

Gallery Walk

What does it look like?

1. In small groups, students are given sticky notes and write different part of Step 5 on each Post-it. For example:
 - a. **Claim** on one sticky note
 - b. **Reason** on one sticky note
 - c. **Evidence** on one sticky note (encourage students to have more than one piece of evidence)
 - d. **Reasoning** on one sticky note
2. Place each sticky note on the appropriate quadrant in the chart paper and place their chart on the wall or in the middle of the desk.
3. Students walk round the room as though they are in a gallery. During this time, they read and discuss what they notice all the other sticky notes have written on them.
4. As a whole group, prompt students to share what they have learned.
5. Ask students if they were influenced by anything they read, and make revisions to Step 5 if they would like.



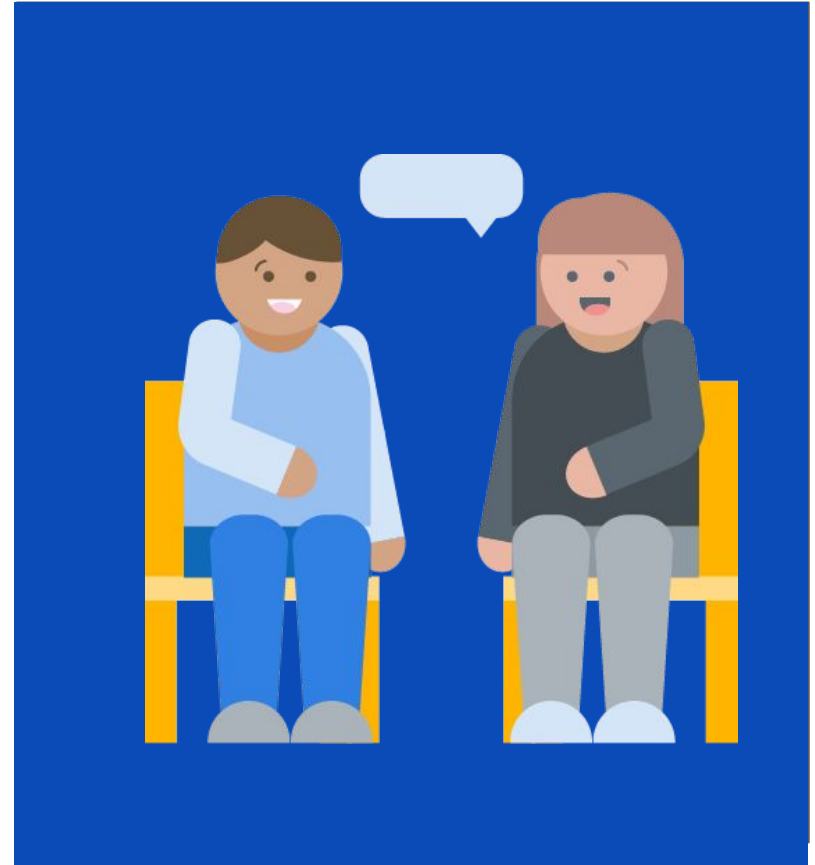
Think-Pair-Share

What does it look like?

1. Students are asked to think about a response for a set amount of time
2. Students partner with a peer and discuss their responses
3. An optional additional share: select few students share responses with the whole class

Why does it work?

- This practice is low-risk: students are not required to speak in front of everyone
- Students are given time to think about their own response (in some cases, perhaps draw or jot down notes as well)
- Students can work with a peer building relationships
- Strategic student partnerships can offer language models for students at various levels of acquiring English



