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collaborative group work PROTOCOL handbook



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WAGON WHEEL

adapted from National School Reform Faculty

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Purpose

Use the Wagon Wheel protocol to stimulate generative thinking in a short time and to create powerful new ideas.

Process

1. Before students get into the wheel, have them read 2–3 short texts about the topic.
2. Based on the texts you want students to read, choose 4 questions about the topic to explore.
3. Depending on the number of students, place an equal amount of chairs in the center of the wheel back-to-back and the same amount of chairs on the outside of the wheel facing the chairs in the center. For example, if there are 8 students, then you would put four chairs back-to-back in the center and four on the outside.
4. Have students fill in the seats in the wheel. Ask them to take notes throughout the activity on their ideas as well as their partners’ ideas.
5. The students on the outside of the wheel will be moving one seat to the right at each rotation; the students on the inside of the wheel remain in their seats.
6. Explain that they will be working on one question with each partner for 5 minutes; they will work with 4 different partners during the activity.
7. For each question have the students discuss the question and brainstorm answers.
8. At 5-minute intervals, ask each student sitting on the outside of the wheel to rotate one seat to the right. At each interval, give students the next question and ask them to discuss and brainstorm.
9. Once all of the questions have been explored, bring students back to the whole group. Ask them to write for 5 minutes to summarize their notes from the wagon wheel.
10. Have a whole group discussion about the topic and the questions explored during the wagon wheel activity.

Time

90 minutes

Materials

Paper, Pens



JIGSAW

adapted from The Jigsaw Classroom

Time

90 minutes

Materials

Chart Paper, Markers

Purpose

Use the Jigsaw protocol to encourage engagement in learning about a topic by giving each student an essential role to play in the discussion of a text. This activity is best if you want students to read a longer text.

Process

1. Divide students into jigsaw groups of 4.
2. Divide the text into 4 segments and ask each student to read a segment.
3. Form temporary "expert groups" and have students from each jigsaw group join other students who read the same segment. Have each group of experts discuss their segment and decide which ideas to take back to their jigsaw group.
4. Have the students return to their jigsaw groups and ask each student to share the ideas from their segment of the text. Encourage the members of each jigsaw group to ask questions for clarification.
5. Ask each jigsaw group to create a list of main ideas and questions they would like to bring to the whole group and have a whole group discussion about the text.



1-3-6

adapted from Joanne McCabe

Time:

90 minutes

Materials:

Chart Paper, Markers

Purpose

Use the 1-3-6 protocol to create a forum for students to develop their own ideas and opinions about a text or texts and to share their ideas and opinions with a group.

Process

1. Give students a text or texts to read.
2. Have each student write their response to what they read.
3. Then have students move into groups of three where they share their ideas with the group. Have each group cluster their ideas together and write a list of them on chart paper.
4. Join groups of three together to make groups of six. Again, have students share their ideas in groups of six.
5. Have the groups of six write a list of their ideas bringing together and clarifying the lists of ideas from the groups of three.
6. Ask each group of six to share their list with the whole group.

3-2-1



Time

60 minutes

Materials

Chart Paper, Markers

Purpose

Use the 3 – 2 – 1 protocol to focus the discussion of a text and to encourage students to join the discussion.

Process

1. Have students read the text and take notes.
2. Post the 3 – 2 – 1 questions:
 - What are 3 things you learned?
 - What are 2 things you found interesting?
 - What is 1 question you still have?
3. Ask students to get into groups of 3 and ask each other the questions.
4. Once students have answered all of the questions, have them create a visual to share with the group that represents their answers to the questions.
5. Bring the whole group together and have each small group share their visual.
6. Discuss the text and the answers to the 3 – 2 – 1 questions.



