the designated "talker or giver of clues" while the other(s) try to guess each word. You could have a second person monitor the talker to make sure they don't say anything that breaks the rules. They could also help the talker if they get stuck.
- 4. The talker faces the list displayed at the front of the room. The other players have their backs to it.
- 5. On the teacher's signal, the terms are revealed and the talker describes each term without using the word or any part of the word using: synonyms, antonyms, examples, associations, etc.
- 6. The first team to correctly identify all of the words in the category stands and celebrates!
- 7. Then it repeats with new "talker."

Vobackulary (V)



VA: Kinesthetics, Communalism, Sociocentrism, Subjectivity,

Collaboration

BB: Academic Vocabulary (Tier 2/Tier 3 Words)



Description:

This is a great strategy to review vocabulary that has previously been taught. It requires students to use synonyms, antonyms, descriptions, etc.. to help other students guess their words. It is similar to the game Headbands.

- 1. The teacher creates a set of stickers with the vocabulary the class is reviewing (one word per sticker).
- 2. Each student gets a sticker with a word placed on their back. They can't look at their word.
- 3. Students walk around the room, meeting up with partners, giving each other clues in the form of synonyms, antonyms, descriptions, or examples of the word. Students can't say "rhymes with" or "starts with"
- 4. Once a student guesses the word on their back, they continue to walk around and help others until everyone in the class has guessed their word. (Practically, it can help for students to put the sticker on the front of their shirt once they have guessed it).

Shades of Meaning (V)



VA: Communalism, Sociocentrism, Subjectivity, Collaboration, Dynamic Attn Spans

BB: Academic Vocabulary (Tier 2/Tier 3 Words)



```
 silent \rightarrow quiet \rightarrow loud \rightarrow noisy   freezing \rightarrow cold \rightarrow cool \rightarrow tepid \rightarrow hot \rightarrow boiling   crawling \rightarrow strolling \rightarrow walking \rightarrow dashing \rightarrow sprinting   past \rightarrow yesterday \rightarrow present \rightarrow tomorrow \rightarrow future
```

Description: Shades of Meaning or Semantic Gradients is a vocabulary strategy that deepens students' understanding of related words, supporting instruction of Tier 2 words through synonym development. It validates and affirms students' home language and background knowledge. It allows for sociocentric and collaborative discussion. In the process of Shades of Meaning, students explore nuances between words and creating a continuum of words by order of degree or meaning. For example: afraid, scared, terrified, nervous, startled, frightened

- Divide students into groups and give each group a Tier 2 vocabulary word.
 (Teacher can either provide a set of synonyms OR have students generate the synonyms)
- 2. Students WORK TOGETHER to find synonyms.
- 3. Students then discuss the *Shades of Meaning* of the words and agree on the order or shades.
- 4. Students list them on the chart/paper in the order they decided.
- 5. Finally the charts are hung up and possibly shared back with the class.

Interview a Word (V)





VA: Sociocentrism, Collaboration, Spontaneity, Subjectivity

BB: Academic Vocabulary (Tier 2/Tier 3 Words)

Description:

This is a strategy that deepens students' understanding of words by inviting them to "become" the word.

- 1. Teacher selects key words important to understanding a concept or unit.
- 2. Divide class into teams of 2-4 students.
- 3. Give each team a word and list of interview questions (i.e. where can you be found, what makes you stand out, what do you like? What do you dislike? etc...)
- 4. Have students "become" the word and write answer to questions.
- 5. Without revealing the word, the teacher or a student acts as Interviewer and asks the questions as team members read their written answers. After the interview, the class guesses the word.

Collaborative Word Sort (V)



VA: Sociocentrism, Collaboration, Spontaneity, Subjectivity, Communalism

BB: Academic Vocabulary (Tier 2/Tier 3 Words)

Description: This is a great vocabulary activity to front-load content. It builds background knowledge and allows students to share what they already know about a word or concept. *Word Sorts* allow for creativity, subjectivity and spontaneity within the discussion.





How To:

- 1. Prepare enough sets of the vocabulary words or concepts for partners or small groups.
- 2. Partners or small groups sort the words into the categories defined by the teacher (Closed Word Sort), or into categories they choose (Open Word Sort).
- 3. When they have finished, use a Responding Protocol to have each pair or group of students report to the class about their categories as you list them on the board.

*Fun addition: If you feel it is needed, add the protocol *Who's the Stray* to allow one member of each group move and hear how another group is sorting. After a short amount of time, they report back to their group.

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A to Z Associations (V)



VA: Sociocentrism, Collaboration, Spontaneity, Subjectivity, Communalism, Realness

BB: Academic Vocabulary (Tier 2 Words)



Description: This vocabulary activity students an opportunity to work socially and collaboratively to create more exposures to high utility/Tier 2 words in order for students to Own the Word. This word acquisition strategy involves Word Associations, Examples, Synonyms and Antonyms.

How To:

- 1. The teacher chooses a word (High Utility/Tier 2 word that has already been taught or introduced).
- 2. Then the teacher challenges kids to come up with related words for as many letters as possible. *These could be synonyms, antonyms, examples, and more.

Teacher can use an involuntary response protocol like Whip Around to hear what students came up with. Or the teacher can use Stop and Scribble where the worksheet stays on the students' desks and students move around adding to other's worksheets each time the music stops.

Bump That Word (V)



VA: Collaboration, Spontaneity, Subjectivity,

BB: Academic Vocabulary (Tier 2 Words)

Description:

This protocol gives students an opportunity to work socially and collaboratively to create more exposures to *High Utility/Tier 2 Words* in order for students to *Own the Word*. This word acquisition strategy involves *Synonyms and Antonyms*. When the teacher puts the words into groups, all of the words should relate except for one. The students' job is to figure out which word is not related, and they bump it to the next word group. It's a chain effect.

How To: .

1. Group vocab words together with similar words (synonyms & 1 antonym). Groups of 3 to 5 words is best. *You can make this into a worksheet or a graphic organizer, or you can just write them on the board to use as a class activity.

2. Students work collaboratively to identify the antonym and "Bump" it to the next box, filling in the

next set of words. (3 similar and 1 opposite)

3. Students continue until the worksheet is full. Here's an example:



Generative Sentences (V)



VA: Collaboration, Communalism, Immediacy Field Dependance, Realness

BB: Academic Vocabulary (Tier 2 & 3 Words)

Word	Position in the Sentence	Length in Sentence
innocuous	2	> 6 words
accomplice	4	< 10 words
invigorate	6	= 9 words

Description: Supports word acquisition strategies such as: synonym development, use of context clues, and word associations. It leads to multiple exposures of words and word ownership because students are playing with words and discussing words. It allows students to make connections between his or her home language and the target academic vocabulary. These connections validate and affirm the student's home language and experiences but also builds and bridges to Standard English and academic language. Students collaborate to strategically create the sentences needed.

