Opportunities for Student Interactions

Thursday December 5th, 2019

Know Your Why

Highlight at least 3 reasons why you want to embed more collaborative learning structures

WAIT BUT WHY

Engage

Strategies to introduce a new concept, access prior knowledge, and spark interest

Engage

OBSERVATION/QUESTION
PROTOCOL

Observations	Questions

More Questions

Engage
4 CORNERS

Statement:
Everyone can achieve success if they try hard enough.

STRONGLY DISAGREE	Disagree
Agree	**STRONGLY AGREE**

Engage

VISUAL THINKING STRATEGIES

1. **WHAT'S GOING ON IN THIS PICTURE**
2. **WHAT MAKES YOU SAY THAT?**
3. **WHAT ELSE CAN WE FIND?**

- **WHAT MESSAGE IS THE ARTIST COMMUNICATING?**

Explore

Strategies to help students access content and make input comprehensible

Explore

Word Banking (for 2nd read) & Home Group/Expert Group

- **Identify home groups and expert groups**

Economic	Social	Political

– – –

Explore

Analogy Prompt

Text: *How the Rise of the Daily Me Threatens Democracy*

The DAILY ME is like
_____

because
_____

Explore

Pair-Share

1. Read your word problem carefully and ask yourself,
2. Identify what is known and unknown
3. Determine <u>independent variable</u> and <u>**dependent variable**</u>

Partner A:

We know that …

Partner B: We want to find out…

Together determine:

What depends on what?

_____depends on _____

Explore

Pair-Share

Ezekiel works at his uncle's auto shop on Saturdays. His uncle pays him $15 an hour. Last Saturday, he worked 3 hours. How much will Ezekiel get paid?

Partner A:

We know that …

Partner B: We want to find out…

Together determine:

What depends on what?

_____depends on _____

Explore

Pair-Share

You ate 5 hot dogs at the food fair. Each hot dog is $2. How much do you owe the MVHS football team?

Partner A:

We know that …
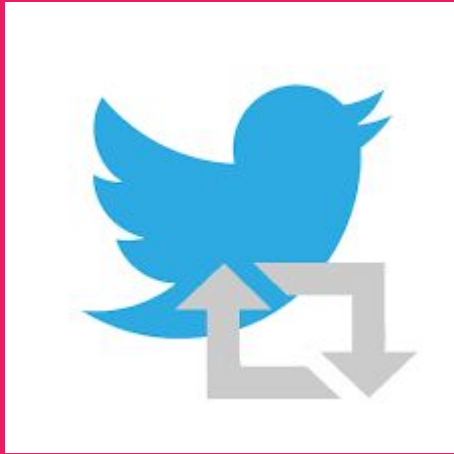
Partner B: We want to find out…

Together determine:

What depends on what?

_____depends on _____

Integrate

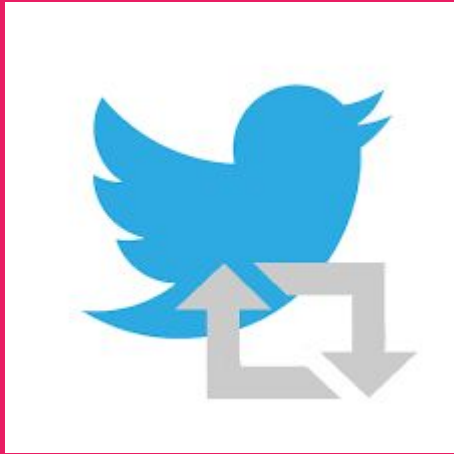Strategies to help students synthesize information and check for understanding

Integrate

Write down the sentence(s) that best captures the main argument in the editorial

— — —

Integrate

"Show!"

I chose this sentence because I believe Sunstein is saying that…

— — —

Integrate

Idea Spinner:

Predict, Explain, Summarize and Evaluate

Predict:	Explain:
Predict what the experiment would show.	Explain what the author means by "information cocoons"
Summarize:	Evaluate:
Summarize paragraphs 1-3 in 2 sentences. — — —	Evaluate how the author is building her argument. What does she think of the "Daily Me"?

Integrate

Somebody

Wanted

But

So

Somebody	Wanted	But	So
Thanos, the mad Titan	wanted to bring balance to the universe by extinguishing half of all life in the universe	the Avengers went back in time to collect all the infinity stones to bring back their loved ones.	so Thanos was snapped out of existence by Iron Man.

– – –

Integrate

C - claim

E - evidence

R - reasoning

Ferry thinks France should pursue a policy of colonial expansion because…

He states, that ….

He believes this would...

———

Assess and Reflect

Strategies to help students show what they've learned and reflect on newly constructed knowledge

Assess & Reflect

Provide rubrics/checklist and have students critique one another's performance

4 Corners

Help students evaluate their own understanding before an assessment.

Review Topic:

Imperialism

I got this!	I'm alright
I could use a refresher	I need help!

3 things you found out 2 interesting things 1 question you still have
3 differences between ____ 2 effects of ___ on _____ 1 question you still have about the topic
3 important facts 2 interesting ideas 1 insight about yourself as a learner
3 key words 2 new ideas 1 thought to think about
Write 3 questions about the text (unfamiliar words, confusing passages or ideas) Write 2 predictions based on the text (what will happen next based on the reading) Make one connection based on the text (connect to something you know or have experienced)

3-2-1 Reflection