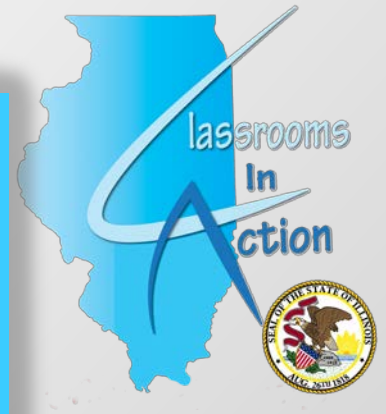




Everyday Collaborative Activities for Middle School

Developing the social emotional skills with students requires students being **in** social emotional situations.

Incorporating collaborative activities that last from 3 min to the class period can be implemented in all content areas.



Building relationships between student peers and teacher to students requires conversation...speaking and LISTENING.



Collaboration Technique Cards

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Collaborative Learning Guide

Collegial Discussion

Common Core State Standards for Speaking and Listening Item 1 (CCSS.SL.1) calls for students to debate and participate effectively in a range of collaborative discussions with diverse partners. They are to work with peers to promote civil, respectful discussions and decision-making, set clear goals and deadlines, and establish individual roles as required. CCSS.SL.1 also calls for students to follow rules for a collegial discussion. Collegial discussions are mutually respectful conversations between student colleagues in a group or classroom environment.

Creating Effective Collaborative Activities

- Is the activity highly structured or primarily, loosely and informally?
- Do the students know the structure and behavioral expectations of the activity?
- What are the teacher's attitudes and behavioral expectations of the students?
- How will the learning activity accommodate various group members?
- How long will the activity take?
- Is there an opportunity for students to comment on how the group functioned and the learning that occurred during the activity?
- How do the structures of the activity give students time to interact with the other collaborative partners they are asked to work with?

Within a Collaborative Group

- Members are involved in their own learning.
- Members actively participate.
- Members become members of all groups, and not just the "strong" group.
- Members are given the opportunity to be heard.
- Members are given the opportunity to be heard.
- Members are given the opportunity to be heard.
- Members are given the opportunity to be heard.

Discussion Guidelines and Skills

When speaking, participants strive to:

- be original with interesting, thought-provoking ideas.
- have clarity in their comments.
- include logical references—the more specific the paragraph numbers, the better.
- make reference to other work.
- include the accuracy of their comments.
- question for greater understanding.

When listening, participants strive to:

- listen to other students and not be "checked out" by the person who formulates an idea organically.
- be able to reference comments—refer back to the person who formulates an idea organically.
- make comments that show listening—student does not repeat ideas already made by others.
- and patiently for the speaker to finish before sharing ideas.

Sentence starters for students to facilitate a safe and cooperative classroom or group discussion:

- "I agree with _____ because _____."
- "I like what _____ said because _____."
- "I disagree with _____ because _____."
- "I'm not sure I agree with what _____ said (or can't see) _____ however, I disagree with _____ because _____."

Clarifications

Participants repeat what they heard and ask, "Could you explain a bit more, please?"

"I'm not sure I understood you. Could you say that again?"

"How does _____ see you about that?"

"I'm not sure I understand you. Could you say that again?"

"How does _____ see you about that?"