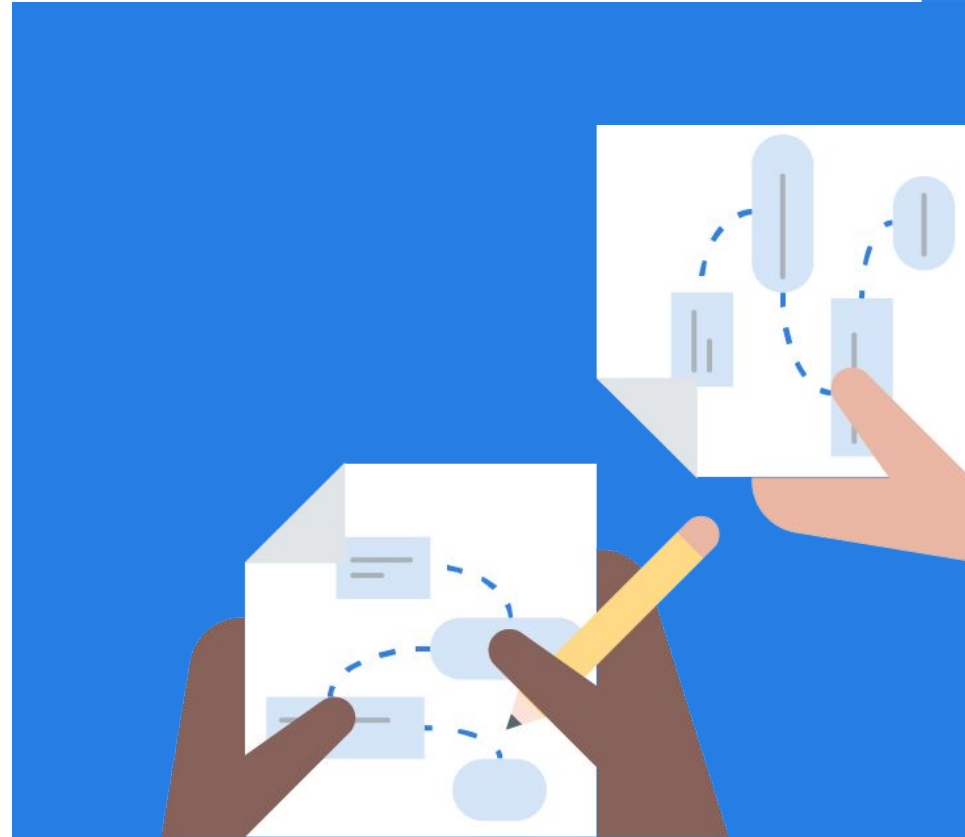
Concept Map

What does it look like?

1. Students work with a small group of related words
2. Students draw relationships between the words
3. Students explain their thinking of how words are related
4. Students connect the concepts and vocabulary words to a text (or topic) they are learning and continue to deepen their knowledge and understanding

Why does it work?

- This practice allows students to focus on topics and concepts tightly connected to a subject area (such as a particular time in history or a scientific phenomenon)
- There is no clear-cut end: you can continue to build upon the concept map as you move forward in a topic
- Allows students to read, write, speak, talk, draw, all while focusing on structures of academic language through vocabulary and concept development



