Structured Debate

Structured Debate is a purposeful talk strategy that involves all students in using academic vocabulary, and is a particularly strong strategy for those learning English.

Source: Bill Perryman and John Seidlitz
"7 Steps to a Language Rich, Interactive Classroom"

IMPLEMENTATION

Step 1: Students line up facing a student selected partner.

Step 2: One line of students are partner A, the other line of students are partner B.

Step 3: On a sheet of paper, each student will have the arguments for and against an issue. Partner A will select one argument from the for column. Using the stem at the top they will share that argument with their partner.

Step 4: Partner B will select an argument from the against column that is a rebuttal to the argument used by Partner A.

Step 5: Each partner will use 3 arguments.

Step 6: : Students in the partner A line will shift to their left 3 places and be facing a new partner B.

Step 7: : Students will repeat steps 3 through 6, twice more.

Step 8: Students in the partner A line will rotate one more time to the left 3 places. At this point students will switch sides. Partner A will be stating the against arguments and Partner B will be stating for argument.

Partner A   Partner B
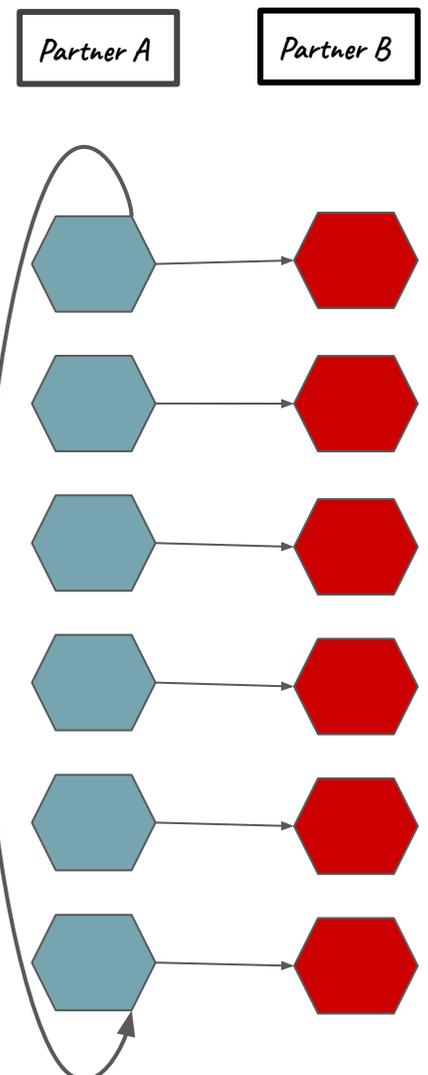
Fishbowl Socratic Seminar

The purpose of using this method is to help students achieve a deeper understanding about the ideas and values in a text. Through examination and questioning, students construct meaning through disciplined analysis, interpretation, listening and participation.

IMPLEMENTATION

Step 1:
- Text is selected that should contain important powerful ideas and values at the appropriate level for students. Good discussion occur when students study the text closely in advance, listen actively, share their ideas and questions in response to the ideas and questions of others, and search for evidence in the text to support their ideas. The discussion is not about right answers. Students are encouraged to think out loud and to exchange ideas openly while examining ideas in a rigorous, thoughtful, manner.

Step 2:
- Teacher assigns a selection of text the day before the activity.
- Students read and use marking the text strategies with the text.

Step 3: The students develops SOCRATIC Questions.
- Student generate Level 2 and Level 3 questions using Costa's Levels of Questioning
- Students discuss and refine their questions with a partner
- Each pair offers one question for the teacher to write on the board.

Step 4: The teacher creates a classroom environment.
- The next day, students are divided into two circles. The inner circle reads the text aloud and holds a 10 minute discussion, while the outer circle silently observes. The outer circle provides feedback to the inner circle.
- Students switch circles and repeat the process.
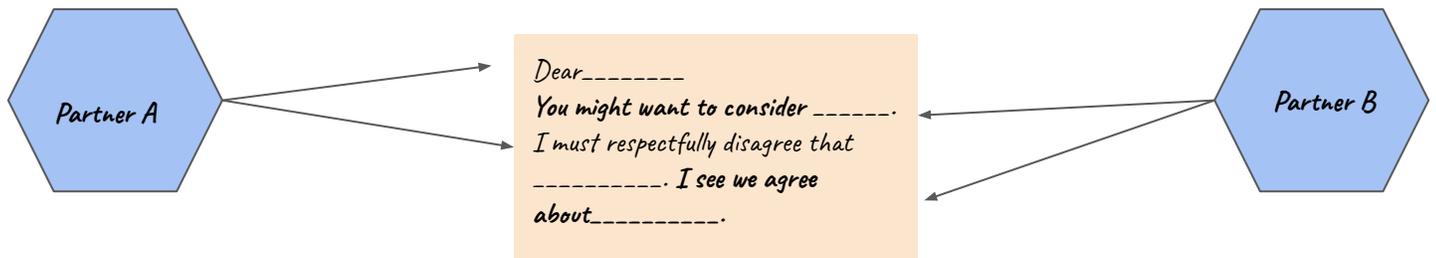
Co-Pilot