Roles Within the Group

Facilitator

Recorder

Time Keeper

Material Manager

Reporter

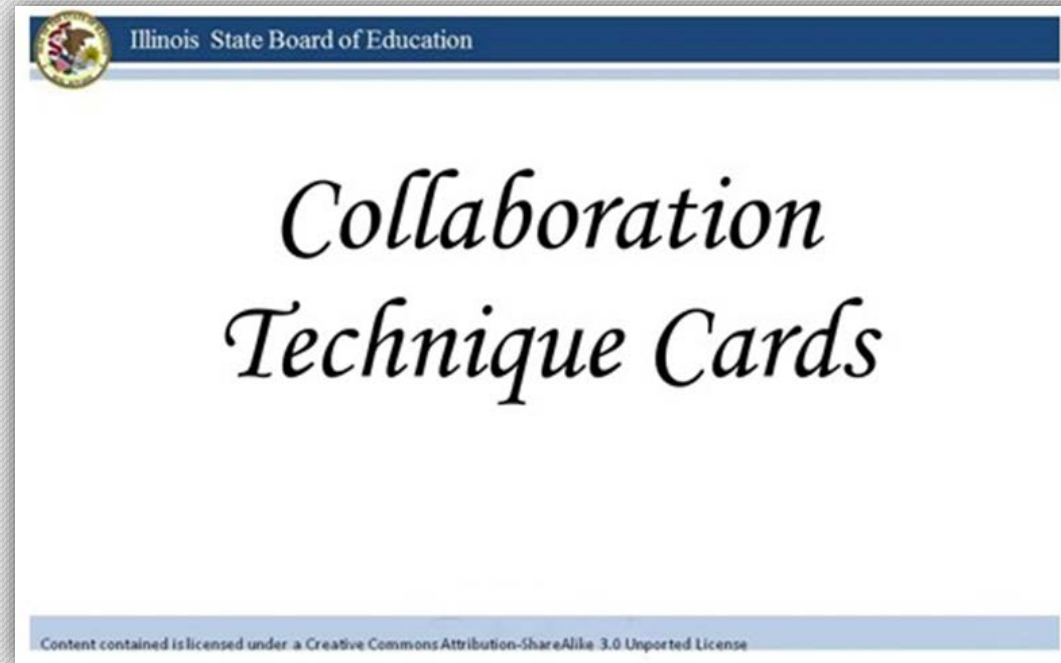
Checker

Classroom Collaboration Kit



The first piece of the Collaboration Kit that was developed was the 28 Techniques for Collaboration Cards for use in all classrooms and at all grade levels.

They include online suggestions and additional sites for resources to support collaboration in the classroom.



Collaborative Learning Guide

Collaborative learning gives the responsibility of the learning to the students by using groups and pairs of students to fulfill a task or assignment within the classroom. The Common Core Math Practice Standard 3 calls for students at all grades to listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Creating Effective Collaborative Activities

Within a Collaborative Group.....

Creating Effective Collaborative Activities

Within a Collaborative Group.....

- ◆ Is the activity highly structured physically, spatially and temporally?
- ◆ Do students know the rationale for the activity?
- ◆ What are the teacher's academic and behavioral expectations of the students?
- ◆ How will the learning activity affect motivation?
- ◆ Does the activity accommodate various group speeds?
- ◆ How long will the activity take?
- ◆ Is there an opportunity for students to process how the group functioned and the learning that occurred during the activity?
- ◆ Does the structure of the activity give students time to process the new information before they are asked to respond?

- ◆ Students are invested in their own learning.
- ◆ Learners actively participate.
- ◆ Teachers become learners at times, and learners become teachers.
- ◆ Respect is shown.
- ◆ The project is meaningful to the student.
- ◆ Diversity is valued.
- ◆ Students learn from each other.
- ◆ Members contribute.
- ◆ Goals are clear.
- ◆ Research is used.

Size

Smallest group is 2.
Largest recommended group is 6.
Smaller groups will require fewer social skills and will work more quickly.
Larger groups generally generate more ideas, deal better with complex ideas and create fewer group reports for the teacher to process.

Formation

Heterogeneous grouping with regards to academic achievement, task orientation, ability and learning style can be used depending on the subject matter or collaboration technique used. If the project is long or detailed then the support of a stronger academic student in each group will help complete the project.
Student self selection is generally not successful, although students can provide input for the teacher to consider.
Random assignment promotes the idea that everyone is expected to work with everyone else at some point. Random is best used if the task is of short duration.

Possible Student Roles Within the Group

- Facilitator**
Keeps group on task and verifies that all contribute.
- Recorder**
Takes notes on important thoughts expressed in the group.
Writes final summary.
- Reporter**
Shares summary of group with large group. Speaks for the group, not just personal view.
- Materials Manager**
Picks up, distributes, collects, turns in, or puts away materials.
- Time Keeper**
Keeps track of time and reminds group how much time is left.
- Checker**
Checks for accuracy and clarity of thinking during discussions.
Checks written work and tracks points.

