CONDITIONS FOR LEARNING

Change is possible when we focus on conditions that help students see themselves as capable learners.

ENGAGING INSTRUCTION
- Lesson design & delivery
- Rational discipline
- Structuring interaction

RESPONSIVE CLASSROOMS
- Formative assessment
- Differentiation
- Cross age tutoring

INSPIRING CURRICULUM
- Units of study
- Project based learning
- Service learning

Structuring interaction

Structuring Interaction Overview

Structuring Interaction can help **build and strengthen community** and lead to **students discussing academic content.**

Build and Strengthen Community
Use structures to increase discussion, participation, and inclusion

My favorite song is...	After school I like to...	If I were an animal I would be...
My favorite season is...	My favorite food is...	My favorite T.V. show is...
Someday I want to...	Last weekend I...	When I grow up I want to...

| A | B |

1	2
3	4
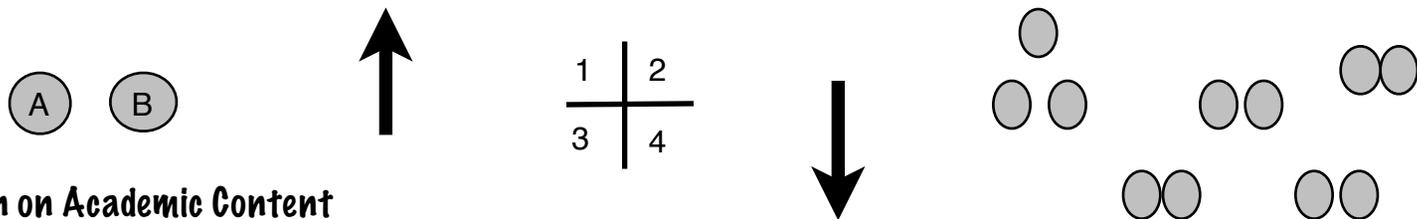
Focus Discussion on Academic Content
Use structures to increase understanding and academic achievement

Causes of the Revolutionary War include...	The difference between meiosis and mitosis is...	How many vertices can you count on this shape?	Discuss the personality traits of the main character.
The four regions of California are...	The planets in our solar system include...	Calculate rate, time, and distance for...	Identify the main idea and details of this paragraph.
The First Amendment guarantees...	Discuss the phases of the water cycle.	Reduce the following fractions...	Make revisions and edits to your partner's paper.

Conditions For Learning-Engaging,Responsive,Inspiring www.conditionsforlearning.com

Strategies For Structuring Interaction

Structuring Interaction supports building community while creating an environment of accountability and positive interdependence. The strategies listed below provide students access to content and opportunities for equitable participation.

STRUCTURING INTERACTION

## Strategy: Pair-Share & Paraphrase

Directions

———————

1) Assign students a partner and label partners A and B.
2) Give students 60 seconds to answer a question ("How do plants turn sunlight into energy?") and have partner A share their answer.
3) Stop students after 60 seconds and ask Partner B to "paraphrase" or repeat back Partner A's response.
4) Repeat process so Partner B answers the same questions and Partner A has a chance to paraphrase Partner B's answer.

A → B

A ← B

B → A

B ← A
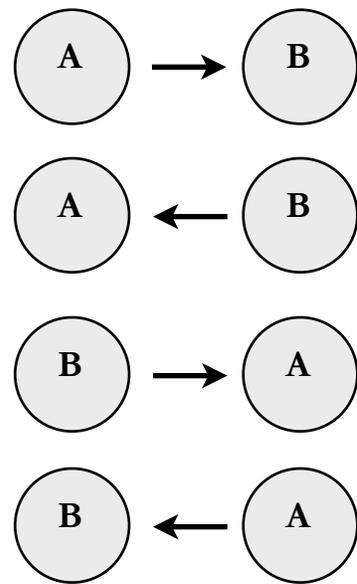
Strategy: Numbered Heads Together

Directions

———————

1) Number students from 1 to 4.
2) Ask students to discuss an answer to a questions you pose.
3) Remind students to make sure everyone can answer the question.
4) Call a number (1, 2, 3, or 4). That student stands and reports their answer to the whole class.

1	2
4	3

1	2
4	3

1	2
4	3

1	2
4	3

Strategies For Structuring Interaction
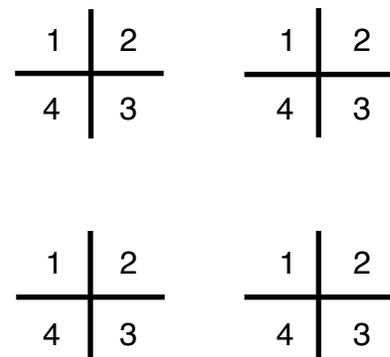
STRUCTURING INTERACTION

Strategy: Ask 3 Before You Ask Me

Directions
_____

1) Divide students into groups of 4.
2) As you circulate to help students, remind them that they must **ask up to 3 partners** before they ask you a question.
3) In order for you to respond to the question, all students in the group must have their hands raised (this indicates that all students don't have the answer and have the same question).
4) Ask students to repeat their question to you and answer.

