

## TEACH 21<sup>ST</sup> CENTURY SKILLS – ENGAGING IN A GROUP

### Necessary Understandings for ALL Groups (Whole Group, Pairs, Small Group)

1. Students' succeed or fail—together.
2. Students help each other team members' success.
3. All are accountable to each other and the group.
4. Interpersonal skills are in place: Communication, Decision Making, Conflict Resolution, Time Management

### Required Skills to TEACH for ALL Group Work (Whole Group, Pairs, Small Group)

1. **Forming Skills:** Procedures, Taking turns, Quiet voices
2. **Functioning Skills:** Communication, Paraphrasing, Asking questions
3. **Formulating Skills:** Working with Information, Learning, Summarizing
4. **Synthesizing Skills:** Judgments, Reasoning, Integrating ideas

### Direct Instruction Approach to Teaching Cooperative Skills (Step-by-Step)

#### **1. Explain the skill.**

Explain the purpose  
Explain the importance

#### **2. Model the skill.**

Demonstrate the skill effectively; then ineffectively  
Discuss similarities and differences (*create T-charts*)  
Describe why one was preferable to the other (*write it*)

#### **3. Practice and Role-Play**

Students Role-Play  
Feedback should be given by students & teachers

#### **4. Students Reflect on the Feedback**

Ask Questions  
If Necessary – Practice More

#### **My Class Rules**

NO Shut Up→Apologize NOW!  
NO Stupid→Apologize NOW!  
NO Commenting (voice or gesture) on group  
choice PERIOD!→Removed from activity

## WHOLE GROUP INSTRUCTION – Start Here!

### "Teaching 21<sup>st</sup> Century Skills"

- Big Ideas pg. 62
- Developing Consensus pg. 87
- Four Corners pg. 96
- **Ground Rules for Teams pg. 103**
- Learn, Discuss, and Summarize pg. 112
- Making Good Decisions pg. 115
- Our Shared Learning pg. 123

- Point, Counterpoint pg. 135
- Support It and Share It pg. 169
- Working Together Rubric pg. 195

### Information Available in the PowerPoint On-line

- Class Posters
- Around the World
- Lesson BINGO

### Strategies from the Video Lesson "The Lottery"

All of these strategies are meant to be easy to implement and not require any prep work other than your lesson plan (quality reading or curricular material, deep text-based questions). The strategies should be taught and practiced. Once students become familiar with them you will be able to use the strategies during lessons and lose very little instructional time. As shown in the video, several of these strategies can easily be used in one lesson if they are used for only a few questions each. The key to keeping students engaged is to switch up activities frequently but always keep the rigor of the lesson high!

#### **Hands Up \*Formative Instructional Practice\***

(Whole Group / Small Group) When students could show a number for an answer the teacher asks them to hold up their hands to show the answer ("How many children are in the family?"). The teacher can quickly assess how many students grasped the concept. If, from the show of hands, it seems the students didn't understand the concept, the teacher can follow up with showing proof from the text and discussion in groups.

#### **Exit Ticket \*Formative Instructional Practice\***

(Whole Group) Create a quick review of what was learned with the purpose of finding out what the students know and still need to know. Construct an activity that is easy to assess for exactly what information needs to be gained. While students are working, circulate and make note of students who need assistance. Give a time limit and specific instructions for behavior (desks cleared, no talking, I'll collect it, etc...). **Can be premade or created on-the-fly using scrap paper.**

#### **Character Reading**

(Whole Group) When reading a text with dialogue, assign students different characters to read. As the teacher, model the "meat" of the text. During the reading, when characters are speaking in the text pause so the students can read. Engage students who may often drift off by assigning parts to them. Allow special needs students pre-read the text to prepare for speaking parts. Pause frequently for group discussion with a focus question and require proof from the text. **THIS CAN BE USED IN Science and Social Studies** as well.

## Teacher vs. Student

(Table groups or small groups that will work for an extended period of time) During instruction stop and ask questions to review. A point chart is kept in the room with space for each team and a space for the teacher. If the students get the wrong answer or cannot determine the answer the teacher earns the points. Students are taught the procedure for the "game" so things go swiftly and smoothly (pencils down, mouths quiet, respectful language, etc.). Quickly give the requirements for the questions. Game may last for a week, a month, or a grading period. This should be a **QUICK and SHORT** activity.

- Specify time limit (30 seconds, etc.)
- Announce you will call on anyone for the team's answer.
- Tell how many points each question is worth and how many you will ask.

## Post-It "NOTES"

(2 to 4 students) Pause during instruction to ask a review or quick comprehension question. Students write the answers on Post-It Notes in the middle of their tables. Announce – One recorder, time limit, everyone helps. Examples include:

- Vocabulary
- Events
- Dates
- Review
- Proof
- Fact/Opinion
- Details
- Characters
- Steps
- Predictions
- Equations

## **Teaching Tips from the Video Lesson "The Lottery"**

Engagement - Swift pace - Very interesting text - Challenging lexile for whole group instruction

Rigor - Constant text based questions and students must show PROOF!

Student Participation - Respond with "Thank You" when called - Snap for others' answers - Know key words ("Transition")

Quality - Teacher asks for specific "better" words in answers but still gives credit (conflict instead of problem)

Supportive Environment - Teacher encourages others to "Help Him" when a student struggles with an answer.

Consistency - Obvious routines have been practiced for all procedures in class.

\*Stops to use direct instruction when students have misconceptions in the text or when introducing a new concept.\* *This was cut out of the video.*

## **PAIRs INSTRUCTION – Move here when students can handle whole group respectfully.**

"Teaching 21<sup>st</sup> Century Skills"

- Beginnings and Endings with Muscle pg. 59
- Big Ideas pg. 62
- Creating Good Questions pg. 80
- Decision Tree pg. 84

- Book Report Pairs
- Writing Response Teams
- Turn to a Neighbor
- Playing with Understanding
- Picture It
- Clue It
- Paired Verbal Fluency

Information Available in the PowerPoint On-line

- Homework Checkers

## **SMALL GROUP INSTRUCTION – Some students may not move on to small groups quickly.**

"Teaching 21<sup>st</sup> Century Skills"

Group of 3:

- A Dime a Time pg. 53
- Decision Tree pg. 84
- Investigation by Three pg. 109
- Questions in Search of Answers pg. 151
- Support It and Share It pg. 169

- Supporting Evidence pg. 172
- The Viewpoint pg. 178
- Think Before You Judge pg. 181

Group of 4

- Coloring Our Knowledge pg. 68
- Developing Consensus pg. 87
- Round-Robin Ideas pg. 165

## **Cooperative Group Team Formation for Long Term Groups**

### Quick and Easy Method:

- Write each student's name on an index card.
- Create four piles: High, High Medium, Medium Low, and Low.
- Choose one card from each pile to create a group of four.

*There is a similar method, but one that uses much more data, to create groups on my website.  
[www.MrsEffron.com/teacherlinks](http://www.MrsEffron.com/teacherlinks)*

### **Building Team Spirit**

★ A Little Respect

★ Think Differently

★ Race to 12

★ I Never

### **Encouraging Group Discussion**

Comment cards are discussion starters for students. Teacher should model the starters and then students can track usage.

<http://www.MrsEffron.com/teacher-links.html>