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| ***Protocol*:** **Circle the Sage** | |
| **Description:** With students in groups, the teacher first polls the class to see which students have a special knowledge of the topic being covered to share. For example, the teacher may ask who in the class was able to solve a difficult math homework question, or who knows the chemical reactions involved in how salting the streets melts snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sages explain what they know while the students listen, ask questions, and take notes. All students then return to their groups. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is agreement, they stand up as a team. Finally, the disagreements are aired and resolved as a class. | |
| **Why use it:**   * To utilize the expertise of class members to share/teach others * To validate and affirm different ways of thinking and different learning styles | **Best to use this when:**   * Sharing cultural traditions * Having students who understood a particular problem explain it to a small group * Having students share specific knowledge/understandings they may individually have |

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| *Protocol*: **Merry-Go-Round** | |
| C:\Users\jraney\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Z43P1UTN\MC900190781[1].wmf**Description:** Each student takes a quick turn sharing with the team a thought or reaction to something posed by the teacher. Responses should be quick 1-5 word phrases in order to keep it going quickly and keep thoughts concise. | |
| **Why use it:**   * To share personal responses in a short time period without recording on paper | **Best to use this when:**   * Responding to literature * Having students express their strengths and needs while in a small group |

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| *Protocol*: **Give One, Get One** | |
| C:\Users\jraney\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\V1G6CVTU\MC900304333[1].wmf**Description:** After thinking or journaling about a topic, students are asked to get up and find someone across the room with whom to share their thoughts or answers. Students are thus receiving an idea in exchange for giving one. If students are generating multiple ideas, they could be required to meet with multiple students. For example, if they list five ideas about a topic, they could circulate around the room, talking to five different people. Back with the whole class, students might share interesting ideas or new perspectives they learned from others. | |
| **Why use it:**   * To have students choose with whom they would like to share * To allow movement * To develop relationships | **Best to use this when:**   * Reviewing, summarizing, or clarifying information * Accessing prior knowledge |
| **Deepen Your Knowledge:** [Give](http://rkiel.weebly.com/uploads/2/1/0/9/2109639/whip-around.pdf) One, Get One | |

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| *Protocol*: **Inner-Outer Circle** | | |
| **Description:** There should be two circles, with the outer-circle students facing inward and the inner circle students facing outward. Students in the outer circle begin by asking the student facing them on the inner circle a question. This question may be prepared by either the students themselves or the teacher. Once the inner-circle student has had an opportunity to answer, either the outer or inner circle rotates and the process is repeated until a full rotation is made. Then, the inner circle has the opportunity to ask questions as the outer circle responds, and so forth. | | |
| **Why use it:**   * To allow a variety of questions and interactions in a short time span while including the use of movement | **Best to use this when:**   * Reviewing for an assessment * Practicing questioning and responding * Checking for comprehension of a reading passage | |
| **Deepen Your Knowledge (Video):** [**Inner-Outer Circle**](https://www.youtube.com/watch?v=h1UQhE5-DrQ) | | |
| *Protocol*: **Numbered Heads Together** | | |
| C:\Users\jraney\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\948JVMEM\MC900364282[1].wmf**Description:** Students are divided in groups of 4-6 and numbered. When asked a question, they work together to find the best answer. When called together again, the teacher rolls a number cube and asks the students from each group with the number rolled to stand (e.g., “All 3s from each group, please stand.”). Each student then represents the group and reports its answer. | | |
| **Why use it:**   * To form a consensus and have everyone be accountable for the information | | **Best to use this when:**   * Forming groups, such as for academic games * Reviewing information * Forming cooperative groups randomly |
| **Video:** [Numbered Heads Together](http://www.youtube.com/watch?v=BLHDHlVhcug) | | |

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| *Protocol*: **Put Your Two Cents In** | |
| C:\Users\jraney\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\948JVMEM\MC900434817[1].pngC:\Users\jraney\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\948JVMEM\MC900434817[1].png**Description:** Each student has two shells (or pennies, poker chips, etc.) to use as talking pieces. In groups of four, each student takes a turn by putting one shell in the center of the table and sharing his or her idea. When everyone has shared once, each student then puts one more shell in at a time and responds to what someone else in the group has shared, e.g., “I agree with \_\_\_\_\_\_ because…,” or “I don’t agree with \_\_\_\_\_\_ because…” | |
| **Why use it:**   * To share, question, and support opinions * To validate everyone’s responses * To give everyone equal voice and avoid dominators | **Best to use this when:**   * Discussing current events * Sharing opinions on topics * Giving ideas on a group assignment |

