

# SENTENCE STEMS AND STUDENT DISCOURSE

**Roybal Learning Center**

# AGENDA

- Review learning objectives
- Science pre-reading activity with Tea Party
- History activity Collaborative Quartets
- Math review activity with Quiz-Quiz-Trade
- Stand Up - Hands Up - Pair Up
- Exit Ticket

# LEARNING OBJECTIVES

1. Participants will use sentence frames to structure student conversations and writing.
2. Participants will use Tea Party, Quiz-Quiz-Trade, Collaborative Quartets and Stand Up Hands Up Pair Up to facilitate student discussion.
3. Identify strategies to individualize instruction for your students.

# TEA PARTY

## Steps

1. The Tea Party strategy is called "Tea Party" because students can pretend they are at a tea party, mingling around with each other, listening and talking, and discussing.
2. Distribute sentence strips to each student with a phrase from the text written on it. Phrases may be repeated.
3. Ask the students to begin the tea party-- move around the room, listen to other students' phrases, and share their own.
4. Encourage them to have a discussion about the topic.
5. Allow students to mingle until each student has heard and discussed all the phrases.

## Debrief

Ask students either independently, or in a pairs, to write "I/We Think" statements. These statements are the students' thoughts about the topic.

# COLLABORATIVE QUARTET

- Analyze your photograph
- Describe three significant details.
- Describe what you imagined happened before and after the photograph was taken.
- What message did the photographer intend to convey with this photo?
- Does this photograph represent a cause or an effect of the Great Depression? Why?
- You will share out your response with your group, while they take notes.
- You will take notes while your partners share their analyses.

# COLLABORATIVE QUARTET PROCESS

1. Partner A shares his or her response for 30 seconds to 1 minute while Partners B, C and D take notes.
2. Partner B shares his or her response for 30 seconds to 1 minute while Partners A, C and D take notes.
3. Partner C shares his or her response for 30 seconds to 1 minute while Partners A, B and D take notes.
4. Partner D shares his or her response for 30 seconds to 1 minute while Partners B, C, D take notes.
5. Using all the information gathered, answer the Big Question in part 3.

# QUIZ-QUIZ-TRADE

## Steps:

1. Students mingle and find someone without a partner. Offer a time limit to locate partners if preferred.
2. Quiz-Quiz: Each partner quizzes the other on his/her card and offers assistance as needed and positive feedback.
3. Trade: The two students trade cards and go in search of new partners.
4. This process continues until the time is up, approximately 5 - 10 minutes.

Note: Depending on the need, you can have students show each other either side of their cards.

# QUIZ-QUIZ-TRADE

## Part 2

1. Quiz-Quiz: Each partner quizzes the other on his/her cards and offers assistance as needed and positive feedback.
2. Each partner asks the other to describe the relationship between the terms.
3. Trade: The two students trade cards and go in search of new partners.

# STAND UP-HAND UP-PAIR UP

1. Have all students stand up and put one hand in the air.
2. Have students walk around the classroom.
3. Call out "Pair" and have students pair up with the student he or she is standing closest to.
4. Students that have found partners will put their hands down. Any other students who have not found partners will keep their hands raised until they find a partner.
5. Students will engage in a conversation about a topic using sentence stems.

# STAND UP-HAND UP-PAIR UP

Look at the your student profile

Considering the strengths and weaknesses identified in your student profile, how did these strategies support you as learner?

\_\_\_\_\_ supported me as a learner because\_\_\_\_\_.

# EXIT TICKET

On a index card answer the following questions:

Which strategies would best meet the individual needs of the student? How would you use these strategies in your classroom to individualize instruction?

----- **strategy supports** ----- **because** -----.