Co-Pilot

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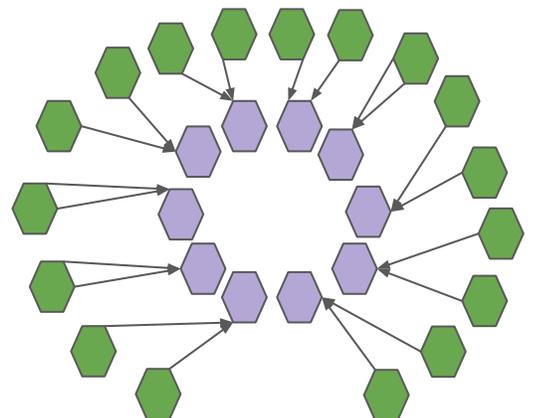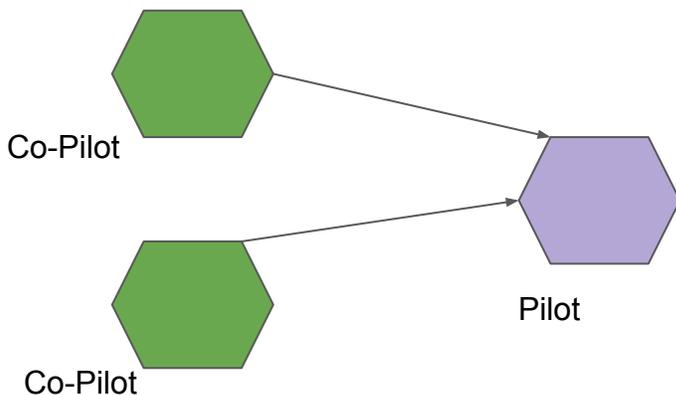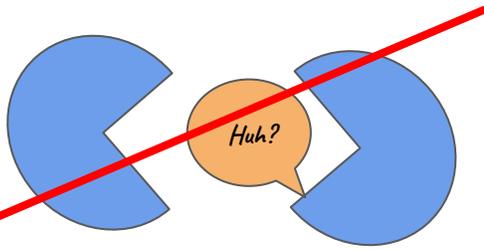
Silent Conversation

Silent Conversation is a writing strategy that involves all students using academic vocabulary to construct an argument, and appropriately respond to their partner.

Source: Bill Perryman and John Seidlitz
"7 Steps to a Language Rich, Interactive Classroom"

IMPLEMENTATION

Partner A

Dear_____
You might want to consider _____.
I must respectfully disagree that
_____. I see we agree
about_____.

Partner B

Step 1: Each pair of students should be given a half sheet of paper set up like the example.

Step 2: One student takes of the role of someone who is on the "for" side on an argument and the other student takes on the role of someone who is on the "against" side.

Step 3: Each pair will decide who will write first. That student will begin the letter using the initial sentence stem. "I am writing to express my opinion about.....". Once that student is finished with their first argument/sentence, they will pass the sheet off to their partner.

Step 4: The other student will respond to their partner, beginning with one of the provided sentence stems.

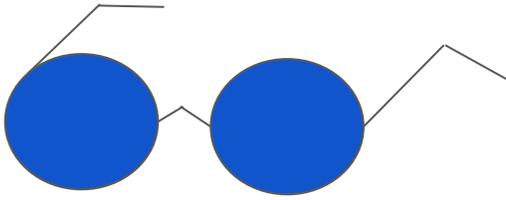**Step 5:** Students repeat steps 3 and 4 until 5 minutes is up. They have had the entire conversation in silence.

Example:

Student Names_____

Sentence Stems: Start your sentences with one of these, each time.

