**Give One, Get One, Move On (GoGoMo)**

Purpose

This is a protocol that can follow any workshop, exploration, research, or experience. Use it to spread good ideas and to see what “stuck” with participants. You can structure it with movement, or make it a silent, written experience.

### Procedure

1. Ask participants to write down 3-5 key learnings or important ideas about the topic of study. You may choose to have people write each idea on a different index card or sticky-note to give away to his or her partners.

2. Invite the group to get up and mingle with their peers or colleagues.

3. After about 30 seconds, call out “GIVE ONE to a partner.”

4. Participants form pairs and each “gives” one of his or her key learnings or important ideas about the topic to the other, so each person “gives one” and “gets one.” Time may range from 1-3 minutes.

5. Call out “MOVE ON” and participants mingle again.

6. Repeat the sharing for as many ideas as people have to share.

Variations

1. For sharing, vary the sizes of the groups from partners to triads to quads

2. Instead of random mingling, have people gather in various clusters, such as by height, by interest, by role, etc. This slightly changes the focus of sharing

3. See a silent, written version described on page below.

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# **Give One, Get One, Move On (GoGoMo) – Written Version**

Directions: Think of an important idea you have learned about this topic or one that has recently been reinforced. Write it down in Box 1. Pass the sheet to another participant who will silently read what was written in the first box. That person will add an idea in Box 2 and sign their name. Do not repeat ideas that are already listed. Continue passing on the paper and adding ideas until all the boxes are filled with ideas. Return the sheet to the original owner.

|  |  |  |
| --- | --- | --- |
| **1** | **2** | **3** |
| **4** | **5** | **6** |
| **7** | **8** | **9** |

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# **Infer the Topic**

### Purpose

This protocol offers students a chance to work together to uncover the heart of a larger concept before they begin to study a new topic. Students also get a chance to experience the ways an inference can change as they take in new information. It allows students to draw on their own background knowledge and work in a fun, collaborative environment with new information from a variety of peers to uncover meaning.

Procedure

1. Locate artifacts with and without key words/quotes related to the concept. The goal is for students to infer what is happening in the image. Images can range from concrete to abstract.

2. Have students select an image and record their inference about the new topic of study.

3. Students mingle about the room and stop when prompted, facing a partner.

4. In one minute or less, students view each other’s images, discuss and record a new inference about the upcoming topic of study.

5. Students mingle about the room again, this time with the partner they were just sharing with. When prompted, partners stop facing another set of partners.

6. All four students share their artifacts and inferences, discuss further and make a new inference about what the new topic of study could be.

7. Students gather whole group displaying their artifact in front of them for all to see. The teacher invites a few to share their artifacts and their inferences about the upcoming topic.

8. After a few have shared, the teacher reveals the topic of study as well as the guiding questions and big ideas.

9. Debrief: Ask students to share a final inference about the meaning of their images and how they relate to the larger concept(s). Discuss how students’ inferences did or didn’t change throughout this protocol. Ask students to name strategies for inferring and lingering questions about the topic. Also, discuss what it was like to engage this way. Consider recording debrief notes on an anchor chart.

### Variations

1. Vary partner instructions or adapt numbers of partners or rounds.

2. To monitor understanding and support students struggling to infer the artifacts’ meaning, teachers can circulate and give these students a “ticket” in the form of a colored card or sticky note. At an opportune time, call a meeting of an invitational group for anyone with tickets or anyone who is struggling.

# **Praise, Question, Suggest**

Purpose

This protocol can be used to offer critique and feedback in preparation for revision of work. It should be used after a draft of what will become a finished product is completed. This process will help participants see what is working and then ask questions and offer suggestions, leading to revision and improvement. It is important participants understand that the focus should be on offering feedback that is beneficial to the author/creator. Explicit modeling is necessary for this protocol to be used successfully.

Procedure

1. Provide product descriptors and rubrics as clear guidelines of the expectations and criteria for the piece of work that will be critiqued. If the work is written, copies for the critique group are helpful.

