**Using Collaborative Pairs**

***“…if you want to increase student academic achievement, give each student a friend.”***

Roseth, Fang, Johnson, & Johnson (2006)

**Collaborative Pairs increases learning by…** (effect size d=0.52)

• Providing opportunities for students to talk about the information presented

* Providing for active engagement in the learning process

• Facilitating the organization and retention of information

* Teaching students how to collaborate and communicate

**Tips for using Collaborative Pairs:**

* Assign partners (change partners on a regular basis)
* Vary the tasks pairs will complete – provide explicit directions and models
* Explicitly teach the routine of working with a partner
* Monitor the work of the pairs
* Use partners strategically (after acquisition of sufficient knowledge)
* Establish a quiet signal
* Limit the time partners have to talk or work

**What do pairs do?**

* Think-Pair-Share (and variations)
* Read text assigned by the teacher
* Solve a problem
* Answer an open-ended question (or questions with longer answers)
* Check each other’s work
* Compare answers
* Give feedback
* Play games for review
* Teach each other
* Review/Rehearse/Practice/Study

A great resource from a neighboring school district: Cumberland Valley

<http://www.cvschools.org/webpages/lcoaches/strategies.cfm?subpage=33198>

**Higher Thinking Questions within Acquisition Lessons**

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| **Recall/Information:** | **Comprehension/Application** |
| * What is the capital of Florida?
* What is the first step in solving a linear equation?
* How many fish are in the set?
* Who was Jonas Salk?
* What is one way you can sort objects?
* What are the parts of \_\_\_?
* Who did \_\_\_?
* When did \_\_\_ occur?
* Where is \_\_\_?
* Locate \_\_\_ on the map.
 | * After reading \_\_\_\_, is *competition* positive or negative?
* What might the consequences of this decision be?
* What would you have done if you were (character or historical figure)?
* What were the most significant outcomes of the “New Deal”?
* Describe what the character meant by the phrase “\_\_\_\_.”
* After reading \_\_\_\_, add a new idea of your own.
* Use your own words to explain \_\_\_.
* How would you respond if \_\_\_?
* In what sequence did \_\_\_ occur?
* Based on the learning, how would you construct \_\_\_?
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| **Higher Thinking:** |
| * What would it be like if \_\_\_?
* What strategy would you use to \_\_\_?
* What is another way you might describe \_\_\_?
* Did \_\_\_ choose a wise course of action? Why or why not?
* Which is the best solution to the problem of \_\_\_? Why?
* What alternatives might you suggest to \_\_\_?
* What are you assuming about \_\_\_?
* What would you include in your \_\_\_?
* What rules would you create to \_\_\_?
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*Adapted from Learning-Focused Unit and Lesson Planning Support Guide*

**Higher Thinking Questions within Acquisition Lessons**

**Extending Thinking Questions:**

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| **Compare/Contrast:*** How are \_\_\_ and \_\_\_ similar/different in (characteristic)?
* What do \_\_\_, \_\_\_, and \_\_\_\_ have in common?
* Explain how \_\_\_ differs from \_\_\_. Give specific characteristics.
 | **Classifying/Categorizing:*** How might you sort the information into categories? Can you sort them in a different way?
* What term best describes all of the following?
* Which of the following would be included in a group with \_\_\_?
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| **Constructing Support:*** After reading (text), which of the two conclusions do you think is best? Construct support for your conclusion by citing evidence from the text.
* (Follow-up to student response) Can you support your statement with evidence?
* How does the author (or\_\_\_) support the idea that \_\_\_?
* How can you justify \_\_\_?
* Whose position do you support and why?
 | **Abstracting:*** What characteristics do these \_\_\_\_ share? What generalizations might be made about \_\_\_?
* What criteria might you use to evaluate an epic poem?
* What details led to the theme?
* Where else do you see this pattern?
* Analyze the perspectives of each character in (text).
* \_\_\_ is like \_\_\_ because \_\_\_.
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| **Analyzing Perspectives:*** How might this issue be viewed from the perspective of the land owner?
* Describe an opposing point of view.
* What are the different points of view regarding \_\_\_? How do supporters justify their positions?
 | **Error Analysis:*** Identify the errors and determine if there is a pattern to the errors.
* What misunderstanding might have caused this error?
* Which solution is not feasible? Why not?
* Which is correct, \_\_\_ or \_\_\_? How do you know?
* What might go wrong if \_\_\_?
* What is wrong with this statement?
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| **Deductive Reasoning:*** What are the advantages and disadvantages of the capital’s location?
* Is a \_\_\_ an example of a mammal? Justify your answer.
* What caused \_\_\_ to act the way he did?
* Which of the following best explains why \_\_\_ occurs?
* How might you prove \_\_\_?
* What is another possible cause of \_\_\_?
* What principle can be used to explain \_\_\_?
 | **Inductive Reasoning:*** Predict what will come next based on patterns you noted.
* What conclusion can be drawn from these results?
* What message is the author conveying when \_\_\_?
* What can you infer about \_\_\_?
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| **Logical Reasoning:** (May use both inductive and deductive reasoning)* What might be the short and long term effects of this decision?
* What generalization(s) can you make based on the graphic organizer?
* What would you recommend based on the text?
* Write a different ending or concluding statement.
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**Language for Class Discussions**

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| **Casual Conversational English** | **Academic Language** |
| **Asking for Clarification** |
| Huh? What? I don’t get it. | I don’t quite understand (the directions). Could you explain what you mean by \_\_?Could you provide another example of \_\_?Could you define the term \_\_?Could you show me how to \_? |
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| **Paraphrasing to Verify Understanding** |
| You think \_\_? | So what you mean is \_\_.So what you are saying/suggesting is \_\_.In other words, you believe that \_\_.If I understand you correctly, you think that\_\_. |
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| **Expressing an Opinion** |
| I think \_\_. I don’t think \_\_. | I believe \_\_.In my opinion, \_\_.Based on my experience, \_\_.From my perspective, \_\_. |
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| **Expressing Agreement** |
| Yeah. Right.Uh huh | I agree with you.I understand what you mean.I see what you are saying.You are right.  |
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| **Soliciting a Response** |
| So what about you?So what do you think? | What’s your idea/opinion?What answer did you get?We haven’t heard from you yet. |
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| **Reporting A Pair’s/Group’s Idea** |
| We think … We said … | We decided that … We agreed that …We determined that … We concluded that… We observed that … |
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| **Reporting Someone Else’s Idea** |
| \_\_ said that …\_\_ told me that … | \_\_ pointed out that …\_\_ indicated that …\_\_ observed that …\_\_ emphasized that … |