Strategy: Quick Check

Directions
_____

1) Divide students into Partners A/B
2) Provide a question to answer or problem to solve for Partner A.
3) Partner A draws/writes/explains their answer to Partner B. Partner B listens.
4) Provide a similar question/problem for Partner B. Partner A listens.
5) Once A and B have completed their questions/problems, ask each pair of students to partner with an adjacent pair and check their answers. Correct answers with the class.

A	B

Strategies For Structuring Interaction

Strategy: Appointment Clock

Directions

1) Students make appointments with students with similar interests/likes/hobbies (favorite food, sports, books, movies, season, subject area, etc.).
2) Make sure students include the name of their partner on their clocks so they do not forget with whom they have an appointment.
3) You will know who has completed their clocks when students are seated.
4) Students meet with and discuss questions as you pose them throughout the day. "Meet with your 12 o'clock appointment to discuss…".

12

Book

9   Music   Food   3

Season

6
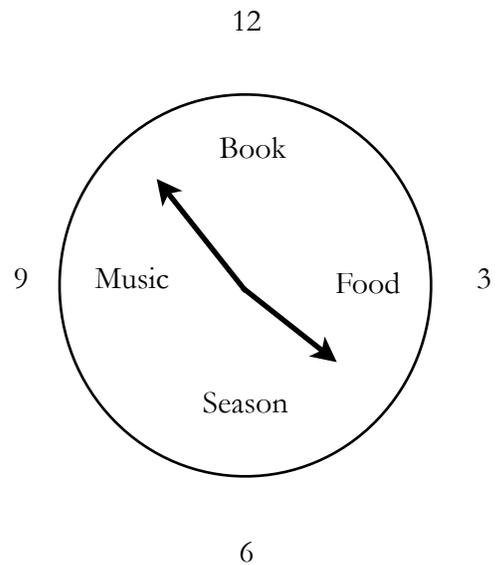
Strategy: Carousel/Gallery Walk

Directions

1) Pose a question or problem for students to answer/respond/solve/predict on chart paper.
2) Students post chart paper.
3) Provide a signal (music, clap, hand signal, etc.) that indicates moving to the next chart (establish a direction-clockwise or counter clockwise)
4) Students read the next chart, write comments and ask questions about the content of the chart.
5) Once students return to their chart, ask them to report out answers to the questions written on their chart.

Strategies For Structuring Interaction
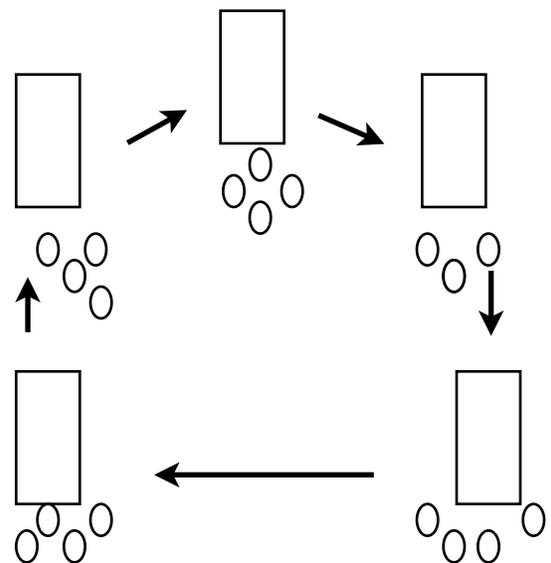
STRUCTURING INTERACTION

Strategy: Stand On The Line

Directions

_____

1) Divide your classroom into three sections: Agree/ Disagree/Not Sure
2) Pose a statement to your students: "World War I was known as the war to end all wars."
3) Ask students to move to the part of the room that best reflects how they feel about the statement.
4) Ask students to tell the person next to them why they are standing where they are standing.
5) Ask volunteers to share their responses to the whole group. Ask students if anyone wants to change their position after listening to their classmates' reasoning.