❖ You might want to consider the fact that.....

❖ I must respectfully disagree with your thoughts about.....

❖ I see we agree about....

Dear_____, I'm writing to express my opinion about...

_____

_____

Scanning a Text

Scanning the Text is a teaching vocabulary in context strategy, that supports academic vocabulary acquisitions and is an efficient support for reading comprehension strategies and lessons.

IMPLEMENTATION

Step 1: Students each have a short text (1 or 2 pages)

Step 2: Students will individually scan the text END to BEGINNING. (back to front, this removes the compulsion to read)

Step 3: As students scan the text backward they should circle any words they don't not understand.

Step 4: The teacher should anticipate what these words will be and have them posted with synonyms and visuals to quickly go over once students have finished scanning.

Step 5: Have students write the synonyms off to the side of their reading. Any words that weren't anticipated by the teacher that students isolate, quickly review whole class.

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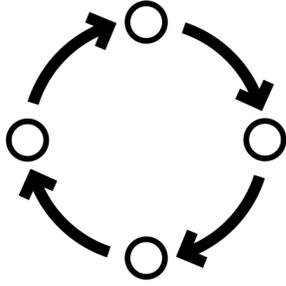
Example:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

Cannot be taken away

Moving towards, chasing

Obvious, no duh

Given to, they have

Gallery Walk

A Gallery Walk allows for students to discuss and explore multiple questions in a structured way. Allowing students to move from station to station provides opportunities for scaffolding, extensions, and academic conversation.
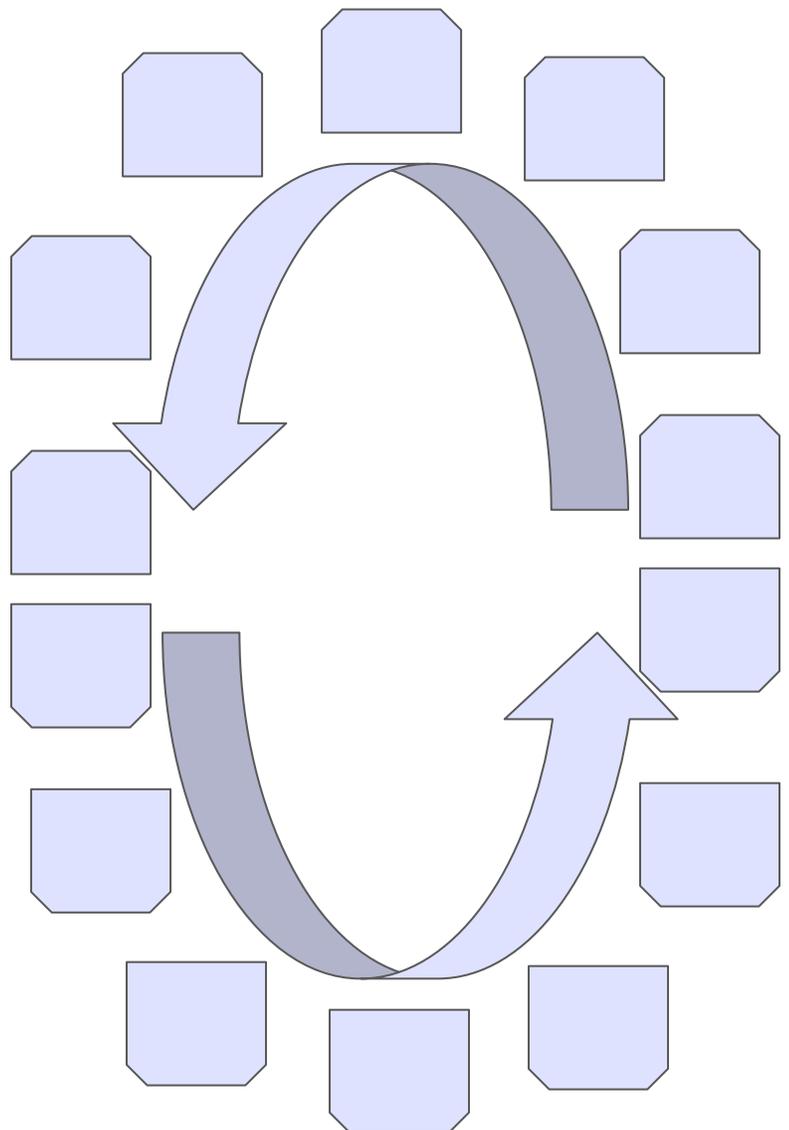
IMPLEMENTATION

Step 1: Create several prompts of questions for students to discuss. Write each prompt or question on a chart paper and post around the room.