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Group Management Tips

Possible Student Roles Within the Group

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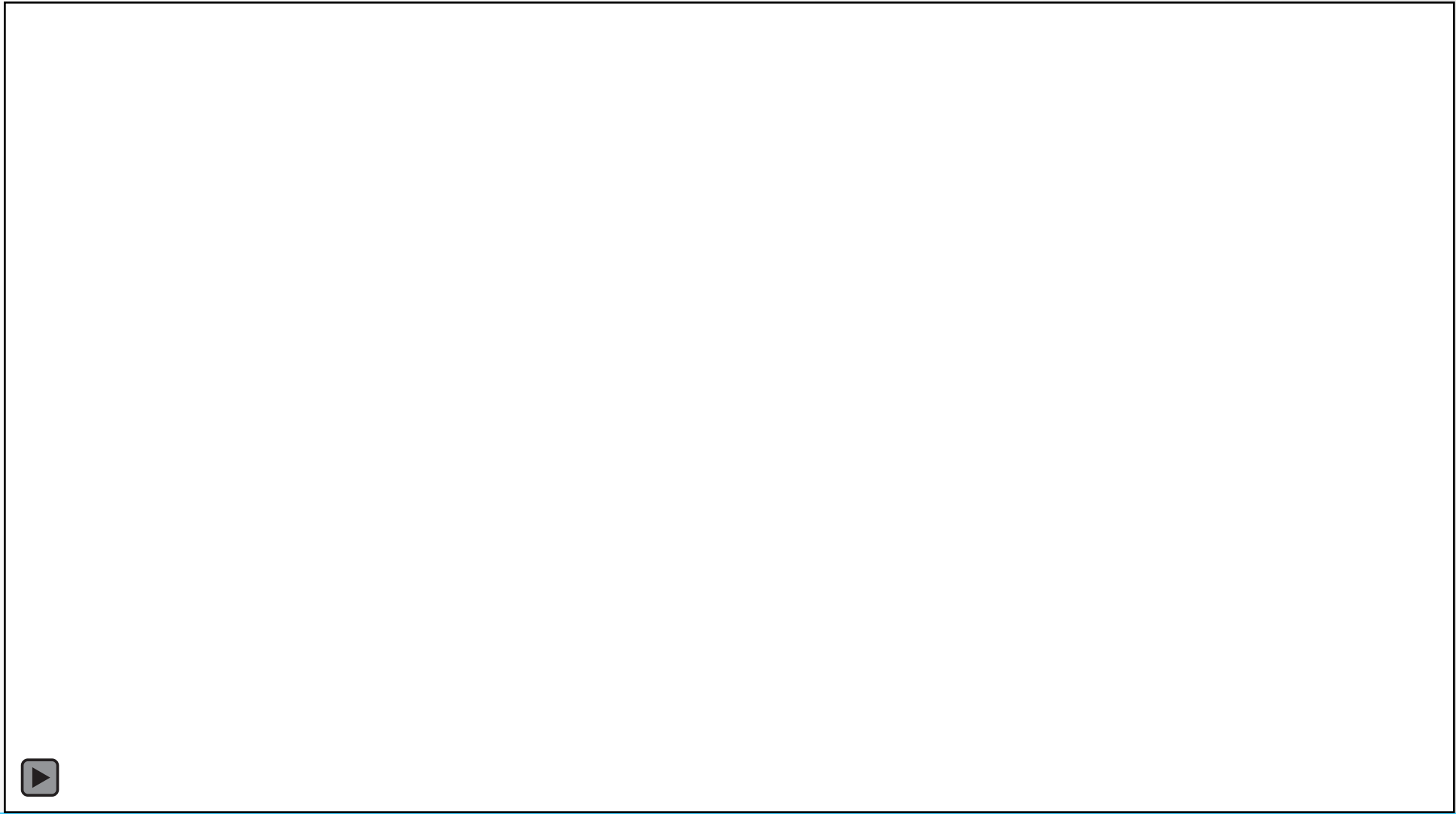
Time Keeper

Keeps track of time and reminds group how much time is left.

Checker

Checks for accuracy and clarity of thinking during discussions.
Checks written work and tracks points.





Whole Child ● Whole School ● Whole Community

Discussion Guideline

When speaking, participants

- ◆ sustain a main idea
- ◆ be original with interesting, provoking ideas.
- ◆ have quality in their comments
- ◆ include textual references—the quotation, with reference paragraph numbers, the best
- ◆ make reference to other work
- ◆ maintain the accuracy of the
- ◆ question for greater understanding

- ◆ listen to other students and not be “checked out”.
- ◆ see how the comments fit...follow the flow of the discussion.
- ◆ be able to reference comments... refer back to the person who formulated an idea originally, ability to “tag” onto others’ comments.
- ◆ make comments that show listening...student does not repeat ideas already made and doesn’t misrepresent comments made by others.
- ◆ wait patiently for the speaker to finish before sharing ideas.