Not Sure

Agree   **Disagree**
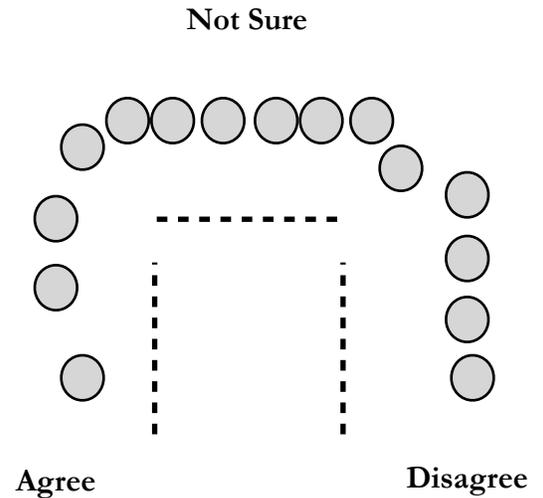
Strategy: Milling To Music

Directions

_____

1) Students move around the classroom as music is played. Students extend their hands to everyone they approach and say, "Hi how are you?" - Students respond by saying "I'm fine thank you, how are you?"
2) When the music stops, students stop and stand next to the person they are interacting with (this becomes their partner)
3) Pose a question for students to discuss, review a problem they have solved, explain a definition to a vocabulary word they have researched, etc.
4) Once the music starts again, students thank their partner for listening and move on until the music stops.
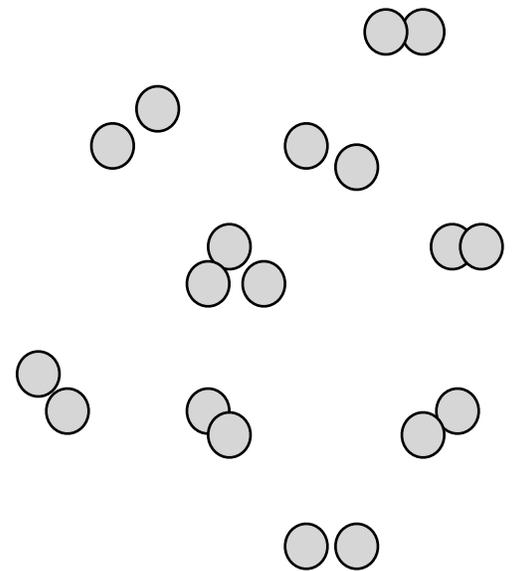
Reciprocal Teaching Overview

Reciprocal Teaching strategies give students tools they can use to construct meaning from text. The skills of **questioning, clarifying, summarizing, and predicting** are used to improve reading comprehension.

Questioning:
Reading comprehension is fostered by instruction in question generation. The students are taught to use who, what, when, where, why and how question words and to apply inferencing skills.

Factual Questions include: Who, What (did a character do, happened), When, and Where

Inferential Questions include: How might, Why would, Could, Should, and Would

Clarifying:
Students are asked to identify and explain difficult words or phrases from a reading selection and to use clarifying strategies.

Think Aloud Strategy:

*Consider The Context - Is there any information in the text, the title, headings or subheading, or visuals that help clarify the word?

*Use another word - Is there a word I can substitute that helps me understand its meaning?

*Word Structure - Is there a root word, prefix or suffix that helps me? Can I determine the part of speech?

*Reference - Now that I have examined the word, I could use a dictionary, thesaurus, encyclopedia, or Google it.

Summarizing:
Students are taught to identify the main ideas in a reading selection and construct clear, concise, summaries of what they have read. Students can answer factual questions about the text (Who, What, When, Where) to develop a brief summary of the text.

Predicting:
Students are taught to generate predictions and provide concrete evidence from the text to support their reasoning.

Your Prediction	What actually happened	Evidence from the text

Adapted from Shira Lubliner, A Practical Guide to Reciprocal Teaching, 2001

Reciprocal Teaching Progression
Getting students to Talk Groups

STRUCTURING INTERACTION

Teacher Led

The teacher...
1) Uses a short text and reads aloud to students
2) Asks students a factual question (Who, What, When, Where) and students answer
3) Asks students an inferential question (How might, Why would, Could, Should, Would and students produce multiple answers.
4) Identifies a word to clarify and asks students to use the Think Aloud strategy to generate an answer
5) Asks students to use factual information to develop a brief summary of the text that was read aloud
6) Asks students to predict what will happen next and requires students to use evidence from the text as a basis for their predictions

*Students need multiple opportunities to practice the Teacher Led process!

Student Led

Students are divided into groups that will responsible for each of the Reciprocal Teaching skills (Q=Question, C = Clarify, S = Summarize, P = Predict).

