**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**

|  |  |
| --- | --- |
| **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 \_\_\_? |
|  | |
| **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 \_\_\_? | |

*Adapted from Learning-Focused Unit and Lesson Planning Support Guide*

**Higher Thinking Questions within Acquisition Lessons**

**Extending Thinking Questions:**

|  |  |
| --- | --- |
| **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 \_\_\_? |
| **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 \_\_\_. |
| **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? |
| **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 \_\_\_? |
| **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. | |

*Adapted from Learning-Focused Unit and Lesson Planning Support Guide*

**Language for Class Discussions**

|  |  |
| --- | --- |
| **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 \_? |
|  | |
| **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\_\_. |
|  | |
| **Expressing an Opinion** | |
| I think \_\_.  I don’t think \_\_. | I believe \_\_.  In my opinion, \_\_.  Based on my experience, \_\_.  From my perspective, \_\_. |
|  | |
| **Expressing Agreement** | |
| Yeah. Right.  Uh huh | I agree with you.  I understand what you mean.  I see what you are saying.  You are right. |
|  | |
| **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. |
|  | |
| **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 … |
|  | |
| **Reporting Someone Else’s Idea** | |
| \_\_ said that …  \_\_ told me that … | \_\_ pointed out that …  \_\_ indicated that …  \_\_ observed that …  \_\_ emphasized that … |