- 1. Provide a worksheet with a table like the one shown above (use Tier 2 or Tier 3 words that have been introduced)
- 2. Partners or groups work to create the three sentences using the target words in the positions required with the correct number of words.
- 3. Sentences should contain context clues and show understanding of the words' meanings.
- 4. Creativity is encouraged. Silliness is ok as long as the sentences make sense.
- 5. Finally use a Responding Protocol to hear a few sentences. This provides urgency and accountability for the collaborative group work.

Cloze Activity (V)



VA: Collaboration, Communalism, Sociocentrism

BB: Autonomous, Academic Vocabulary (Tier 2 Words)

Ti	tle:
If you (1) or analyze	
strategy, you will find that some studies (2	
improves student achievement whereas o	ther studies show it doesn't.
Using a strategy doesn't guarantee positiv	e results. Rather, it's how someone use t
strategy that (3)	whether it produces great result
(4)	results, or poor results.
Schools should (5)	their own studies on how well a
instructional strategy works.	
Students should (6)	a picture, pictograph, or symbol
to represent the term	
Not every day, but (7)	, a teacher should ask students t
discuss the terms with each other.	
The third step in the process is (8)	. Without it, the
strategy doesn't (9)	the maximum results.

Description: Supports word acquisition strategies such as: synonym development and use of context clues. It allows students to make connections between his or her home language and the target academic vocabulary. These connections validate and affirm the student's home language and experiences but also builds and bridges to academic language and expands their Tier II vocabulary. Students work individually at first (BB) and then collaboratively to guess the words.

- 1. Teacher chooses a text and targets 4-6 Tier 2 vocabulary words and creates blank lines where those words should be (see example above)
- 2. First students work individually to try to fill in words they think would fit.
- 3. Next teacher uses a CLR discussion/movement protocol (i.e. Merry Go Round, Numbered Heads, or Find Somebody Who) and has students share what they filled in.
- 4. Teacher uses a CLR response protocol (i.e Shout Out or Roll Em) to hear what students guessed.
- 5. Teacher reveals target words AND validates the synonyms students came up with.

Odd Word Out (V)



VA: Collaboration, Communalism, Sociocentrism, Subjectivity

BB: Academic Vocabulary (Tier 2 or 3 Words)

Happy Disguise **Thrilled** Disinterest Excited Dispose Disability Disappointed Hexagon Veto **Parallelogram** Pardon Enforce Rhombus Ratio **Impeach**

Description: This is a great protocol to give students opportunities to discuss nuances in words and make connections. Students discuss the similarities and differences between words to try to figure out which one doesn't belong in the group of 4.

- 1. Teacher creates sets of words (could be on a slideshow or could be a group of cards). Each card or slide has 4 words that have some connection but there is one that doesn't belong (could be because of meaning, part of speech, content connections etc... In the example above, in the red square, disappointed doesn't belong because it is an antonym, in the yellow one, disability doesn't belong because it is a noun while the others are verbs, in the green square, impeach doesn't belong because the other 3 are powers of the President, and in the blue square, ratio doesn't belong because it isn't a shape like the other 3).
- 2. Students work collaboratively to discuss the word they think doesn't belong in each group by discussing similarities and differences they see in the words. Students may come up with a word other than the one the teacher planned but they may have a good reason (subjectivity)
- 3. Teacher uses a CLR response protocol (i.e Shout Out or Roll Em) to hear what groups determined and why.

Wordy Conversation (V)





VA: Collaboration, Communalism, Sociocentrism, Subjectivity, Orality

BB: Academic Vocabulary (Tier 2 Words)

Description: This is a great Responsive Vocabulary activity to review vocabulary. It gives students several encounters with the word. Wordy Conversations allow for verbal expressiveness, creativity, spontaneity and collaboration within the discussion. It supports using context clues, synonyms, antonyms and word associations. A Wordy Conversation fits in Marzano's 6 Step for Vocabulary Acquisition (Steps 4-6: activities, discussion, games)

How To:

- Students partner up
- Students pick or are assigned a Tier 2 vocabulary word
- Students discuss, plan and practice for their Wordy Conversation following the steps below.
- After preparing, partners present their wordy conversations to the class
 - o **Partner A-** Uses the Tier Two word in a sentence with context clues
 - o **Partner B-** Uses a synonym of the Tier Two word in a sentence
 - Partner A- Responds with a sentence using an antonym of the word

Example: Tier 2 Word: Apprehensive

Student A: You seem quite <u>apprehensive</u> about climbing the tree. **Student B:** I am worried about the branch at the top being too weak.

Student A: You are usually quite confident when we climb.

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Carousel Vocabulary (V)



VA: Collaboration, Kinesthetics, Sociocentrism, Subjectivity

BB: Autonomous, Academic Vocabulary (Tier 2 Words)



Description: Make writing with vocabulary words a social activity as students collaborate to use words, building off one another. Prepare the vocabulary charts by hanging large chart paper in various places around the room (one chart paper for each vocabulary word). *Using 6 to 8 vocabulary words seems to work best, although you can use more if you have large class sizes or if students don't need to rotate through every word before completing the activity. At the top or in the center of each piece of paper, write a Tier II vocabulary word.

- 1. Have students work in small groups, rotating between posters.
- 2. At each poster, students should work collaboratively to come up with different ways to use that vocabulary word. Encourage students to draft sentences that use each vocabulary word with common collocates. Students can write one or two sentences, and the next small group of students will rotate and add onto what is already there.
 - Group 1 After the marathon, I **guzzled** so much water that I felt bloated. My throat had felt as dry as the Sahara Desert.
 - Group 2 Why did I not **guzzle** milk, you might ask? Well, have you ever run a marathon? A gallon of milk doesn't sit as well in your belly as a gallon of water.
 - Group 3 Some people like to guzzle juice and coffee, but those individuals are generally eating breakfast, not running
 around the world.
 - Group 4 If you choose to **guzzle** soda while running, that is your business, but I'd strongly advise against it.
 - Group 5 Next time you decide to eat or drink greedily, I'd suggest **guzzling** some pizza and Kool-Aid while lounging by the pool. This marathon running is for the birds.
 - Group 6 Now, let's get in my gas **guzzling** car and go home.