Q	Q
Q	Q

C	C
C	C

S	S
S	S

P	P
P	P

Reciprocal Teaching Talk Groups

Students are responsible for facilitating the Reciprocal Teaching Dialogue

Q	C
S	P

Q	C
S	P

Q	C
S	P

Q	C
S	P

Suggested Reciprocal Teaching Progression

Weeks	Phases of Reciprocal Teaching
1 & 2 (15 to 20 minutes)	**Teacher Led** (Read Aloud or Shared Reading) *Teacher prepares **factual** and **inferential** questions *Teacher chooses words, phrases, ideas to clarify *Teacher identifies chunks of text to summarize (students produce summaries) *Teacher asks students to predict using evidence from the text

3 & 4 & 5
 	
(15 to 20 minutes)
	Student Led
	(Introduce RT Cards or Sentence Strips)
	
	*Teacher reads text aloud
	*Students are assigned to groups of 4 **(Questioners, Clarifiers, Summarizers, Predictors)**
	   Students develop **factual** and **inferential** questions (pose questions to classmates)
	   Students identify words, phrases, or ideas to clarify
	   Students share a brief summary of the text
	   Students predict what will happen next based on evidence from the text

6 & 7 & 8 (20 to 25 minutes)	**Reciprocal Teaching Talk Groups** (Use RT Cards or Sentence Strips) *Students are assigned roles of **Questioner, Clarifier, Summarizer, Predictor** *Teacher asks comprehension questions of the groups using **Numbered Heads Together** *Teacher leads a class debrief evaluating student performance using the Structuring Interaction Rubric

Questioner

Begin your **first** question with **Who?, What?, When?, Where?**

Begin your **second** question with **Why?, How?, Could?, Should?, Would?**

Clarifier

A word, phrase, or an idea I clarified was _____.

I determined the meaning from **(the context, visuals, word structure, my experience, a thesaurus/dictionary)**

Summarizer

The two most important words were _____ and _____.

My brief, one sentence summary is _____.

Predictor

Based on _____,

I predict _____ will happen next.
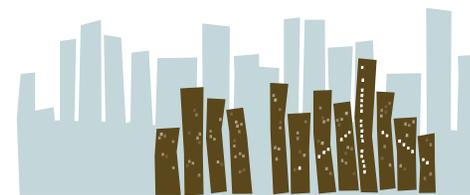
CLARIFIER

QUESTIONER

Student Responsibility is at the Heart of Conditions For Learning

Student Responsibility is at the Heart of Conditions For Learning

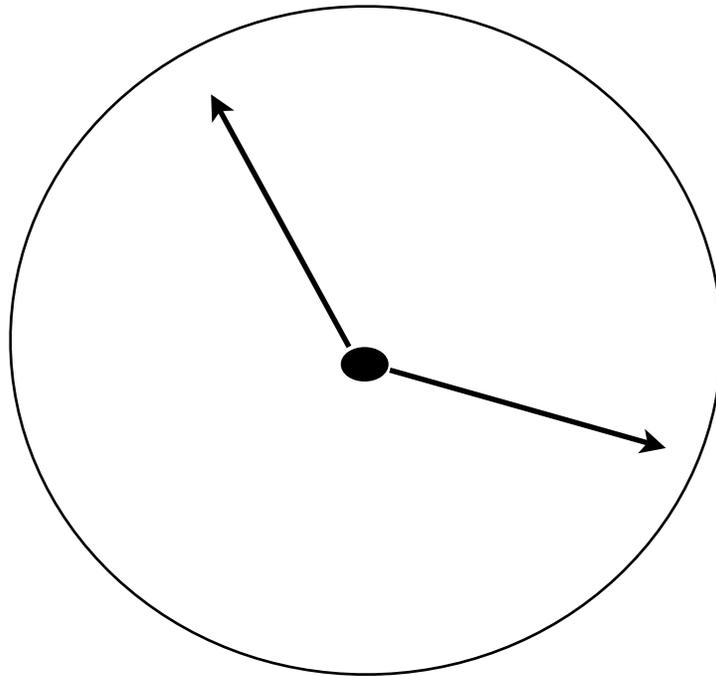# PREDICTOR

SUMMARIZER

Student Responsibility is at the Heart of Conditions For Learning

Student Responsibility is at the Heart of Conditions For Learning

Appointment Clock

12

_____

9   3
_____   _____

_____

6

Notes

_____

_____

_____

_____

Structuring Interaction Rubric

Critical to the successful implementation of these strategies in your classroom is the analysis that takes place immediately following the activities. A sample rubric is provided below that includes criteria for successful student interaction. Ask students to rate their performance (showing fingers that align to their score and discuss their rationale for their score.

Highlight what students did well during the activity and discuss areas that need improvement. When providing feedback to the group, students ought to use phrases such as **"Next time we could…, In order to improve our score some of us could…"** - Individual students should never be named in their analysis. Students' suggestions for improvement should be recorded and used as a reminder of what the class needs improve and use as a reminder the next time the strategy is used.

Score	Explanation
4	***Everyone listened attentively** *Everyone shared ideas and information *Everyone stayed on task and used our time well *Everyone participated
3	*Most of us listened attentively ***Most of us shared ideas and information** *Most of us stayed on task and used our time well *Most of us participated
2	* Some of us listened attentively * Some of us shared ideas and information *** Some of us stayed on task and used our time well** * Some of us participated
1	*No one listened attentively *No one shared ideas and information *Everyone was off task and made poor use of time ***No one participated**

Notes