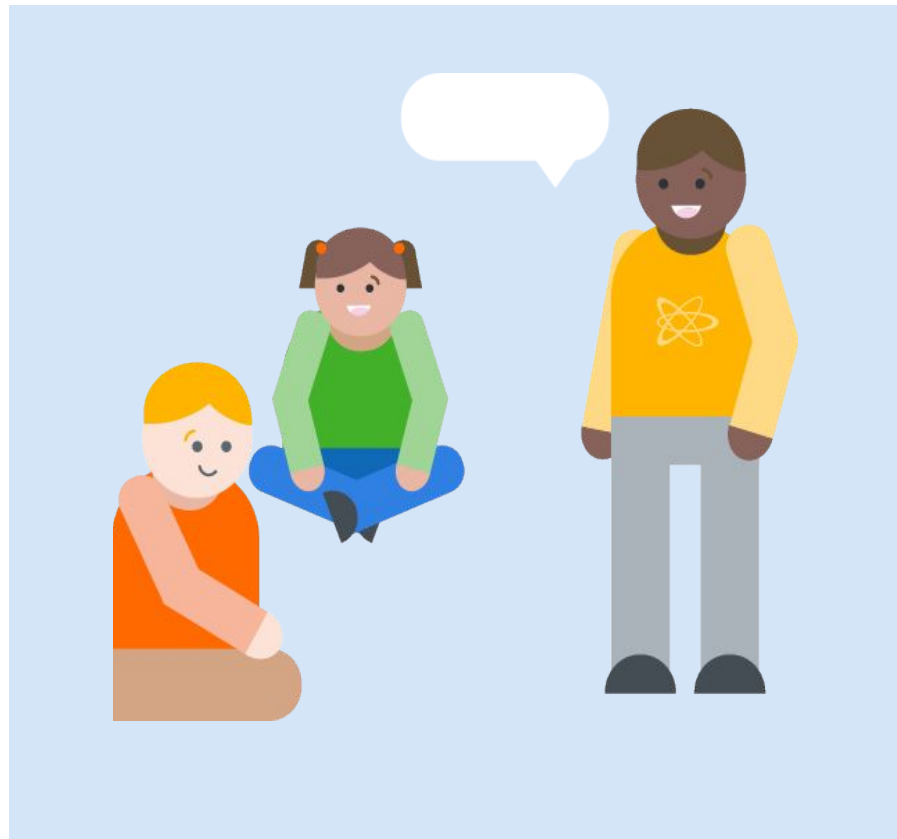
Last Word

What does it look like?

1. Before getting in groups students mark or note statements that they have a reaction to: agree, disagree, know something, are wondering, found interesting, want to say something about. Students write each statement on a card and write a comment on the back of the card
2. Students get in groups and identify a first person to share
3. Student shares the statement but no commentary
4. All other students talk about the comment and discuss
5. Original student has the last word on the statement with their own comments
6. Repeat until all cards are shared

Why does it work?

- Collaborative and engaging activity for discussion with written scaffolds and supports
- Encourages students engage with text in multiple ways



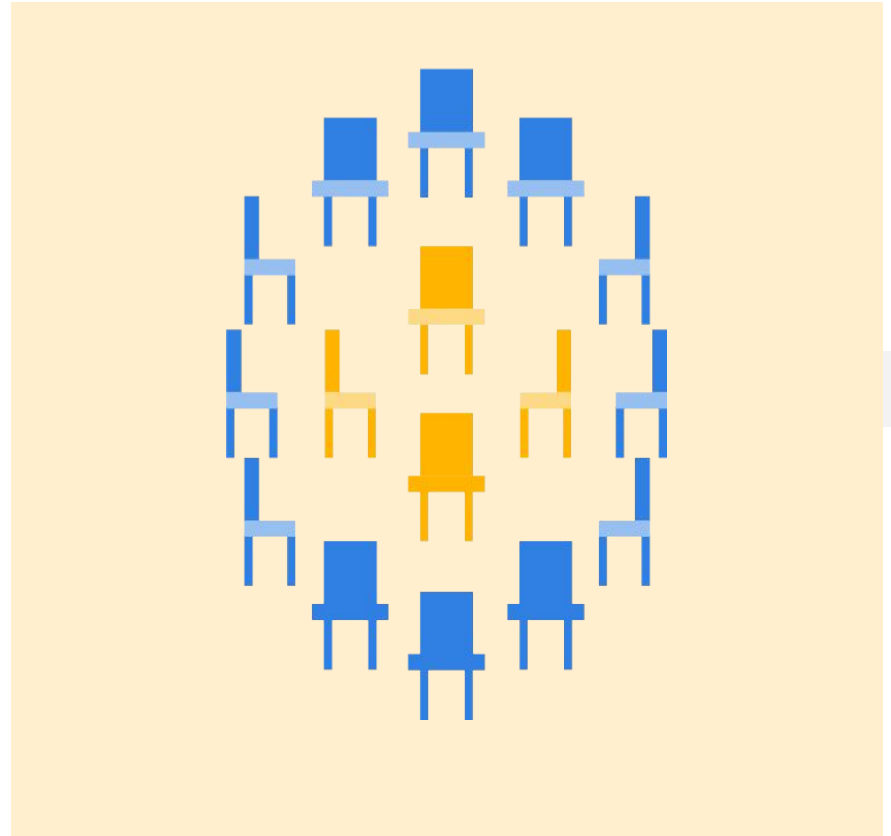
Fish Bowl

What does it look like?