Graffiti Word Walls (V)



VA: Pragmatic Language, Dynamic Attn Span, Subjectivity

BB: Autonomous, Academic Vocabulary (Tier 2/3 Words)



Description: While this is an individual activity when students create their posters, it becomes a collaborative word wall. Students make personal connections to the Tier II or Tier III vocabulary words by putting it in their own words and creating images to represent them. Since there is no "right way" to depict the words, this validates subjectivity and it also validates students who like to represent their ideas in pictures. By adding a protocol where students observe and comment on each other's pictures, it validates communalism.

How To:

- 1. Teacher hands out white paper.
- 2. The students spell the vocabulary word in bubble letters.
- 3. The students describe the word in their own words.
- 4. Then the students draw pictures to represent the word.
- 5. The students should fill up the their paper and leave no white spaces.
- 6. The teacher hangs them up to create a class Word Wall.

Graffiti Criteria

- 1. Vocabulary word is drawn using bubble letters
- 2. Description of term using own words
- 3. At least 3 images representing the term
- 4. All white space must be colored in

Consider blending this with a Gallery Walk where students walk around the room looking at other students' posters, noting what they like or what pictures helped them remember a word Use a CLR response protocol to have them share.

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Scrambled Sentences (V)





VA: Collaboration, Sociocentrism, Communalism, Subjectivity

BB: Academic Vocabulary (Tier 2/3 Words)

Description: This is a protocol that asks students to generate words related to a specific topic or concept and then challenges them to collaborate to use/apply those words.

How To:

- 1. Teacher gives each student a notecard and puts students in teams of 4
- 2. Teacher poses a topic or states a concept that students are studying.
- 3. Each student writes down one word related to the topic (can encourage them to use Tier 2 or Tier 3 vocabulary as it relates).
- 4. Each person shares their word and why they chose it.
- 5. Each team then creates a sentence using all of the words while adding as few additional words as possible to make it a coherent sentence.
- 6. Teacher uses involuntary response to hear from one student in each group who then shares the group's sentence.

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Dump and Clump (V)



VA:Collaboration, Communalism, Subjectivity

BB: Academic Vocabulary (Tier 2/3 Words)

Dump and Clump						
			C)		
се	rebrum	root		epidem	nis	П
ao	rta	artery		ventricle	e	
pυ	pil	enamel		dermis		
СО	chlea	subcut	is	anvil		
de	ntin	frontal le	obe	hamme	r	
ret	ina	cerebel	lum	optic n	erve	
	Brain Ar	atomy	Heart	t Anatomy	Skin Anatomy	Г
	cerebrum		aorta		dermis	
	cerebellum		artery		epidermis	
	frontal lobe		ventricle		subcutis	
	Tooth Ar	atomy	Ear.	Anatomy	Eye Anatomy	1
	root		anvil		retina	
	enamel		hammer		pupil	
	dentin		cochlea		optic nerve	

Description: This is protocol that gives students a chance to generate, consider, and classify words related to a topic of study.

- 1. Teacher puts students in pairs or trios and gives them the Dump/Clump worksheet.
- 2. Teacher poses a topic (could be same one for the whole class or different one for each group). Students first brainstorm every word they can think of related to that topic (this is the dump).
- 3. Next students work together to classify the words into categories, grouping words and giving each group a label that indicates how the words relate.
- 4. Students then write a descriptive summary sentence for each category they have.
- 5. Teacher should then facilitate sharing (could be a gallery walk where students circle the room looking at how other groups classified it).

Words in Use (Questions, Reasons, & Examples) (V)

CIR

VA: Kinesthetics, Collaboration, Subjectivity, Dynamic Attn

Span

BB: Academic Vocabulary (Tier 2/3 Words)



Description: This is protocol that gives students a chance to interact with targeted vocabulary words, using the words in multiple ways so they start to own them. It also provides students a chance to work collaboratively to develop understanding of nuances of words. Example template

How To:

- 1. Teacher identifies target Tier 2 words that students have already been exposed to.
- 2. Teacher creates a worksheet with questions about the words that asks them to reason or provide examples. For example, if the target words are: *cautiously, impress, extraordinary, the* worksheet could include questions like:
 - Why do you need to walk cautiously in a dark room? What are some other things that need t be done cautiously?
 - What is something you could do to impress your teacher? Why would it be impressive?
 - Which of these things might be extraordinary? Why or why not?
 - A shirt that was comfortable, or a shirt that washed itself?
 - A flower that kept blooming all year, or a flower that bloomed for 3 days?
- 3. Using a protocol like Mix and Mingle, Find Somebody Who, or Give One Get One, students should circulate the room and discuss each question with a partner to complete the worksheet.

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Three Truths and a Lie Vocab (V)



VABB: Sociocentric, collaboration, Spontaneity, Subjective



Description: This word acquisition strategy brings in more encounters with *Tier 2/High Utility Words*. Students are encouraged to use associations, background knowledge, synonyms and antonyms. Students are doing the thinking and it can be straightforward or higher-order thinking. Students will remember many of the lies and the truths, so it will help them to retain the word meanings longer.

How To:

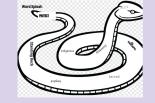
- Students select a word from their vocab list or the teacher provides the word.
- 2. Students work collaboratively (Partners, Numbered Heads, etc.) and they create & write down four statements about that word. *I encourage them to think about the word's part of speech, the definition, related and unrelated words, associations they may have, and the word's personality. *Three of the statements should be true & one should be a lie.
- 3. Collect the statements, and put students in small groups. Have them discuss the words and statements to try to identify the lie.

*If you're concerned about the accuracy of your students' sentences and want to avoid unnecessary confusion, read through them first and have students work in groups to discuss them the next day.

Example: Ubiquitous *In this example, the lie is #2

- 1. Ubiquitous is kind of like the plague. Even if you don't like it, you can't get rid of it.
- 2. Ubiquitous is an adverb.
- 3. Ubiquitous is cousins with the words "pervasive" and "universal."
- 4. If cockroaches were ubiquitous, I'd move to Mars.