2. As a whole group, create or refer to a list of revision questions based on the criteria for the piece of work.

3. Model the procedure with the whole group before allowing small independent feedback groups.

4. Participants work in groups of 2-5.

5. The first participant presents/reads the draft of her piece. She may ask peers to focus on a particular revision question or two that she is struggling with from the list.

6. Feedback is best written on Post-it notes and given to the creator. Peers first focus on what is praiseworthy or working well. Praise needs to be specific. Simply saying, “This is good” doesn’t help the creator. Comments such as, “I notice that you used descriptive picture captions” or “You have a catchy title that makes me want to read your piece” are much more useful.

7. Next, ask questions and offer helpful suggestions. “This part is unclear. I wonder if it would be better to change the order of the steps?” or “I can’t tell the setting. Maybe you could add some details that would show the reader where it is taking place?” or “I wonder if adding a graph to highlight your data would be effective?”

8. Feedback should relate to the revision questions identified by the group or presenter.

9. After each member of the group has offered feedback, the presenter discusses which suggestions he wants to implement and thanks the group.

10. Others then present their work in turn and cycle through the feedback process.

# **Rank-Talk-Write**

Purpose

This protocol, adapted from “Pause, Star, Rank” in Himmele and Himmele’s *Total Participation Techniques* (2011), allows participants to actively review their notes about new concepts as well as analyze and discuss the importance of key ideas they identify.

### Procedure

1. During or after reading a text, participants independently write a summary sentence for each key idea or concept they identify.

2. Participants then rank the summary sentences in order of importance (“1” next to most important, “2” and “3” next to the second and third most important summaries of each concept.)

3. In groups, participants share out the concepts they ranked, explaining why they ranked each concept as they did in terms of importance.

4. Each group determines which one concept they think is most important, and discusses the best summary statement for that idea or concept.

5. A scribe from the group writes the summary statement of the idea or concept on a white board, piece of chart paper, or large blank page.

6. Small groups share their idea summary statement with the large group.

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# **Say Something**

Purpose

Say Something is a paired reading strategy developed by Egawa and Harste (2001) for constructing meaning from text-based information. Through structured exchanges, group members develop relationships between new information and what they already know or believe. This thinking out loud, supported by attentive listening, enhances individual and shared understandings. The time frame for this strategy is intentionally brief. It is effective to post a public timer displaying the full time allotment, so partners can determine how log to converse, and how quickly to move on to the next reading.

### Procedure

1. Identify the text and the stopping points, or have partners look over a piece of text and decide together how far they will read silently before stopping to *say something*.

2. Describe the nature of the interactions, explaining that the something might be a question, a brief summary, a key point, an interesting idea or a new connection. (To focus the paired interactions, or to stimulate a specific type of thinking, the facilitator may want to provide a stem for completion. For example, “a question that comes to mind when I read this is…” Use the same stem, or provide variation for each stopping point.)

3. Model. Provide one or two examples of appropriate *say somethings*. These should be succinct, thoughtful, and related to the text.

4. Have participants begin reading the text.

5. Once each partner has reached the chosen stopping point, both partners exchange comments, or ***say something***.

6. Partners continue the process until the selection is completed.

7. After a designated about of time, engage the whole group in a discussion of the text.

# **Sit ‘n’ Stray**

Purpose

Use this strategy to review material

Procedure

Divide class into groups of 4. Assign each group a topic (chapter, section, etc.) to become the ‘experts.’ Two students then stay at each station. They are the ‘sits.’ The other two students in the group become the ‘strays’ and move from station to station learning from the other ‘sits.’ Once the strays are back to their own station, they switch places and become the ‘sits’ and the sits become the ‘strays.’

# **Sorts**

Purpose

To help students interact with words and their meanings. The teacher creates cards with words, statements, definitions, concepts, etc. for students to sort.

Closed Word Sort - The teacher provides the categories (and the specific features of each) to the students. The students then match the words with the features to create the word collection.

Open Word Sort - The teacher provides only the list of words. Students work together to discern the common features and to describe the categories for collecting the word groups.