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| *Protocol*: **Roundtable** | |
| **Description:** Each team uses a single sheet of paper and pencil and, in turn, responds to a question or problem by stating their ideas aloud as they write them on the paper. The paper is then passed around the table until time is called. It is important that the ideas be vocalized for several reasons: Silence in a setting like this is boring, rather than golden; other team members need to be reflecting on the proffered thoughts; variety results because teammates learn immediately that someone has come up with tan idea that they know now not to repeat; and hearing the responses said aloud means that students do not have to waste valuable brainstorming time by reading the previous ideas on the page. Team members are encouraged not to skip turns, but if their thoughts are at a standstill, they are allowed to say “Pass” rather than turn the brainstorm into a brain drizzle. Thus, there is almost universal participation in Roundtable. | |
| **Why use it:**   * To have all students write and contribute to a group’s ideas | **Best to use this when:**   * Brainstorming ideas on a topic * Generating a large number of responses to a single question or group of questions |
| **Deepen Your Knowledge:** [**Roundtable**](http://media.hcpss.org/newcode/strategies/strategies.php?ID=28) | |

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| *Protocol*: **Silent Appointment** | | |
| **Description:** After the teacher poses a problem/question to be discussed, students make “silent appointments” with each other by making eye contact and nodding to indicate that an appointment has been made. Students then go to their appointments and share. The teacher should then review with the whole class by asking what students heard that was shared by others. | | |
| **Why use it:**   * To have students choose with whom they would like to share * To allow movement | | **Best to use this when:**   * Reviewing, summarizing, or clarifying information * Sharing prior knowledge * Having students share journal responses |
| ***Protocol*:** **Think-Pair-Share Or, Think-Pair-Square-Share** | | |
| **Description:** This involves a three or four-step cooperative structure. During the first step, students think silently about a question or prompt. Students work in pairs during the second step and share their thoughts. For the third step, each pair could meet up with another pair (square) or the pair shares with the whole class. Teachers may have students share their partner’s ideas to promote good listening skills.  If a topic or concept is clearly understood, not every pair (or square) needs to share with the whole group. | | |
| **Why use it:** This activity allows for everyone to talk when there is a strong desire to share personal responses. | **Best to use this when:**   * Accessing or assessing prior knowledge * Having all students share thoughts or journal responses * Reviewing or summarizing information | |
| **Deepen Your Knowledge:** [Think-Pair-Share](http://static.pdesas.org/content/documents/Think%20Pair%20Share.pdf) | **Video:** [Think-Pair-Share](http://www.youtube.com/watch?v=YGCyk_QaC0I) | |

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| *Protocol*: **Jigsaw** | | |
| [https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcQ-j4u03EgCJSj9weWyZ3puCqco3-NGrHvKDblYr2yu8elQkMlf](http://www.google.com/imgres?hl=en&biw=991&bih=672&tbm=isch&tbnid=2mp-AJoVjDCzTM:&imgrefurl=http://www.dailyteachingtools.com/cooperative-learning-problems.html&docid=q-TkQC0785WQCM&imgurl=http://www.dailyteachingtools.com/images/StudentsJigsaw.jpg&w=275&h=275&ei=8Ec-UbusC8mu2AWQgoHYDA&zoom=1&ved=1t:3588,r:38,s:0,i:207&iact=rc&dur=1687&page=3&tbnh=180&tbnw=186&start=31&ndsp=18&tx=79&ty=85)**Description:** Groups of 4-5 students are established. Each group member is assigned some unique material to learn and then teach to his or her group members. To help in the learning, students across the class focusing on the same material get together to decide what is important and how to teach it. After practice in these “expert” groups, the original groups reform and students teach one another. Tests or assessments can follow. | | |
| **Why use it:**   * To provide for interdependency and accountability within a small group * To reduce racial and cultural conflict among students | | **Best to use this when:**   * Breaking up a reading selection or research topic into smaller parts for groups to share out |
| **Deepen Your Knowledge:** [Jigsaw](http://www.jigsaw.org/) | | **Video:** [**Jigsaw How-to**](http://www.youtube.com/watch?v=6t-X82ShUmg) |
| *Protocol*: **Whip Around** | | |
| C:\Users\jraney\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4V137XZ9\MC900441978[1].wmf**Description:** Each student in the group (small group or whole class) takes a turn responding with quick answers to a prompt or question. The order of participation should be based on seating so the teacher doesn’t have to facilitate each time. This should move quickly around the room, so it’s important that the question is precise. The teacher should avoid commentary unless inaccurate information needs to be clarified. | | |
| **Why use it:**   * To practice explicit turn taking, particularly as an aspect of codeswitching * To validate everyone’s responses * To practice precise, focused responses * To give everyone equal voice and avoid dominators | **Best to use this when:**   * Checking whole-group understanding after a reading selection, direct instruction, or a presentation * Needing brief, quick responses from all students * Assessing prior knowledge before a lesson or what they’ve learned after a lesson | |
| **Deepen Your Knowledge:** [Whip Around](http://rkiel.weebly.com/uploads/2/1/0/9/2109639/whip-around.pdf) | | |