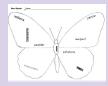
Word Splash (V/L) (Before Reading)







VA: Pragmatic Language, Dynamic Attn Span, Subjectivity **BB**: Synonym Development, Academic Vocabulary (Tier 2/3 Words)



Description: This Responsive Vocabulary Activity is great for K-12 for front-loading text & vocabulary and using as a Before Reading Strategy. It gives students a chance to connect pictures & imagery to a word. It supports using synonyms, antonyms and word associations. Word Splash fits in Marzano's 6 Steps for Vocabulary Acquisition

- Choose a range of Tier 2 & 3 words that are integral to the learning (Important to the topic, content, text, etc.)
- Write/type the words in different sizes and fonts on a document/sheet of paper for the students. Make enough copies so each student gets this Word Splash sheet.
- Next, copy the words (just like the student sheet) to a large chart paper for teacher modeling & direct instruction
- Introduce each word to the students and have the students echo the words.
- Word by word, give the students the definition and synonyms. Write an abbreviated definition or one or two synonyms or associations on the *Word Splash* near the word. Also add a quick sketch or image for each word.
- Students copy exactly what the teacher does. *Students can also add their own images or associations for the words. * This allows each student to bring in their own schema and experiences. This moves quickly!
- Once the direct instruction (Word Splashing) is done, use a Discussion Protocol (such as Numbered Heads) for students to discuss the terms and make predictions about the upcoming topic, content or text. Have groups write a prediction using 3-4 of the Word Splash words in their prediction.
- Finally, introduce and read the text or introduce the unit or topic.



Literacy Protocols



CLR Area: Literacy



Literacy



LITERACY TARRECT TO THE LITERACY TARRECT TO Each slide L= Literacy Activity

<u>Mind-Streaming</u>	Diamond Discussion	Article Doodle	Reading Tea Party	\$2.00 Summary
60-Second Radio Spot	<u>Hot Seat</u>	Save the Last Word for Me	Connections Grid	Quad Strategy
Acrostic	It Says, I say, and So	Key Word Notes	Text Coding/Log	Double Response Journal
Two Column Notes	Three Column Notes	Three Things	Say Something	Sketch to Stretch
Picture the Story	Story Retelling			

Mind Streaming (L)





VA:, Sociocentrism, Collaboration, Subjectivity, Communalism **BB:** Precise Time, Turn-taking, Written Expression (notetaking)

Description: This is a collaborative discussion strategy that can be used prior to reading for students to share their prior knowledge or can be used after reading to discuss their comprehension of the text.

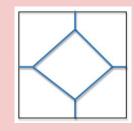
- 1. Students form pairs and identify a Partner A and a Partner B.
- Teacher can tell students the topic of the text and they can mindstream everything they know/associate
 with that topic OR the students can read part of the text and then mindstream about what they got out
 of it.
- 3. Partner A gets 60-90 seconds to tell Partner B everything they know or learned about the topic/text; Partner B listens and takes notes, but *cannot* talk for the full 60-90 seconds.
- 4. Partner B gets 30 seconds to ask Partner A any clarifying questions and restate the learning (I heard you say... Is it correct that... Can you clarify what you meant by...)
- 5. Roles switch; Partner B gets 90 seconds to tell Partner A everything they know or learned about the topic/text. Partner A gets 30 seconds to ask Partner B any clarifying questions and restate the learning
- 6. Afterwards, the teacher can use a responding protocol to hear back whole class (optional).

Diamond Discussion (L)



VA:, Sociocentrism, Collaboration, Subjectivity, Communalism, Pragmatics

BB: Written Expression (notetaking), Turn-taking



Description: This literacy strategy goes back and forth between VA and BB as it involves individual note taking and group summarizing. The structure of this discussion protocol supports individual accountability and group collaboration. *There is one sheet per table group of 4 students. You can also use chart paper or butcher paper if you want students to have more room to write/draw in their corners/quadrants. *You can also have students have individual pieces of paper and then one piece of paper for group synthesis

- 1. Select a text and divide it into 4 sections. With 4 students in each group, have them number off and silently read their assigned section taking notes in their corner or quadrant of the paper. (BB)
- 2. After students have finished the quiet reading, they should go around and each should summarize their section (you may want to set a time-frame, i.e. 1-2 min per person) This VAs collaboration and BBs turn-taking
- 3. Next, groups work together to develop a summary of the text based on all 4 quadrant/person's notes. The summary goes in the middle of the paper (in the diamond) and it can be in the form of a slogan, chant, visual representation, tweet, statement, etc. Be creative!
- 4. All students are held accountable for the summary because a random involuntary responding protocol, such as *Roll 'Em* can be used to hear from each group.

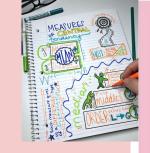
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Article Doodle (L)



VA:, Dynamic Attn Spans, Field Dependence, Subjectivity

BB: Verbal Language Emphasis



Description:

Article Doodle is a great validating and affirming protocol to use with a traditional teacher read aloud. As teachers read modeling prosody, students draw what they hear. It also validates students who enjoy drawing and our "doodlers" with dynamic attention spans. When ideas and related concepts can be transferred into an image, it can help the brain remember the information associated with that image.

- 1. Students need paper and something to write with, possibly markers.
- 2. Students listen to a teacher-read aloud/audio or watch video.
- 3. Students are encouraged to doodle what they are hearing. It is important to tell students to vaciiliate between listening and doodling or else it might get frustrating. *What "doodling is, might need to be taught and modeled
- **4.** At the conclusion of the doodling, the teacher uses a discussion protocol to have students share what they doodled and explain their thinking (i.e., Round Robin, Musical Shares, Walk and Tal)
- 5. To hear a few, consider using Positive Blast (where students identify students who had doodles they like and ask them to share this is a way for students to validate each other by calling on students who they believe have something valuable to share).

Reading Tea Party (L)



VA:, Kinesthetics, Sociocentrism, Collaboration, Subjectivity, Communalism, Dynamic Attn Spans, Spontaneity



Description: This is an interactive pre-reading strategy that frontloads students' knowledge of the text and allows them to become familiar with the content prior to reading in a way that validates sociocentrism, collaboration and movement. . It was adapted from Kylene Beer's book "When Kids Can't Read." The strategy can be used with both narrative and expository texts.

Directions:

- 1. From the text about to be read, choose and type up enough meaningful phrases, sentences or quotes for each person in the class and cut them out and distribute.
- 2. Give students 1-2 minutes to read theirs silently to themselves.
- 3. Signal students to move around the room, partnering with several students to share their sentences.
- 4. Students will share their sentences with each other and discuss how they are connected and what the topic might be. *Students will then move to a new partner and go through the same steps at least 3 times.
- 5. Signal the end of the activity & have the students move into small discussion groups (4-6)to:
 - Discuss what they heard and what connections were made with the sentences
 - Brainstorm possible predictions about the reading and explain what specific words/phrases/sentences helped create the predictions.