Step 2: Group students and assign each group a chart paper

Step 3: Students will respond to their prompt/question on the chart paper.

Step 4: After a specified amount of time, have students rotate to the next chart paper and response to that prompt/question. Consider using a timer and telling students to rotate clockwise or counter-clockwise.

Step 5: Have students come back to their original chart paper and reflect on comments/responses by the other groups.
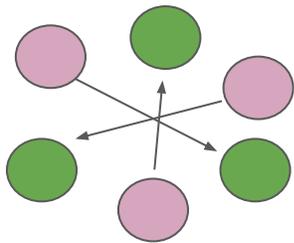
Grouping

Grouping students either randomly or strategically increases opportunities for purposeful talk, vocabulary acquisition and practice, and reduces the fear behind sharing thinking.

IMPLEMENTATION

Random Grouping Example:
   Numbers, colors, as they come in the room, vocabulary (word, definition, visual or scenario)

Strategic Groupings:
   Ability, Student Interest, Student Choice, Intervention.
   Example: Students struggling on Standard 1, 2, 3 etc....

1   2   3

Multiple Groupings:
   Random and Strategic
Example: Students are initially partnered by similar #, they complete the task. Then students move to a group where all #s are represented

Group 1

2   2
2

Group 2

1   2   3   4
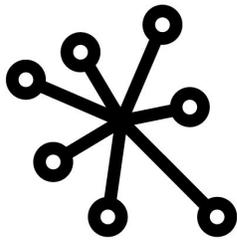
Word Wall

The purpose of a word wall is not to allocate space on your wall for vocabulary, but instead to provide a dedicated space for students to explore the context and association of all relevant and important words for the unit.

The incorporation of visuals creates a connection accessible by all students and creates a visual or physical anchor for the word.

IMPLEMENTATION
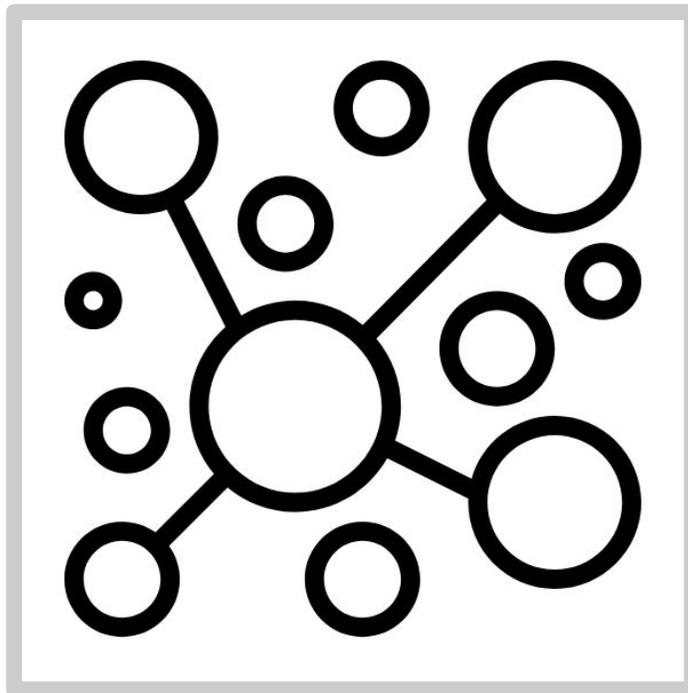
Step 1: Identify words relevant to the unit or topic you are teaching.

Step 2: Cluster words into sub-topics with headings (e.g. Energy -> Mechanical Energy, Heat Energy, Chemical Energy...)

Step 3: Provide an anchor image behind the word and a definition (preferably a student generated) for students to reference.

Step 4: Adhere the words below/around their sub-topic headings using tape or some other removeable adhesive.

Step 5: Purposefully mention and use the word wall during instruction and/or discussion.

SIOP® Marking the Text

Marking the Text allows students to use visual cues as a support in deciphering complex or long texts.

"...emojis offer an engaging opportunity to transfer digital skills to a written context."

Using emojis to teach critical reading skills" - Edutopia

IMPLEMENTATION

Step 1: Have students scan a text, starting from the back and circle any words they do not recognize.