In a collegial conversation, participants

- ◆ are consistent in participation.
- ◆ show leadership— does the student help others enter the discussion.
- ◆ show empathy.
- ◆ have the ability to learn and adjust to the dynamics of the class.
- ◆ show humility.
- ◆ incorporate politeness and respect for all members of the class.
- ◆ maintain eye contact and call others by their names.
- ◆ show patience with the process. (It takes some time to develop a group dynamic where everyone feels at ease.)
- ◆ demonstrate preparedness— books and articles marked, responses written, questions prepared.
- ◆ take risks. They are prepared to ask questions that seem obvious or silly and can provoke dissent. Willing to state own ideas even if different from those of other students or the teacher.

Agreement
Disagreement
Clarifications
Confirmation
Confusion
Extension
Review

was

- ◆ “I want to go back to what _____ said.”
- ◆ “I like _____.”
- ◆ “I noticed that _____.”
- ◆ “Can you tell me more about _____.”

- ◆ “C
- ◆ Pa
- ◆ ex
- ◆ “I
- ◆ sa
- ◆ “What is your evidence r
- ◆ “How does that support our work/mission at ___?”

Confirmation

- ◆ “I think _____.”
- ◆ “I believe _____.”
- ◆ “I wonder _____.”
- ◆ “I discovered that _____.”

Confusion

- ◆ “I don’t understand _____.”
- ◆ “I am confused about _____.”
- ◆ “Can you explain that another way?”
- ◆ “I was confused by _____.”

Extension

- ◆ “I was thinking about what _____ said, and I was wondering what if _____.”
- ◆ “This makes me think _____.”
- ◆ “I want to know more about _____.”
- ◆ “Now I am wondering _____.”
- ◆ “Can you tell me more about _____.”

Review

- ◆ “I want to go back to what _____ said.”
- ◆ “I like _____.”
- ◆ “I noticed that _____.”



Random Groups



What happens when you try to randomly count off students to be placed into groups?



Student Sorting Sticks



What if this happens?