*The culmination of the discussions can be to write a "We think" group paragraph, which includes their prediction about the reading/topic to be covered and how they arrived at their conclusions (metacognition regarding their inferencing process). OR Each group can report out and do the above explanation orally. Copyright CCRTL ©2023

\$2.00 Summary (L)



VA: Collaboration, Subjectivity, Communalism, Sociocentrism, Subjectivity, Conversational Patterns





Description: This is a great protocol to have students synthesize a text. . \$2.00 summary takes collaboration and requires critical thinking by analyzing the most important aspects of the text.

- 1. Students read a text (can be beforehand or together in class- also can work with video)
- 2. Students discuss the main idea of the text, trying to capture the most important pieces.
- 3. Students write a \$2 Summary (20 words only; *Each word has a value of 10 cents.) to synthesize the text. This can be done on regular paper, poster paper, or even with sticky notes (one word per sticky note). Virtually Jamboards work nicely.
- 4. This can be scaffolded by giving students specific words related to the learning that they must include in their summaries.
- 5. After a set amount of time, the teacher uses a Responding Protocol such as Stand and Deliver, Roll 'Em, or Pick-a-Stick to call on a few students to share out their \$2.00 Summary.

 *This can be increased to any amount of money.

60-Second Radio Spot (L)





VA:, Collaboration, Communalism, Sociocentrism, Conversational Patterns, Orality, Pragmatics

Description: Radio Spot is a great collaborative that requires students to synthesize a text while validating and affirming many cultural behaviors. Students work **collaboratively** (everyone needs a part) to create a 60 Second Radio Spot to summarize the text. Group success **(communalism)** is key. Also students can verbally express **(orality)** and use non-verbals **(pragmatics)**.

- 1. Students work in small groups w/ a common text. The group develops (who, what, where, when, why, and hows about the text). Summarizes key content.
- 2. Their responsibility is to then create a 60 Second Radio Spot that could be an advertisement, celebration, an infomercial, public service announcement, etc. about the key points of the text/content, and present it to the class. (Not necessarily a written script with visuals, but a script with voices!)
- 3. Students should focus on content and remind them that the audience will primarily focus on hearing their "spot" (summary) versus seeing it.
- 4. Finally, the teacher can use a Whip Around or Roll 'Em to hear from all groups or just a few.

Hot Seat (L)



VA:, Collaboration, Sociocentrism, Conversational Patterns, Orality,



Description: In this strategy, students take turns sitting in the Hot Seat and adopting the persona of a specific character from a shared text. The student in the Hot Seat answers questions posed by the rest of the students by taking into account the character's personality, perspective, and opinions.

How To:

- 1. Students read part or all of a selected piece of literature.
- 2. Teacher divides the class into groups of three to five students and assigns each student a character from the book, or allows them to choose their own character.
- 3. Each student adopts their character's persona by thinking about the character's attitudes, views, and personal characteristics. *Encourage students to look back through the text and examine the information about the characters' actions, thoughts, and feelings.
- 4. Have all students, working independently or in small groups, prepare questions for each character.
- 5. Have students take turns asking questions to the student(s) in the Hot Seat. The student in the Hot Seat answers the questions from the perspective of his or her character.

NOTE: This can also be used in content classes, such as social studies or science, taking on the persona of a historical figure or

scientist.

Save the Last Word for Me (L)



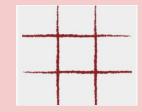
VA:, Collaboration, Subjectivity, Communalism, Field Dependence **BB:** Autonomous, Turn-taking, Written Expression

Description: This is a literacy comprehension protocol that builds speaking and listening skills through structured text-based discussion. The structured format draws all students into the discussion. All students benefit from hearing alternative viewpoints and different interpretations of the text.

- Teacher provides students with an index card and explain that after reading they will identify an
 interesting or important quote on one side of the card. On the other side they will explain why they
 think the quote is interesting or important.
- After reading a text (beforehand or in class) and completing their index card, students should be in groups of 3-5.
- 3. Each student takes a turn reading their quote on the front of their card but they don't comment on it. The rest of the group gets a chance to respond (usually round robin) sharing what they think about that quote.
- 4. After everyone comments, the person who shared the quote concludes the discussion with the explanation on the back of triage card. (They get the Last Word.)
- 5. Repeat this process until all the quotes have been shared and discussed.

Connections Grid (L)





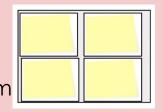
VA:,Collaboration, Subjectivity, Communalism, Sociocentrism, Dynamic Attn Spans

Description: This is a great protocol to help students summarize, reflect on meaning and make connections summarizing within text; Students use their annotations or notes and pull out key ideas & vocabulary after reading to support collaborative summarizing & synthesizing.

- 1. Groups (or individuals) take large chart paper (just a piece of paper if doing individually) and make a tic-tac-toe grid at the top.
- 2. As a group (or individual) they come up with nine key words/ideas from the text (story elements, nonfiction info, key vocab, nouns, etc- whatever the content);
- 3. Teacher models by writing a few on the board as students start. This will help some students or groups get started if they are having a hard time.
- 4. Groups (or individuals) create 3-8 sentences from the 3 lines going across, 3 columns going down and the two diagonal lines connecting the three terms in each row;
- 5. Teacher uses involuntary response protocol (i.e. omebody Who or Roll Em) to hear one sentence from one person in each group.

Quad Strategy (L)





Description: To give purpose to *during reading* thinking and *after reading* discussion. To encourage inquiry through higher level questioning (Costa's 3 Levels), and to provide a student-centered approach to discussing the text.

Teacher Set-Up:

- Make enough 4-square grids so that there is one opening (quadrant) per student (Large sized drawing paper works well, or large chart paper)
- Write a "big idea or focus question" (think Costas 3 levels) on the back of each quadrant grid and place around the room. These questions are not revealed to the students until mid way through the strategy.
- Students need a text, a post-it note and something to write with.