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| *Protocol*: **Corners** | |
| C:\Users\jraney\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ABWQ1N7C\MC900363872[1].wmf**Description:** Each student moves to a corner of the room that represents a teacher-determined alternative or point on a scale. Students discuss their choices in their own corners and then listen to and paraphrase or debate ideas and opinions from other corners. | |
| **Why use it:**   * To develop student-choice interest groups * To establish and support opinions | **Best to use this when:**   * Having students indicate which character they associate with in a story * Having students indicate preferences, hobbies, or experiences * Having students show where they stand on an issue * Forming groups around common interests or specific skills |
| **Deepen Your Knowledge:** [Corners](http://its.guilford.k12.nc.us/act/strategies/Four_corners.htm) | |

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| *Protocol*: **Greet and Respond/Tea Party** | |
| **Description:** Provide each student with an unfinished sentence, question, or prompt to which a response can be made. As the teacher calls out or displays particular settings/situations, students walk around and use appropriate greetings to greet each other, read their prompts, and respond to each other in turn. | |
| **Why use it:**   * To allow a variety of questions and interactions in a short time span while allowing movement | **Best to use this when:**   * Previewing literature or other content by accessing or introducing prior knowledge * Reviewing learning * Checking for comprehension * Practicing questioning and responding * Practicing explicit situational appropriateness |

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| *Protocol*: **Musical Shares** | |
| **Description:** This is similar to Give One, Get One. The teacher poses a question and turns on music. Students move/dance around the classroom until the music is turned off. Students discuss the question with whomever they are closest to when the music is turned off. The teacher resumes music and the process continues until they have had enough opportunities to share. | |
| **Why use it:**   * To incorporate music and movement with opportunities to share ideas | **Best to use this when:**   * Reviewing, summarizing, or clarifying information * Sharing prior knowledge * Having students share journal responses |

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| *Protocol*: **Partners** | |
| C:\Users\jraney\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Z43P1UTN\MM910001094[1].gif**Description:** The class is divided into teams of four. Half of each team is given an assignment to master to be able to teach the other half. Partners studying the same material go to one side of the room and consult with one another about the material and how to best teach it to the other half of their team. Teams then go back together, with each set of partners teaching the other set. Partners quiz and tutor their teammates. The team reviews how well they learned and taught and how they might improve the process. | |
| **Why use it:**   * To provide for interdependency and accountability within a small group | **Best to use this when:**   * Reviewing content and skills * Researching information * Practicing a particular skill (such as order of operations) |

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| *Protocol*: **Round-Robin Brainstorming** | |
| **Description:** One person in each team is appointed as the recorder. An open-ended question is posed and students are given time to think about answers. After the think time, members of the team share responses with one another round-robin style. The recorder writes down the answers of the group members. The person next to the recorder starts, and each person in the group gives an answer in order until time is called. A person may “pass,” if needed, and provide input on the next rotation after he or she has had time to think. | |
| **Why use it:**   * To allow a proficient writer to do all the writing while others share verbally | **Best to use this when:**   * Brainstorming ideas on a topic * Generating a large number of responses to a single question or group of questions |
| **Video:** [**Round-Robin Brainstorming**](https://www.youtube.com/watch?v=K1zd_dhPd1E) | |

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| *Protocol*: **Send-a-Problem** | |
| C:\Users\jraney\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\948JVMEM\MC900078789[1].wmf**Description:** Each student writes a review problem on a flash card and asks teammates to answer or solve it. Review questions are passed to another group to be answered. | |
| **Why use it:**   * To ask and answer student-created questions | **Best to use this when:**   * Discussing and reviewing material or potential solutions to problems related to content information |
| **Deepen Your Knowledge:** [Send-a-Problem](http://www.fresno.k12.ca.us/divdept/sscience/siop/siop_docs/InstructionalStrategiesActivities.pdf) (page 23) | |

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| *Protocol*: **Team-Pair-Solo** | |
| C:\Users\jraney\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\H6CQ0V35\MC900078837[1].wmf**Description:** Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help. | |
| **Why use it:**   * To scaffold learning * Motivates students to tackle and succeed at problems that may be initially beyond their ability * Reduces anxiety when introducing new concepts | **Best to use this when:**   * Reviewing content and skills * Researching information * Practicing a particular skill * Practicing computation |
| **Deepen Your Knowledge:** [Team-Pair-Solo](http://coachkessler.weebly.com/class-activities.html) | |

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| ***Protocol*:** **Three-Step Interview** | |
| C:\Users\jraney\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JO4RSYJS\MC900071120[1].wmf**Description:** Each member of a team chooses another member to be a partner. During the first step, individuals interview their partners by asking clarifying or interview questions. During the second step, partners reverse the roles. For the final step, members share their partner’s response with the team. | |
| **Why use it:**   * To have students ask and answer student-created questions | **Best to use this when:**   * Needing an icebreaker * Students are working in groups, each with an assigned role * Conducting character interviews |
| **Deepen Your Knowledge:** [Three-Step Interview](http://www.wmich.edu/chemed/documents/TheBrain-FriendlyClassroom.pdf) | |