Variations

True/False - These cards include statements drawn from the text. Students sort cards into true and false piles.

Agree/Disagree - The format works well for more value-laden or controversial topics. One statement (including appropriate vocabulary) is written on each card. Students sort the cards into three categories: “agree,” “disagree,” or “not sure.”

Matching pairs - Students are given a stack of cards and asked to match a term with its associated definition, function, symbol, scientific name, common use, technical term, image, etc.

Sequencing - For cyclical concepts like the water cycle or the seasons, create one card for each stage in the cycle. Have students arrange the cards in a circular formation to represent the stages of a cycle.

Classification - Make a set of cards naming items, and another set with characteristics of each group. One characteristic per card. ex. simple machines and examples of each

# **Tabletop Twitter**

Purpose

This process allows students to respond in groups and/or individually to a piece of text or an image in 140 characters or less. The images or text selection is key to get an emotional response or reaction from your students so they will be motivated to write about it.

Resources

Photographs or short passages, two to three paragraphs

Butcher paper

Preparation

Attach images or passages to a large pieces of butcher paper and place on each group’s table.

Procedure

1. Each group starts at their own piece of butcher paper.
2. Everyone has two minutes to read the passage or study the image and think about their reaction.
3. Each group has two minutes to talk, come to a consensus, and “tweet” their response on the butcher paper. Students may “hashtag” their responses.
4. Groups rotate to another table and repeat the process with a new image or piece of text.

No retweets are allowed. Each group will have to come up with new ideas each time.

Variation

This can also be done as an individual silent writing activity. Students move from table to table writing comments or responding to something already written. The teacher also moves around the room responding.

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# **Thirty Second News Broadcast**

Materials or Resources

Text or piece of literature

Preparation

Review text briefly, form small groups of 3-4

Activity Length

15 minutes

Procedure

After reading a significant portion of text, break students into groups of 3-4. Assign each group a section of the text. Each group is responsible for preparing a 30-second presentation to summarize their assigned piece of text. This should take no longer than 5 minutes to prepare. Each group will present, using only 30 seconds. Do not allow student to simple read a paragraph summary. Ideas for presentations are news report, a commercial, a poem, a song, etc.

# **Top 10 List (The Letterman)**

Purpose

This allows small groups to share key information from a section of text or an article with a larger group in an engaging way.

Procedure

1. Divide the chosen text into manageable sections and assign a section to each group.
2. Each person in the group reads the section.
3. After reading, the group collaboratively writes a “Top 10 List” to summarize the most important takeaways, written with humor.
4. Each group will share their section’s “Top 10 List” with the entire class.

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# **Vocabulary in Popular Songs**

Materials or Resources

1. Lyrics to a popular song using a couple of vocabulary words from the list; if one doesn’t exist, write one.
2. Audio for that same song
3. Computer and projector
4. Typed directions for assignment
5. Lined paper or construction paper

Preparation

1. vocabulary list with definitions for students (students should be familiar with words)
2. Finding audio clip(s) for song that include vocabulary words.

Activity Length

60 minutes

Procedure

1. Allow students to listen to / watch song with vocabulary word(s) in it.
2. Discuss with students the effectiveness of learning and remembering these vocabulary words because of song.
3. Explain to students that they will be composing an original song of their own using \_\_\_\_ number of vocabulary words.
   1. You may assign students specific words so that each word is used at least once.
   2. This can be a partner assignment, especially for struggling students.
   3. Students will be graded on correctly using their vocabulary words, not rhyming or perfect rhythm.
   4. Students are teaching the rest of the class their words through their songs.

4. Allow students class time to work on their vocabulary masterpiece.

5. Used the last 5-10 minutes of class time for students to read/sing/rap their songs aloud.

6. Students should begin to master this set of vocabulary words with this activity’s help.

### Variations

Instead of focusing only on vocabulary, write lyrics to summarize content information students have been studying.

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# **World Café**

Purpose

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

### Procedure

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

2. Each group selects a “leader.”

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

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

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

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

7. Each table selects a new leader.

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

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

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

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