Whole Child ● Whole School ● Whole Community



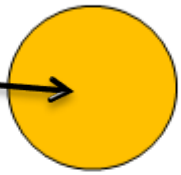
Two Teams-
Use Numbers



4 Groups – Use
the Top Color

3 Groups – Use the
COLOR of the shape

1



6 Groups – Use
the SHAPES

Partners – Match the
Alphabet Letter

A



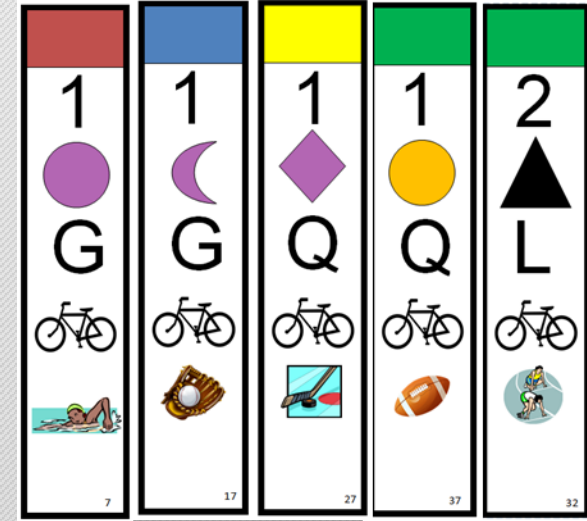
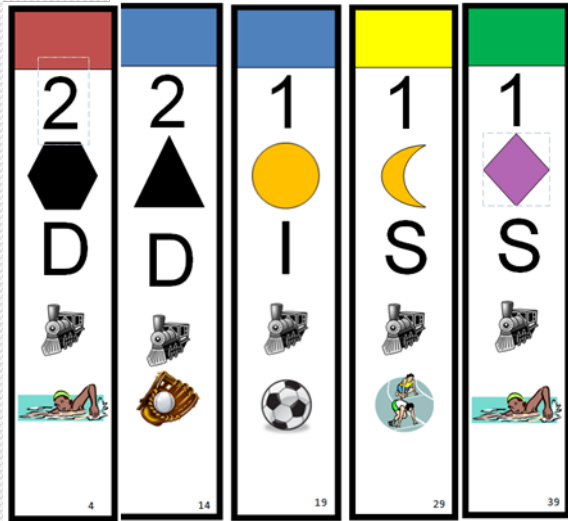
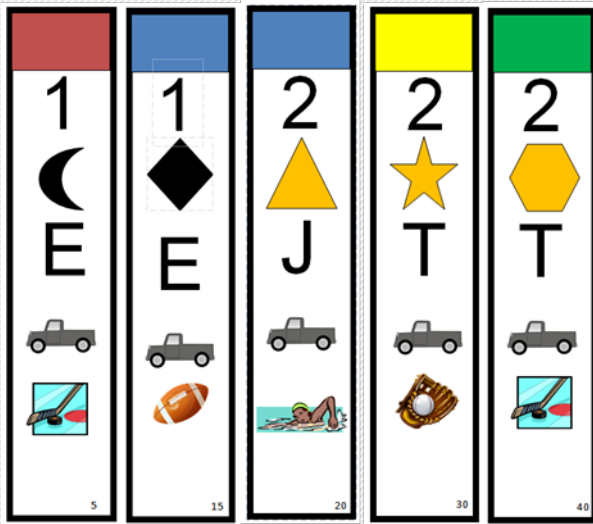
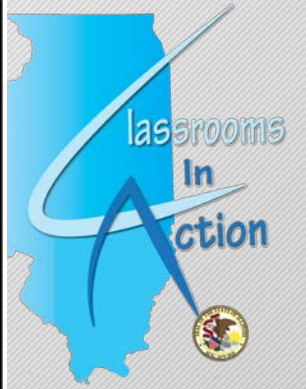
5 Groups – Use the
Transportation Icons

7 Groups – Use the
Sports Icon

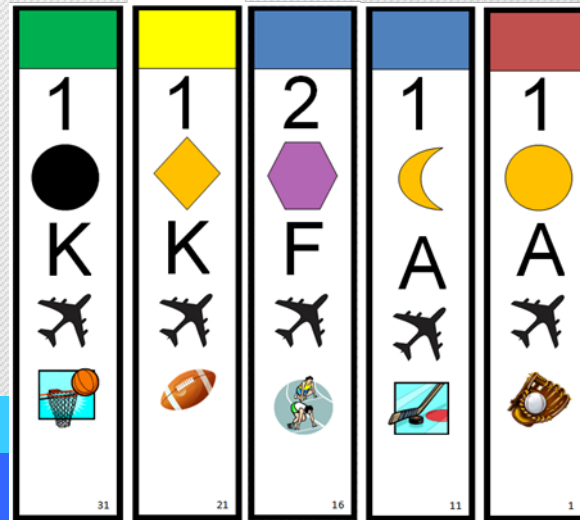


The number of each stick so
replacement of missing
stick will be easy.

Stacking the Sticks



Dividing the Class of 25 students into 5 groups. (5 students in each group)



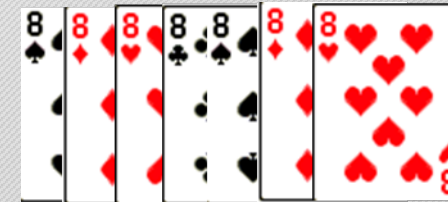
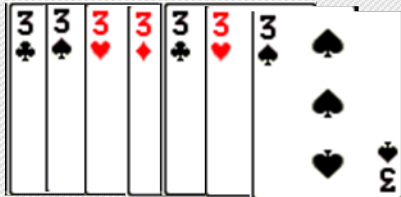
Sorting... another option



2 TEAMS



Stack the Deck...3 groups... etc.



Each person take one Sorting Stick.

Find your matching ALPHABET LETTER
to find your partner.



Choose One Topic Starter From Below:

If you could be a superhero, what super powers would you choose and why?

I like to collect.....

If you had an unexpected free day, what would you like to do?

What demonstrates respect?



Group Writing Activity

This activity allows students to practice creative writing using narrative tenses. The product is typically a funny story written by at least seven students or pairs of students from their class.