1. Arrange chairs in two concentric circles with the inner circle smaller than the outer
2. Provide a guiding question or topic for the student in the inner circle to discuss
3. Provide the outer circle with some guidance for observing classmates
4. While the students in the inner circle discuss, the outer circle should take notes
5. Students get the opportunity to be in the inner and outer circle (does not need to be in the same class)

Why does it work?

- Modeling of syntax or sentence structure
- Opportunities to observe and practice
- Consistent sentence frames/stems to use for discussion



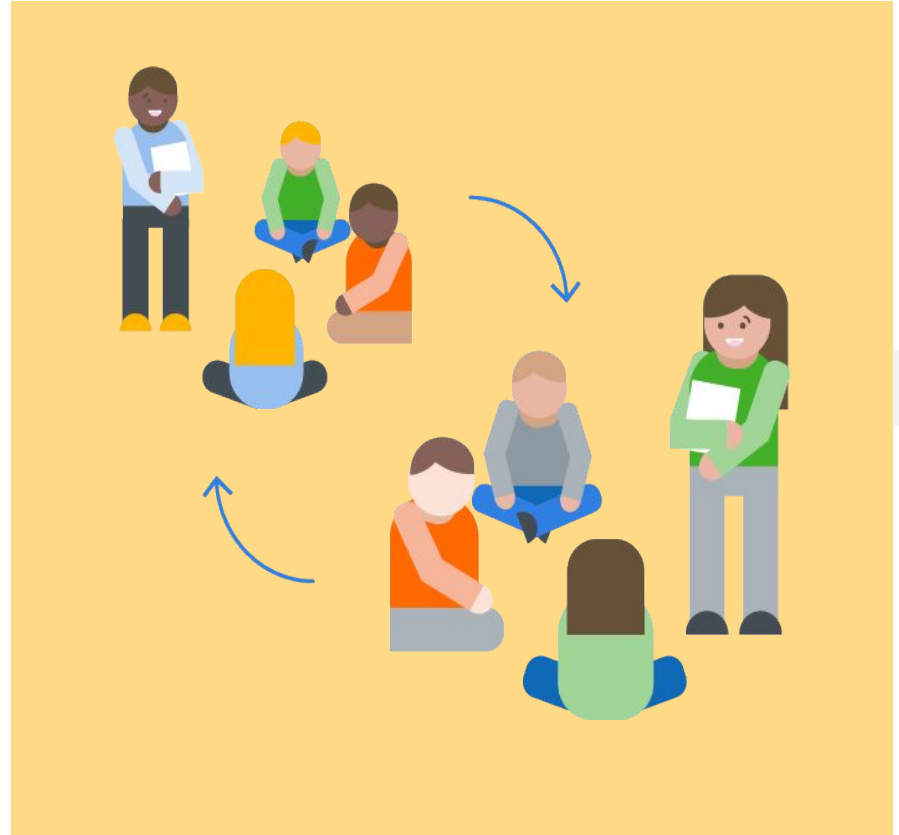
World Cafe

What does it look like?

1. Students sit in small groups and select a leader, who is responsible for taking notes and summarizing the discussion
2. Students discuss or respond to the prompt as a group
3. The leader will summarize the discussion
4. Group (except leader) move to a new table
5. Leader presents summary to new group
6. New group selects a new leader to repeat the process with a new discussion

Why does it work?

