

THINKING & TALKING: A STRATEGIC SMALL GROUP DISCUSSION

Talking and Thinking is a discussion strategy that uses a silent cue to communicate with the group if each person is Thinking or if they Have Something to Say. Here's how it works:

Step 1

- Put students in groups of 3-4 and give each student a T&T Card

Step 2

- Offer students a question or a prompt to discuss. One student volunteers to share first.

Step 3

- Each student in the group displays their status on the card, either that they are thinking – and don't want to talk, or that they have something to say, and want to be called on.

Step 4

- After the first student speaks, they select a student with a the Caption Bubble, "I have something to say". That student shares and then selects a new student.

Step 5

- When everyone has their I'm Thinking bubble, the group goes on to the next question or prompt.

Front →

A teal speech bubble with a tail pointing downwards and to the left, containing the text "I have something to say".

I have
something
to say

Back →

A yellow thought bubble with a tail pointing downwards and to the left, containing the text "I'm thinking".

I'm
thinking

Small Group Strategies

Lauren Gardner



Small Group Strategies:

Teaching Writing in Small Groups Jennifer Serravallo, 2021-03-09 Teaching Reading in Small Groups Jennifer Serravallo, 2010 Meet instructional challenges effectively and efficiently by uncovering hidden time for meeting individual students needs With small groups you ll work closely with more children each day with her how tos on using formative assessment to create groups from common needs differentiating for individuals even in a group and enhancing Tier 1 and Tier 2 instruction **Making Sense of Mathematics for Teaching the Small Group** Juli K. Dixon, Lisa A. Brooks, Melissa R. Carli, 2018-07-06 When done right small group instruction is a powerful tool for facilitating student understanding in K 5 mathematics Throughout the book best practices for small group math instruction are addressed in detail from planning tasks that encourage deep understanding to asking effective questions to engaging learners in meaningful conversations Readers will learn how teaching mathematics in small groups allows you to differentiate instruction for both remediation and enrichment The included small group instruction videos demonstrate the suggested strategies in a real classroom setting giving readers the opportunity to see best practice in action Develop math specific instruction strategies for teaching small groups in elementary school Explore the benefits of small group math activities and how these activities are unique compared to large group instruction Discover the teacher s and students roles in small group instruction and how teachers can help students develop the skills to fulfill their role Learn how to apply the general tasks questions and evidence TQE process to small group instruction in order to enhance student learning and improve your knowledge of teaching mathematics View examples of small group instruction which provide both math intervention and math enrichment activities for different students Contents Acknowledgments Table of Contents About the Authors Introduction Chapter 1 Best Practices in Small Group Instruction Chapter 2 The TQE Process in Small Group Instruction Chapter 3 Discourse in Small Group Instruction Epilogue How to Tie It All Together References Index *Including Everyone* Judith Jellison, 2015-02-03 In this compelling new book on music education veteran music educator Judith Jellison illustrates what it takes to imagine create and realize possibilities for all children in ways that inspire parents teachers and the children themselves to take part in collaborative music making *Living in the Victory of Jesus--Leader's Guide* A Okechukwu Ogbonnaya, 2006 The companion to *Living in the Victory of Jesus Bible Lessons to Deepen Faith the Leaders Guide* helps class leaders prepare to examine the lives of powerful biblical characters with students Implementing Positive Behavior Support Systems in Early Childhood and Elementary Settings Melissa Stormont, 2008 The book s strengths are its practical information and the specific ways of looking at expectations and developing a common language The forms included will be of great benefit to school teams Susan Safarik Supervisor Department of Special Education Lincoln Public Schools NE Provides a lot of research and breaks down the processes for implementing positive behavior supports effectively in schools Step by step directions sample forms and examples make the processes easy to incorporate and understand Julia DeGarmo Special Education Specialist Columbus City

Schools OH Learn how to teach and support appropriate behavior and build confidence in young children This easy to read resource presents the Programwide Schoolwide Positive Behavioral Support PW SW PBS system a preventive research based approach that helps educators teach classroom behavior skills the same way they teach academic skills The authors outline the PW SW PBS model describe the core practices and provide case examples to aid implementation Key features of this instruction based system include Differing levels of intervention to meet individual student needs Clearly stated behavioral expectations Consistent acknowledgment of students mastery of expectations Systematic use of consequences for problem behavior This user friendly text makes the principles of PW SW PBS easy to apply for educators who are committed to helping young students establish positive behavioral habits that will make learning a joy for all [Living in Kingdom Power](#) ,

Collaboration for Multilingual Learners With Exceptionalities Andrea Honigsfeld,Audrey Cohan,2024-07-16 Discover models strategies and real life stories to strengthen your collaborative practices Cooperation coordination of services and impactful collaboration are critical to the success of multilingual learners with exceptional needs Written by experts in the fields of language and literacy development equity and special education this practical guide emphasizes the power of partnership and inclusive pedagogy to transform educational practices for culturally and linguistically diverse students Through six comprehensive chapters the book offers strategies for effective co planning co assessment and co teaching while emphasizing the importance of cultural diversity and equitable classroom based approaches for students with exceptionalities Each chapter includes opening sketch notes offering a visual representation of key ideas anchor and reflection questions and additional resources for extended professional learning Other unique features include Real life scenarios of successful collaborative practices and innovations developed by educators of dually identified multilingual learners Leadership specific recommendations to support the success of initiatives for multilingual learners with exceptional needs Essential tools and protocols to implement equitable classroom based approaches for creating inclusive collaborative learning environments Both a practical guide and an urgent call to action this book supports educators districts and communities to embrace collaboration combine their professional expertise and use shared voices to advocate for multilingual learners with exceptionalities **Teaching Students with Severe Disabilities in Inclusive Settings**

MaryAnn Demchak,1997 Get student specific strategies on making classrooms more inclusive for children with severe disabilities in this monograph Among the many topics discussed in this handy reference are issues such as how to write IEPs effective scheduling and adapting objectives to needs of students **How to Design and Teach a Hybrid Course** Jay Caulfield,2023-07-03 This practical handbook for designing and teaching hybrid or blended courses focuses on outcomes based practice It reflects the author s experience of having taught over 70 hybrid courses and having worked for three years in the Learning Technology Center at the University of Wisconsin Milwaukee a center that is recognized as a leader in the field of hybrid course design Jay Caulfield defines hybrid courses as ones where not only is face time replaced to varying

degrees by online learning but also by experiential learning that takes place in the community or within an organization with or without the presence of a teacher and as a pedagogy that places the primary responsibility of learning on the learner with the teacher's primary role being to create opportunities and environments that foster independent and collaborative student learning. Starting with a brief review of the relevant theory such as andragogy, inquiry-based learning, experiential learning, and theories that specifically relate to distance education, she addresses the practicalities of planning a hybrid course taking into account class characteristics such as size, demographics, subject matter, learning outcomes, and time available. She offers criteria for determining the appropriate mix of face-to-face, online, and experiential components for a course and guidance on creating social presence online. The section on designing and teaching in the hybrid environment covers such key elements as promoting and managing discussion using small groups, creating opportunities for student feedback, and ensuring that students' learning expectations are met. A concluding section of interviews with students and teachers offers a rich vein of tips and ideas.

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