Step 2: Define your three text indicators that students will use. Provide an image of the text indicator and its "meaning" where all students can see it.

Step 3: Select a portion of the text to model the text indicators with. Associate visual cues or gestures as support for non-English speaking students.

Step 4: Provide time for students to read through the text and mark the text using the text indicators.

As you move around the room, use the images to help develop patterns in student struggles.

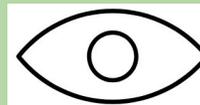Use the text indicators as a talking point as students share their markings with classmates.

"A question mark I drew was on..."
A lightning bolt I drew that surprised me was on..."

Question you have about a word, phrase, meaning, anything!

Something that surprised you or was unexpected.

Something you want to discuss or get clarification on. You are moved to say something about this!

Numbered Experts

Image by: Arthur Shlain

Numbered heads allows for students to cover large amounts of work in smaller pieces and engage in conversation with their peers. Additionally, the strategy allows for purposeful movement for students who may struggle to stay on task.

IMPLEMENTATION
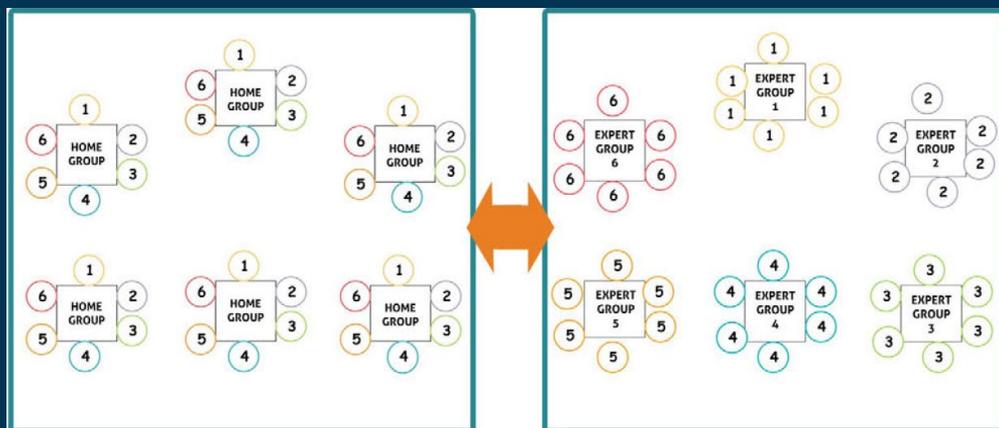
Step 1: Number each student off based on number of groups (e.g. 6 groups so 1-6)

Step 2: Assign each "number" a problem or set of problems. (e.g. all 1s do 4-6).

Step 3: The expert group will plan a 3-5 minute "teaching segment" of the assigned material together. All students will do the same presentation in their Home Groups.

Step 4: After specified time, have Experts move back to their Home Group and teach their peers their part.
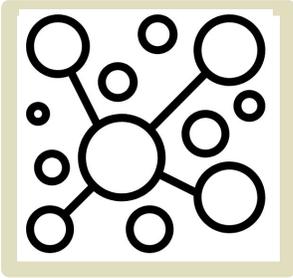
Concept Mapping

Concepts play a key role at the teaching and learning processes of different disciplines, and due to the importance of concepts many researchers [...] believe that concepts and the clarity of them are considered to be the essence of any discipline.

Alhomaidan, A. M. (2015). The Effectiveness of Concept Mapping on Learning: A Study in a Saudi College-Level Context. *American Journal of Educational Research*, *3*(8), 1010-1014.

IMPLEMENTATION

|		
Sharpie	White Board	Glue stick
Expo Markers	Post-it Notes	Sharpener
Pens		Timer
Pencils Color Pencils	Computer	Hole Puncher
	Mouse	Stapler
Tissues	Keyboard	Tape Dispenser

Step 1: Provide a list of all vocabulary words for today's lesson.

Step 2: Allow students to write each word on a post-it or piece of paper

Step 3: Have student orient the words into any order or grouping that makes sense.

Step 4: As new words are introduced, have student reorganize.
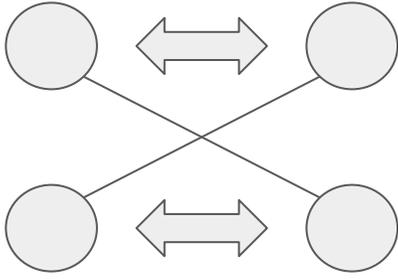
Quiz-Quiz-Trade

Quiz-Quiz-Trade allows students to review information with their peers by asking and answering questions.

