



Classroom Conversation Starters (So, what is your major?)

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Setting the Stage

- o Think/Pair/ Share on 2 reasons why you are interested in this topic and 1 question you have about launching class discussions.

- o Popcorn to report out (Share).

Setting the Stage—Part 2

- o Room Setup
- o CCC—Caring, Collaborative Community of Learners
 - o Physically, psychologically safe milieu
 - o Name Cards
 - o Breakfast Club
 - o Share ‘N Care
- o Sage on the Stage vs. Guide on the Side
- o Wait Time I and Wait Time II

Traditional Strategies

Think/Pair/Share

- o Opening Videos
- o **What is Opening? Why is it important? What is its purpose?**
- o **What could you FOCUS on during Opening?**
- o FOCI
- o What decisions has this teacher made regarding student responsibility, classroom climate and classroom management?
- o How long does it take for students to “get down to work?”
- o How often does the teacher speak? When?
- o What **kind** of utterances does the teacher make?
- o How has the teacher **structured** the Opening?
- o What are the rules for student talking during Opening?
- o How does the “student chatter” change throughout Opening?
- o What is the teacher doing during Opening?”
- o 10.To what extent are students “on task?”
- o 11.How long is the Opening?

- o How might an Opening be different in different grades?
- o How would you put an Opening into place in your classroom?
- o Does an Opening occur in PE? What would it look like?

Traditional Strategies

Jigsaw for Berliner Article Class 15

4 Groups assigned their separate section to read before or during class. Each prepares for and answers their 1-4 question below.

1. What are the main points of this article?
2. According to Berliner, what are the causes of low achievement? In other words, what are OSFs?
3. What can teachers do about OSFs?
4. Why am I having you read/discuss this article? What is the relationship, if any, between OSFs and NCLB?

Traditional Strategies

Popcorn

Have one student start off with a response and then have that student call on another student to continue on, “popcorn” the discussion. Encourage students to volunteer by raising their hand to contribute to the discussion. Your role is facilitator—guide on the side.

Traditional Strategies

- Numbered Heads Together (Kagan)



COOPERATIVE LEARNING

NUMBERED HEADS TOGETHER ACTIVITY

COOPERATIVE LEARNING ALA KAGAN

1. What is a “Structure”?

A structure is a content-free way of organizing the interaction of individuals (teachers/students) in a classroom—the “how”, pedagogy, instruction

2. What is an example of a structure?

Numbered Heads Together, Think/Pair/Share, Jigsaw, Rotating Review, KWL.

3. What is “content”?

The “what” of teaching—the curriculum.

4. What is an example of content?

Reading, Math, Writing, Science, Social Science, Physics, Throwing Skills, etc.

5. An “Activity” is constructed out of what two components?

A structure and content.

6. A series of Activities is a _____?

Lesson (one kind of a lesson that is).

7. A sequenced set of sub-objectives is a _____ (_____).

Lesson Design (Plan) like Madeline Hunter or Attention Getting/Anticipatory Set-Guided Practice-Assessment-Application-Closure.

Traditional Strategies

TEAM STATEMENTS (Kagan)

- o Announce issue, topic or question.
- o Pair/Share or Group/Share.
- o Each student writes 1 Statement.
- o Teams combine Statements on chart paper/or board.
- o Teams Report Out.

Varneyisms

If I Was the Teacher . . .

- o For Chapters 2 +/-or 4 in Ayers, if you were the teacher, decide as a group:
- o What four excerpts would I want to highlight, want my students to know, think about from this chapter?
- o Why do I feel what I want to highlight is important for my fellow students to be aware of?

Varneyisms

Splitsville Reactions

Re Ayers, Chapter 6:

- o Group **1 & 3**: What is this chapter about (Big Picture).
Respond to pages 78-81 with questions, reactions, connections.
- o Group **2 & 4**: Respond to pages 82-85 with questions, reactions, connections.

Re new Ayers Chapter 1:

- o Group **1** answer question 1 on pg. 36 = What qualities or dispositions do you hope your students will take from your classroom into the rest of their lives?
- o Group **2** answer question 2 on pg. 36 = Can you describe how you will build a classroom environment in which those qualities can be seen, modeled, practiced, understood, debated, and nourished?



E C Share

[Extend Page](#)

Varneyisms

Construct-A-List & Under Construction

- o Classroom Management and Discipline Strand
- o Groups 1, 2, 3 & 4. On chart paper and report out.
- o Classroom management—CONSTRUCT A LIST = Create “Guiding Questions” on what to observe for in a classroom with good classroom management procedures.
- o Example: How does the teacher get students’ attention when he/she needs it?
- o DISCIPLINE—Under Construction = Create a list of Effective Discipline Strategies.
- o Groups 1, 2, 3 & 4. On chart paper and report out.
- o Example: Stoplight, Marble Jar, Lunch Detentions, etc.

Varneyisms

Grate Debate

Pose the question and then have students move to one side of the room or the other, depending on their position, to argue their points for or against.

Example: Are schools becoming more or less dangerous? Why or why not?

Varneyisms

Observations of Note

- o Pair with an Observation Buddy and come up with 3 “Observations of Note” re classroom management and/or discipline.

Rad Reactions

- o Students reactions to “X”.

Varneyisms

Adopt-An-Article (Triple A)

- o Students are assigned an article to read, to “adopt” and report out on highlights, questions you pose beforehand or at the start of class, etc.

Varneyisms

Divide & Conquer

- o Divide class into 2 groups (have them move!), and in the chapter assigned to them, have them come up with 10 Reasons Why Teachers Should Use Cooperative Learning.
- o Put on chart paper, hang up and have them report out. Gofer, Scribe and Spokesperson.

Varneyisms

Send An Expert (Kagan)

- o Have all students in one group first learn the skill, strategy or technique, then send two of their “experts” over to the other group to teach them the skill, strategy or technique. Could work with information, text, facts, summaries, etc. Or the experts could lead a discussion, debate, etc., with the other group.

Varneyisms

Chapter Walk Through or Take a Walk On the Teacher's Side

- o After assigning a chapter or article, teacher highlights important salient points, inviting student comment or reactions.

Varneyisms

Learn & Do

- o Features tasks, activities, procedures that students first learn in class, and then demonstrate to each other in that same class.

Varneyisms

Respond & Go

- o How to stay motivated now and in the future, as a new teacher.
- o Please read this article to find one item you can relate to either now, as a college student, or projected into the future as a new teacher, that will help you sustain your passion for teaching and help relieve stress and avoid burnout!
- o Respond and Go!

Varneyisms

Ticket to Leave

- o On a separate sheet of paper, write out a question, comment or reaction to Chapter 8 in Ayers.
- o Reference the page number. Be sure to put your name on the top.
- o Once a student responds orally, they come up and give you their "ticket" and then may leave.