- During reading, students text code/annotate as they go (Thinking while reading- metacognition)
- After reading, students use one post-it note and write their biggest take-away; One thing they coded/annotated
- On teacher's cue (T: "Bust A" S: "Move") Students get up and put their post-it on an open quadrant of a 4-square grid. Once a 4-square grid is full (4 post-its) then that becomes a group of 4 for further discussion and text analysis.
- Each group member discusses their biggest take-away (what they wrote on their post-it) and why they wrote it via Merry-Go-Round Share.
- After everyone has shared their post-it (about 2-4 minutes), groups turn the 4-square grid over and "Surprise" there's a new question! Students work together to come up with a group answer for the question that the teacher posed on the back.
- Finally the teacher uses an involuntary responding protocol to hear the answers to the questions on the back **OR** the activity can turn into a **Carousel** and students rotate to the next poster and they read the question on the back as well, and the first group's response and add their ideas. This can continue until the group is back at their original 4-square grid.

Acrostic (L)



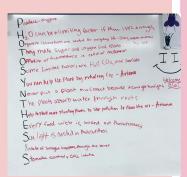
VA:Subjectivity, Collaboration, Sociocentrism, Dynamic Attn Spans, Kinesthetics

N	AYBE THIS DAY IS NOT
C	NE OF YOUR FAVORITES, BUT
N	EVER FORGET THAT EVERY
D	AY YOU WAKE UP IS AN
Α	MAZING GIFT AND ITS UP TO
Y	DU TO MAKE IT COUNT

Description: Content related Acrostics are a great way to have students summarize & synthesize their learning. It requires students to use critical thinking as they analyze, infer, and make decisions about what is most relevant & important in the learning

How-To:

- 1. Have an example of an acrostic related to the same subject matter so they get the idea of the strategy.
- 2. Have a word or topic picked out to make the acrostic from and ask students to write the word vertically on a sheet of paper.
- 3. Students will use each letter in the vocabulary word or topic word as the first letter of a word that is a characteristic, example, a synonym or a descriptor of the word or topic they are summarizing.
- 4. To validate and affirm sociocentrism and collaboration, have students share their acrostics using a protocol like Mix and Mingle or Musical Shares.



Kindness is contagious		
I try to be kind whenever I can		
Not being mean is being kind		
p oing things for others is also being kind		
Nice nearly all the time is the idea		
E veryday I try to be kind		
Simple things can be kind things		
Such as sending a smile or saying thank you		

It Says...I Say...And So... (L)

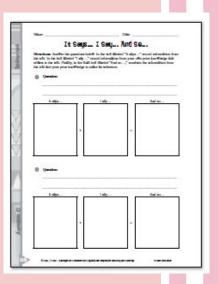


VA: Subjective, Field Dependent, Sociocentric, Spontaneity

Description: The It Says....I Say...and So literacy strategy supports students in developing the skills to make an inference by combining information and making connections from the text with what they already know. This strategy is effective with texts from all content areas.

How-To:

- 1. First model the strategy with a familiar text.
- 2. Provide the students with an inferential question about something in the text. Ex: "What can i infer when the main character says...."
- 3. Students write the question above three boxes (see template at right)
- 4. The students then look at the text and write what the text says about the question in the first box. (It says)
- 5. Next, the write what they already know about the question in the second boxy. (I say)
- 6. Finally, they write their conclusions or inferences in the third box. (And so)
- 7. The last step is to facilitate a classroom discussion about the conclusions using a discussion protocol such as Musical Shares or Silent Appointment.



Key Word Notes (L)



VA: Sociocentric, Collaborative, Immediacy

BB: Written, Individual, Prompted



Description: This 'during' reading strategy supports comprehension and focuses attention on important and relevant information.

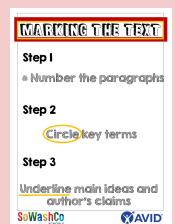
- 1. The teacher chooses 4 stopping points in an article or video
- 2. At each stopping point, the students record key words in the corresponding box (Stop 1, box 1) to help them determine the important points of the assigned passage or part of the video.
- 3. Students work in pairs with a Key Word Notes form.
- 4. After writing their words, students compare with a partner and tell why they chose the words they chose.
- 5. Students repeat this process until the all segments of the text or video have been read or watched.
- 6. In the final box (5), work with their partner to choose 4 key words that summarize the entire text or video so far.

Text Coding/Logographic Cues (L)



VA:, Subjectivity

BB: Written, Individual, Prompted



Description: Marking the Text, a version of Annotating, Text Coding, or Logographic Cues, is a great way for students to navigate a text for important key terms, main ideas, wonderings, and questions. Marking the Text gives students a starting point for discussion with classmates via a Discussion Protocol where they can discuss the words, main ideas, and author's claim they marked along with any questions they have. Adding this social and collaborative learning along with Marking the Text further supports students with being able to: Quote accurately from a text; Determine a theme; Compare and contrast; Determine the meaning of general academic and domain-specific words; and Determine a central idea of a text.

How To:

- . Provide a text
- 2. Provide the steps for Marking the Text or the codes students should use as they read.
- 3. Set the purpose for reading
- 4. Add a Discussion Protocol for social learning & collaboration



Logographic Cue Directions

Text	Coding / Annotating
!	That's interesting.
?	I don't understand.
D	I disagree.
Δ	Let's talk.
•	I love this part.
	12 10 10 10 10 10 10 10 10 10 10 10 10 10

Text Code Examples Text Coding Directions

Date		
Show Me The Code		
Quote	Reason	
	Show Me T	

*For further accountability & learning, students could use the Show Me the Code template after the lesson.

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Double Response Journal (L)



VA:, Field Dependence, Subjectivity

BB: Written, Individual, Prompted

ey event, idea, word, quote, or concept:	Connections:

Description: To provide a structure for reading response, to make decisions about significant aspects of text, and to reflect on personal connections to the text.

- 1. Provide students with a Double Response Journal or have them make one.
- 2. Begin by explaining and modeling how to use a Double Response Journal. Encourage text–self, text–text, and text–world connections.
- 3. Have students read or listen to part of a text.
- 4. Ask students to select a key event, idea, word, quote, or concept from the text and write it in the left column of the Double Response Journal.
- 5. In the right column of the Double Response Journal, students write connections and explain their reasons for what they wrote in the left column.
- 6. To bring in the VA of VABB, use the journals for group discussions. *Use a Discussion Protocol to bring in sociocentrism, communalism, collaboration.

Two Column Notes (L)



VA: Field Dependence, Subjectivity

BB: Written, Individual, Prompted

Description: To provide a structure for identifying main ideas & details. In addition, students reflect on personal connections to the text.