- Low-risk and encourages students to take ownership when ready
- Summarization is aided with sentence frames or graphic organizers



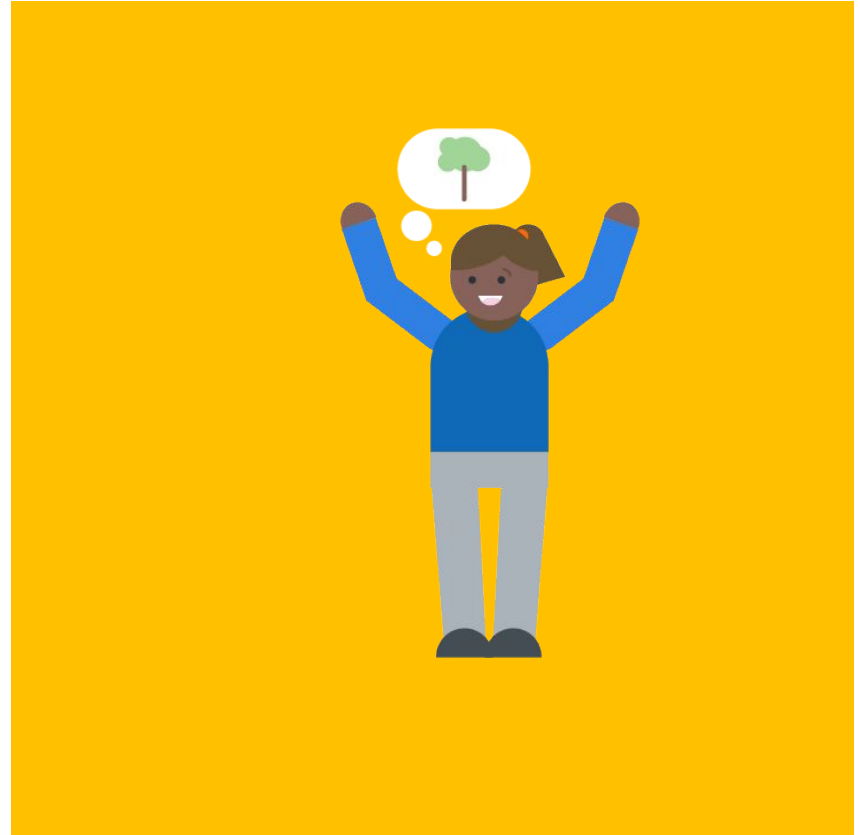
Act it Out

What does it look like?

1. Provide students with a vocabulary word
2. In groups, students think about how they can act out the word (or concepts related to the word)
3. Students present or perform their words
4. Students discuss why they acted the way they did

Why does it work?

- Offers students ability to move, great for kinesthetic
- Focus on vocabulary acquisition in creative ways
- Can provide opportunities to investigate vocabulary words in a different manner



Turn and Face

What does it look like?

1. Students stand with their back against a partner
2. After teacher reads a question, students silently think about their response
3. Students turn to look at their partner and share
4. Repeat this process with other steps of the discussion

Why does it work?

- Requires students work with a single partner, limiting the need to talk in front of the entire class
- Students build confidence through detailed discussion with their peer



Debate Game

What does it look like?

1. Show Debate Game question. Have student pair off and assign them a side.
2. Have teams develop reasons and evidence supporting their side and record them on the chart.
3. Have teams imagine the other side of the argument and record them in the rebuttal.
4. Have teams record a brief closing argument.
5. Time for the game! Pair up opposing sides.
6. 2 minutes to present, 1 minute to prepare a rebuttal, and 1 minute to rebut and close.

Why does it work?

- Requires students work with a single partner, limiting the need to talk in front of the entire class
- Students develop a deeper understanding of the argument through preparation and listening to opposing viewpoints.

Debate Is Social

Debate is a fun way to learn about a topic by discussing it with your peers in a friendly competition.

Debate is like a sport, but for speaking. You are part of a team, arguing one side or point of view on an issue against another team.



Collaborating to Find Evidence

What does it look like?

1. Pair students and assign them an A/B role.
2. Ask students who read the same text to develop their claim individually, then to collaborate with a partner to combine their claims into a shared claim, including claims that both agree and disagree or include multiple viewpoints.
3. Give students 3-5 minutes to highlight on reason and one piece of evidence to support their claim and have students share with a partner.
4. Have students join a second pair to share their reasons and evidence. Have teams record a brief closing argument.

Why does it work?

- Requires students work with a smaller group, limiting the need to talk in front of the entire class
- Through collaboration, students develop and refine their arguments.



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Separately, find one reason and one piece of evidence to support that claim.