IMPLEMENTATION

Step 1: Create Questions-Provide each student with a flashcards about the current unit of study. One side of the card has a question or vocabulary term and the other side provides the answer or definition.
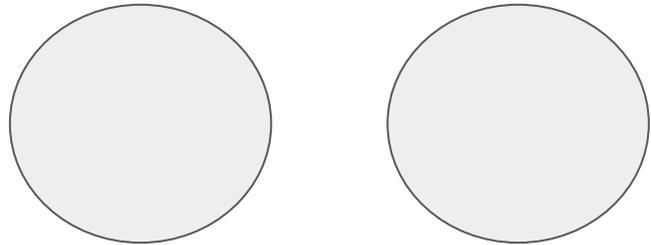
Step 2: Pair Up-Use the stand up/hands up/pair up method for students to find a partner. Partner A holds up the flash card to show Partner B the question. Partner B answers. Partner A praises if correct or coaches if incorrect. They switch roles and Partner B asks Partner A the next question.
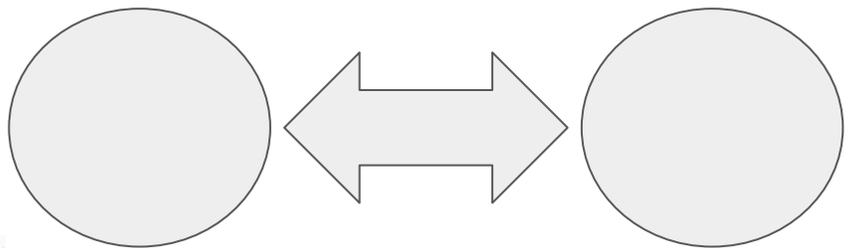
Step 3: Hands-Up-After thanking each other and switching cards, Partners A and B raise their hands to find a new partner and repeat the process for an allotted amount of time.
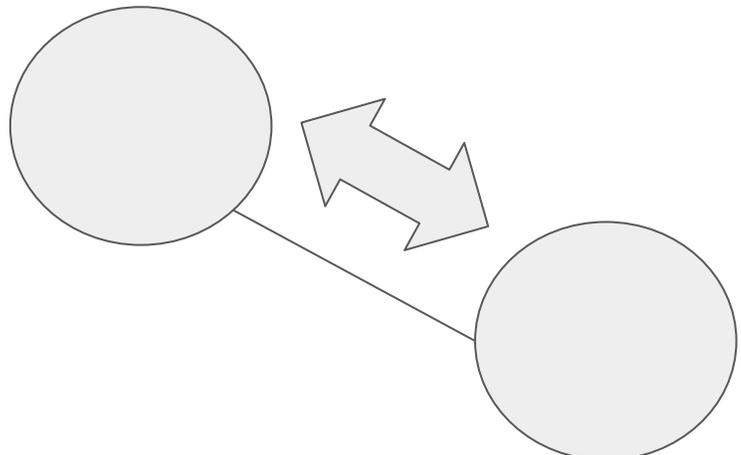
Video
Source: The Teacher Toolkit

Inside-Outside Circle

Inside-Outside Circles are an alternative to oral reports and board work where the majority of students sit passively. This strategy allows students to respond to questions and discuss a variety of topics with several peers in an organized manner.

IMPLEMENTATION

Step 1:
- In one variation, the teacher divides the class into two large groups. One group forms an inner circle, seated with their backs to the inside, facing outward. The other forms an outer circle facing in, with each student seated facing a member of the inner circle.

Step 2:
- The teacher introduces a problem, asks a question, or invites an opinion.

Step 3:
- Each pair discusses the question, helps each other solve the problem, or listens as the members of each pair make brief presentations on a topic they have prepared or thought up on the spot.

Step 4:
- The teacher monitors each round carefully and directs the students in the outer circle to move one seat in a clockwise direction so that they are seated across from a new partner. This process continues until the teachers ends it.

Hot Tips
The circles activity can also work with pairs, trios, or small groups forming inner and outer circles facing each other. The members of one pair, small group, etc., make a presentation or report to the members of a similar sized group in the other circle. The members of the listening group then respond, saying what they liked about the presentation, or agreeing or disagreeing with an answer to a problem, and so forth. Then the other small group takes its turn, and gets feedback from the group across from them.

[Video](#)