TWO COLUMN NOTES

0	Title	First C Last hame Date Subject
	Question	Answer
	Vocabulary Word	Definition
	Problem	Solution
	Event or Person in Instory	Significance, discoption, or other information
	Skep a line between each item to keep your notes neat *	
0	Summary: Reflection abo	ul what you learned loday.

- 1. Provide students with a Two Column Notes Template (TCN) or have them make one.
- 2. Begin by explaining and modeling how to use TCN
- 3. Have students read or listen to part of a text.
- 4. Ask students to record main ideas in the first column; Details in the right column; Or the teacher can provide the main ideas and students find supporting details.
- 5. To bring in the VA of VABB, use the notes for group discussions. *Use a Discussion Protocol to bring in sociocentrism, communalism, collaboration, or movement.

Three Column Notes (L)



VA: Field Dependence, Subjectivity

BB: Written, Individual, Prompted

Main Idea	Details	My Connections, Questions, Wondering and
		New learning from others "complete during discussion
List main idea here		
List main idea here		

Description: To provide a structure for identifying main ideas & details. In addition, reflect on personal connections to the text.

- 1. Provide students with a Three Column Notes Template (TCN) or have them make one.
- 2. Begin by explaining and modeling how to use TCN
- 3. Have students read or listen to part of a text.
- 4. Ask students to record main ideas in the first column; Details in the middle column; And connections in the third column.
- 5. To bring in the VA of VABB, use the notes for group discussions. *Use a Discussion Protocol to bring in sociocentrism, communalism, collaboration.

Three Things (L)



VA: Field Dependence, Subjectivity

BB: Written, Individual, Prompted



Description: Three Things, a During-Reading Strategy, helps students focus in on the important details needed for learning. The teacher provides students with three prompts before reading a text. This provides the scaffolding needed to navigate text and content. In addition, it can target Tier 2 and Tier 3 vocabulary words intentionally through the Three Thing prompts. After reading the text and finding Three Things, the class discusses using a Discussion Protocol. * The Three Things can vary depending on the lesson objectives, such as a connection, something surprising, something they knew already, something they agree or disagree with, a question, a confusion, etc.

- 1. The teacher provides the students with the three prompts, questions, or themes they will be searching for while reading. (These could be written on the board, given on a worksheet, or provided digitally)
- 2. Students work independently to read, search, and highlight facts, ideas, and details that support the *Three Things*.
- 3. After a certain amount of time, students share their *Three Things* using a Discussion Protocol, such as Silent Appointment (page 64) or Think-Pair-Share (page 67) or Put Your Two Cents In (page 63) or Give One Get One (page 90)
- 4. Finally, the teacher ends with an Involuntary Responding Protocol such as Somebody Who, Pick-a-Stick, Roll 'Em or Wheel of Names to hold students accountable and to shift to individualism.

Say Something (L)



VA: Cooperative, Spontaneity, Subjectivity

BB: Turn Taking, Academic Literacy



Description: Say Something is a During Reading Strategy that helps students make meaning of what they are reading. The teacher provides students with three prompts before reading a text.

- 1. The teacher provides the students with a text that is broken into clear parts.
- Students take turns reading the text (can use Buddy Reading or another Read Aloud Strategy)
- 3. After each section, the students stop and "say something" about what they just read. They can do one or more of the following: summarize what they read, ask a question, clarify something, make a prediction, make a connection, agree or disagree with something in the text.
- 4. Teacher can provide Sentence Stems (BB) to help students with their Say Something Statements.

Sketch to Stretch (L)



VA:, Sociocentric, Spontaneity, Subjectivity

BB: Autonomous, Academic Literacy



Description: Sketch to Stretch is a Post Reading Strategy that guides students to think about what a passage or entire selection means to them and then draws a symbolic representation about concepts in the text.

- Create symbolic pictures to model for students. As you share and discuss pictures, make sure students understand that the pictures are symbolic representations of the meaning of the text.
- 2. After students finish reading, have them work together or independently to create a sketch that symbolizes the meaning of the text.
- 3. When students finish their sketch have them write an explanation for their sketch on the back of their paper. Instructor students to use evidence from the text to support their explanations.
- 4. Finally, put students into groups to share their sketches. Encourage students to respond to one another's sketches in order to engage in a better discussion.

Picture the Feeling (L)





VA: Sociocentric, Subjective, Field Dependent

BB: Independent Success

Description: This strategy gives validity to students' personal reactions to selected pieces of writing allowing them to express their reactions in a nonjudgmental setting. The Picture the Feeling strategy encourages students to developmental images based on the text while reflecting on the importance of mental pictures.

- 1. Have students read the selected text silently and independently.
- 2. Tell students to select and highlight words, phrases, or sentences that they find particularly meaningful or significant. Ask them to create vivid mental pictures that include the emotions that drew them to the piece of text.
- 3. Encourage students to share their mental images with the class by modeling your own mental images. When sharing, read the selected words, phrases, or sentences from the text aloud and then explain the mental image to the class.
- 4. Invite students to participate in a voluntary sharing of their own selected images from the literature. Remind students to listen when another student is reading and sharing.
 Optional extensions: Students may record their ideas in a double-entry journal, illustrate their mental pictures, and/or write about and share the importance of their selection.

Story Retelling (L)



VA: Sociocentric, Subjectivity

BB: Autonomous, Academic Literacy



Description: Story Retelling is a Post Reading Strategy that helps students synthesize the plot and characters in a story by using both nonstandard and standard language. It also can be used to connect to the cultural tradition of oral storytelling.

How To:

- 1. The teacher demonstrates a story retelling in both nonstandard and standard language.
- 2. Students prepare their retelling in writing or orally and then share it with a partner.

*Students can choose if they want to use nonstandard or standard language or the teacher can choose one or the other or even both. This validates and affirms home language and builds and bridges to academic language.



Read Aloud Protocols



CLR Area: Literacy



Read Aloud Protocols



LITERACY TABLE OF CONTENTS *Linked to each slide L/RA= Literacy/ Read Aloud

Choral Reading RA	Fill in the Blank RA	Echo Reading RA	Train Reading RA	Tag Reading RA
Jump In Reading RA	Fade In/Out RA	Readers Theater	Radio Reading RA	Buddy Reading RA

Choral Reading (L/RA)



VA: Communalism, Orality

BB: Academic Literacy



Description:

The teacher leads students in reading aloud together.

How To:

 Just as a choir sings in unison, the teacher leads the students to read together in one voice. The teacher points out where to start in the passage and cues students to read. All students are expected to read together in unison.

