

## Structured Partnering

1. Assign partners
2. Designate 1s and 2s/As and Bs
3. Give question or discussion topic
4. Assign which partner should go first
5. State how much time will be allotted
  - \* structure Academic Language – (see sentence frames)
6. Circulate to monitor discussions
7. Call on 1-4 individuals who had good answers; make it look random (no hands up)
8. Ask who else has something different to add

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## **Give One, Get One/Think-Ink-Link**

1. Have students think and write about a topic/idea/question for 30-60 seconds
2. Students stand up and circulate the room for 2-5 minutes, giving one idea/getting one idea; encourage students to get as many ideas as possible
3. Have students write the idea in short form and the name of the student who gave it
4. Sit back down and pick one new idea to share with seat/table partner
5. (Optional) Students pick one idea to record in a complete academic sentence

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## Think – Pair – Share

1. Give question or discussion topic
2. Allot a specific amount of time for students to think of their answers
3. Follow the *Structured Partnering* routine to pair students & assign who goes first/second
4. Prompt students to use academic language
5. Teach students to actively listen/build on partner ideas (agree, disagree, explain, etc.)
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## **Bell Ringer/Warm Up**

1. At the beginning of a lesson, the teacher poses question, problem or discussion topic that requires students to review/elaborate information previously taught
2. Students write for a set amount of time to construct a response that answers the question/problem/addresses the topic and gives an explanation for their thinking
3. Follow the *Structured Partnering* routine to give and receive feedback

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## Yes – No – Why?

1. Pose a debatable Yes/No question
2. Ask the students to choose a position
3. Give students an allotted time to think of a justification for their positions
4. Have students write their choice and the rationale for that choice in one or two sentences
5. If time, students also write an argument for the opposite position
6. Follow the *Structured Partnering* routine to debrief and give & receive feedback

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## Sentence Frames

1. Teacher poses a question or discussion topic
2. Teacher provides a verbal and/or written stem to scaffold students to answer in a complete sentence using academic English
  - Stem can be created by turning the question into part of the answer
  - Example: *The IES Secondary Literacy guide provides a strong heuristic for teachers because \_\_\_\_\_.*
3. Students use the Sentence Frame to respond verbally and/or in writing

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## Choral Response

1. Teacher poses a question or prompts students to answer
2. Teacher provides wait time for processing
3. Teacher provides a verbal or non-verbal cue
4. Students all respond simultaneously
  - Verbal: use when answers are short and the same (e.g. pronouncing a term)
  - Non-Verbal: touch the word, thumbs up, raise hands, white boards

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## **Fist of 5/Hand of Knowledge**

1. Teacher presents a topic, process or vocabulary word and asks students to self-evaluate their knowledge
2. Teacher provides wait time for processing
3. Teacher provides a verbal or non-verbal cue
4. Students all respond simultaneously by holding up the number of fingers that represents their understanding:
  - 0 = No knowledge
  - 3 = I think I know what it means
  - 5 = I could teach it to the class

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## **Explicit Teaching of Vocabulary**

1. Introduce word: pronunciation, syllables, part of speech, morphology
2. Introduce word meaning using student-friendly language
3. Illustrate the word with examples
4. Check for Understanding
5. Prompt students to use the word throughout the lesson and beyond where appropriate

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## **List – Group – Label**

1. Students form small groups and assign one student to be the recorder
2. Teacher assigns a topic and timeframe
3. Students take turns contributing one idea or vocabulary word that has to do the topic
4. The recorder creates a list of ideas/words as group members share
5. Students group the ideas/words on their list into categories, explaining their rationale
6. Students label the categories, explaining their rationale

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## **Quick Write/Power Sentence(s)**

1. Teach (I do it, We do it, Y'all do it, You do it) student appropriate forms such as:
  - Make a point and support it with evidence
  - One- to three- sentence summary
  - Compare and contrast
  - Analyze and interpret
2. Frame the use of appropriate academic language and vocabulary
3. Students think, write, pair-share
4. Call on 1-4 individuals who had good answers; make it look random (no hands up)
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## Concept Attainment

1. Use *Explicit Teaching of Vocabulary* protocol as students take notes on graphic organizer
2. Clearly define the critical attributes of the concept
3. Students use the critical attributes to justify obvious examples and non-examples
4. Provide a less obvious instance and students use the critical attributes to evaluate whether it is an example or a non-example
5. Students write a sentence using the concept
6. Follow the *Structured Partnering* routine to debrief and give & receive feedback

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