Supplies: Paper and pencils

Procedure:

1. The teacher announces to the students that they are going to write a story together.
2. The teacher passes out a blank sheet of paper. Students write their names on the top of the paper.
3. The teacher tells the students the subject of their stories. (e.g., aliens) The students will write their answers to the teacher's questions on the top of the paper. The teacher questions will be who/what/when/where/how questions.
4. The teacher asks the first question, e.g., "When did you see the alien?" The students will write their answer to this question under their name.
5. After the students have completed the answer for the first question, they fold the paper over so that their answer cannot be seen and then they pass it to the student/s on their right.
6. The teacher asks the second question and the procedure is repeated with the remaining questions. Here are some additional questions might be:
 - Who were you with?
 - What were you doing?
 - What did the alien look like?
 - What did you do when you saw the alien?
 - What happened in the end?
7. The students should not read what the previous student/s has written.
8. When the students have completed all the questions, tell them to open and pass it to the person whose name is written on top.
9. Have the students to read their stories.
10. Ask a few students to read theirs to the class

Meeting someone famous

1. What famous person did you meet?
2. Where did you meet them and who were you with?
3. What was the famous person wearing and how did he/she look (e.g. glamorous/ taller than I thought/ not too beautiful)?
4. What was he/she like? (e.g. friendly/ funny/ annoyed)
5. What did you do when you saw the famous person?
6. What happened next? (e.g. He/she signed an autograph/walked away)

A great holiday

1. Where and when did you go?
2. Who did you go with?
3. Describe the place you went to.
4. What did you do there? (e.g. snowboarding, trekking, swimming, climbed Mt. Everest)
5. What sights did you see? (e.g. The Eiffel tower, the Pyramids, the Great Wall of China)
6. What was the weather like?



Each person gets a few index cards.

The Reporter gets a piece of paper.

Quietly each person will write "their story" that they see in the photo. (Bullet point ideas are fine.)

Once the group has finished individually, they will work together to combine ideas for a "team story".





WWII

Who's Who in WWII

Can you decode these names and then "find" the secret word?

h k v s m o p a s l y

j o h y s l z k l n h b s s l

i l u p a v t b z z v s p u p

m y h u r s p u k . y v v z l c l s a

o l y t h u n v l y p u n

k d p n o a k . l p z l u o v d l y

d p u z a v u j o b y j o p s s

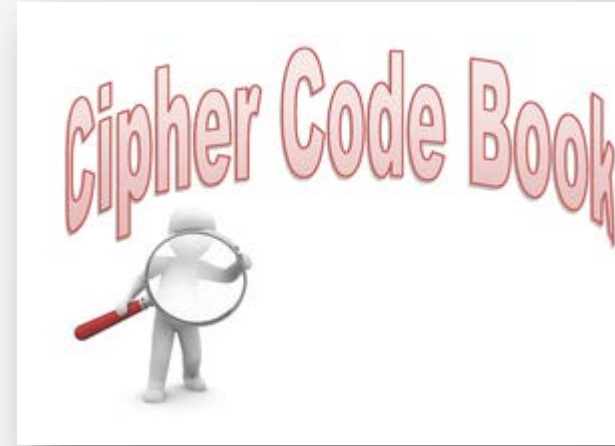
h u u l m y h u r

a v r f v y v z l

o h y y f z . a y b t h u

Secret word: _____

<http://bit.ly/2grvXVt>



Secret word: _____

<http://bit.ly/2grvXVt>





Test question for session

Short answer

Short answer text

Required

- Show
- Description
- Response validation

Match Numbers or text...sometimes "text" is better than numbers even for MATH

Collaboration in the Classroom Activity Card

Round Table

1. Each group has a piece of paper and a pencil to share.
2. Time Keeper set the time for 3 minutes
3. When the category is revealed each participant writes one answer on the paper and then passes the paper to the next person "around" the table. Continue until the time keeper call time for your

First round:

Second round:

After the TIME KEEPER calls time the CHECKER looks for duplicates and then counts the number of items. The REPORT then takes the paper and STANDS to show that the group is ready.





www.ilclassroomsinaction.org

Tools and Resources for
ELA
MATH
Science
Social Science
Social Emotional Learning
Technology
Fine Arts