Variation: Teacher can divide the class up and assign different portions to different groups (i.e. Group 1 chorally reads the first section, Group 2 chorally reads the second section, etc...

Echo Reading (L/RA)



VA: Communalism, Collaboration, Orality/Verbal Expressiveness

BB: Academic Literacy



Description:

The teacher reads and the students echo. Teacher's can model how to read fluently, and even struggling readers can echo the line back. Also good in language classes.

How To:

- 1. The teacher reads one sentence or line and then stops.
- 2. Students repeat the sentence or line in the same way the teacher read it.

Also responsive in that it is a form of call and response.

Train Reading (L/RA)





VA: Communalism, Collaboration, Orality/Verbal Expressiveness

BB: Academic Literacy, Turn-taking, Individual Success

Description:

This is a protocol that allows for student participation in the reading, but it is volunteerism (proficient readers). The sharing of the reading goes from the engine to the other cars to the caboose as it is passed down the line to different readers.

- The teacher choose 3-5 proficient readers and either assigns them a section by number or gives them an indication of how much they wool read (i.e. a line, a paragraph).
- 2. First student reads his/her section then indicates to the next reader they should read theirs and so on...

Tag Reading (L/RA)



VA: Communalism, Collaboration, Orality/Verbal Expressiveness

Spontaneity, Kinesthetics

BB: Academic Literacy, Turn-taking

Description: This is Read-Aloud protocol brings movement, collaboration and fun into a whole group reading assignment. A strong community is built so students are willing to take risks and read in front of their peers. Having several readers is celebrated. A student reads while walking around the room (they may also just stand). At some point, after reading at least 1-3 sentences, the student tags another student to read. This continues as the class works through the text.

How To:

- 1. The teacher chooses the first student to read. That student stands and begins the reading. *They may walk around while reading or just stand in one place.
- 2. Then they tag another student, and that student is "It" to stand and read.
- 3. After tagging a student, they sit in the seat of the student they tagged.
- 4. This repeats with several students to work through the text.
- 5. At the end, the class uses an affirmation (Way of Showing Love) for all readers and the readers head back to their seats.

*This can be juxtaposed with Silent Reading or Fade-In Fade-Out Reading to Build & Bridge

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Jump-In Reading (L/RA)





VA: Spontaneity, Verbal Overlap Orality/Verbal Expressiveness

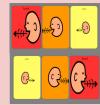
BB: Academic Literacy

Description: The students have the autonomy to choose when they would like to participate and read aloud by "jumping in." Students spontaneously decide when to read; Students learn deference when more than one person jumps in at a time.

- 1. Teacher chooses a text and gives a copy to the students.
- 2. A student reads, and another student can jump-in at a sentence or a paragraph break.
- 3. Students must read at least one sentence, or they can read for as long as they want or until someone jumps in.
- 4. The student can stop and go with the silence. Having moments of silence allows students to think and reflect about what was just read. If two or more jump in at the same time, one student defers to the other.

^{*}Fade in Fade out is a great protocol to pair with Jump-In Reading as a Build & Bridge.

Fade-In Fade-Out (L/RA)





VA:, Verbal Overlap Orality/Verbal Expressiveness, Communalism **BB:** Academic Literacy, Turn-taking, teacher prompted

Description: The teacher uses nonverbal cues to choose students to read. Students must be able to read and listen for another reader's cues. Traditional; High affective filter; Group works towards common goal; A great protocol for community building and building & bridging after a student centered, spontaneous reading activity.

- The teacher walks around the room and touches the shoulder of a student who starts to read with a whisper and gradually increases the volume to a normal reading voice.
- 2. As the first student reads, the teacher touches another student's shoulder after the first student has read a paragraph or so. That student starts reading at a whisper and gets louder. The student who is reading then fades out, going from a normal volume to a whisper.

Readers Theater (L/RA)



VA:, Orality/Verbal Expressiveness, Communalism

BB: Academic Literacy, Turn-taking,



Description: Readers Theater is a Read Aloud structure honoring orality and verbal expressiveness. It builds fluency and provides a sense of community.

- 1. Select a text that can easily be be broken into pieces. Poetry works well.
- 2. Make enough copies for each person to have a script/text and highlight parts (ideally each student will have a part). *Many students can have the same parts. It builds in choral reading and creates a really cool sound in the room with multiple voices dropping in at different times.
- 3. Provide individual practice time.
- 4. Practice as a whole class several times. Reflect as a class after each reading-Discuss what the class did well in the reading and what they need to improve on for the next reading.
- Perform and celebrate!

Radio Reading (L/RA)



VA:, Orality/Verbal Expressiveness, Dynamic Attn Spans, Spontaneity

BB: Academic Literacy, Turn-taking,



Description: Proficient readers are chosen to read a text with different voices. They can choose an emotion to relay, such as happy, sad, or sleepy. Alternatively, they can choose a voice type, such as an old woman or a baby or even a character like Spongebob. Radio Reading provides students with the opportunity to showcase and affirm their oral expression as they can add a dramatic interpretation if they choose. It also shows students that reading can be fun and enjoyable.

How To:

- 1. Have a text to read with the whole group
- 2. Beforehand, the teacher must choose proficient readers that read expressively so students can practice their voice of choice. Teachers can also take volunteers.
- 3. Provide planning and practice time for the Radio Readers
- 4. Celebrate the Radio Reader(s) afterwards

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Buddy Reading (L/RA)



VA: Collaboration, Sociocentrism, Immediacy

BB: Academic Literacy



Description:

Students collaborate by sharing the reading of a text. This can also be used to help less proficient readers by pairing them with more proficient readers.

- 1. The teacher assigns students as buddies to read a text together.
- 2. Teacher can pair proficient readers with less proficient readers or can even buddy older students with younger students.

Fill-In-the-Blank Reading (L/RA)





VA: Communalism, Orality/Verbal Expressiveness, Dynamic

Attn Spans

BB: Academic Literacy

Description: Teacher reads aloud and periodically stops to ask the students to "fill in the blank" with a word or sentence in the text. Then the teacher reads again and stops for the students to fill in the blank. High engagement; builds community; This is a great way to highlight key vocabulary and important details.

- 1. The teacher has preselected key words and phrases for students to fill in.
- 2. When the teacher stops, students chime in with the missing text.
- 3. Words can also be highlighted on the board for students to *fill-in or drop in*. Or written in another color (i.e. Our **goal** today is to become **better readers**.)