GRAFFITI

Time

60 minutes

Materials

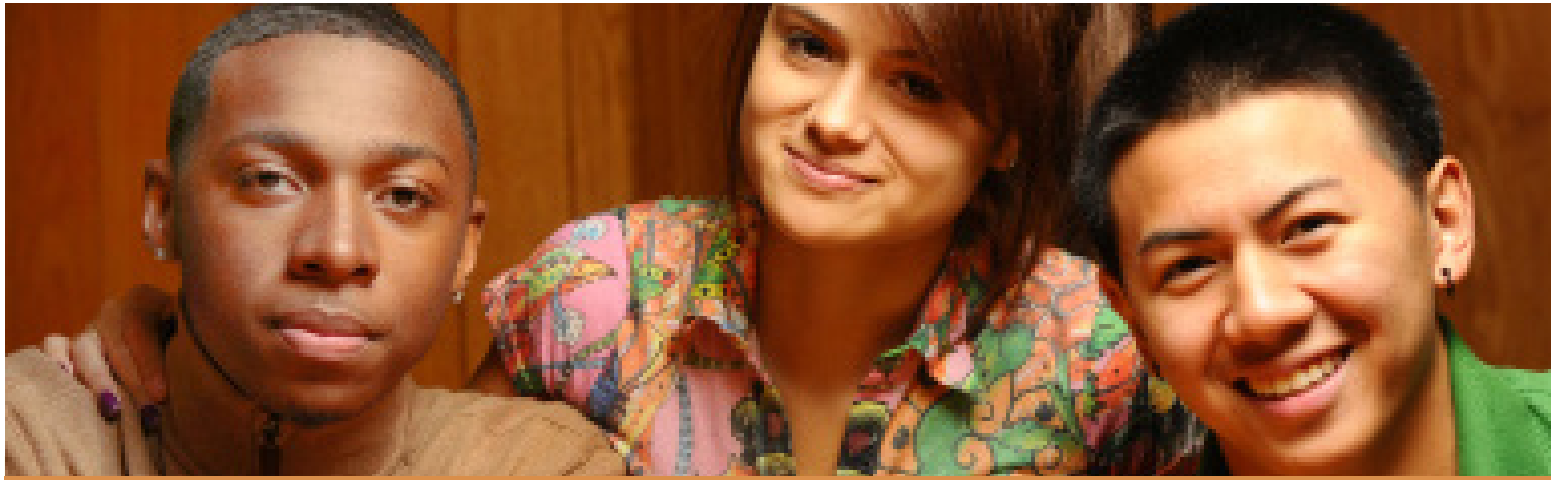
Chart Paper, Markers

Purpose

Use Graffiti to help students brainstorm ideas and move around during the process.

Process

1. Using 4–5 pieces of chart paper, write one question about the topic on each piece.
2. Divide students into 4–5 groups and give each group a piece of chart paper with a question, or post the chart paper around the room and have each group start at one piece of paper.
3. Have students read the question on the chart paper and brainstorm answers to the question. Ask them to record their ideas on the chart paper in 5-10 minutes.
4. Once each group records their ideas, ask them to move to another piece of chart paper and complete the same process.
5. Ask each group to return to their original piece of chart paper. Have them read the graffiti on the paper and summarize the ideas on a separate piece of chart paper to share with the whole group.



PAUSE

adapted from Jay McTighe

Purpose

Use the Pause protocol to provide a chance for students to discuss and reflect on the concepts and ideas introduced by the text or texts. This protocol also helps students make connections to prior knowledge and seek clarification.

Time

90 minutes

Materials

Paper, Pens

Process

1. Write two sets of questions on chart paper: One set to help students connect the reading to their prior knowledge and one set to clarify their thinking about the reading.
 - Connection Questions: What connections can you make to what you already know or have done? What does this text remind you of? What would add to your understanding of this topic?
 - Clarification Questions: What is not clear about this topic yet? What is confusing? Where are you struggling to connect to this text or texts?
2. Ask students to get into groups of 3–4 people to discuss the main ideas and concepts from the reading.
3. Then ask students to connect their prior knowledge and experience to the reading by answering the Connection Questions.
4. Once they have completed the Connection Questions, have students answer the Clarification Questions.
5. After they complete the Clarification Questions, have each student pause and reflect in writing about what they read and their group discussion.
6. Ask for volunteers to share what they wrote with the whole group.



QUESTIONS

Purpose

Use the Questions protocol to examine a list of questions about a large topic and to generate thinking about the questions by all students in a class.

Process

1. Post the questions for the class around the room.
2. Ask students to get into groups of three.
3. Hand out the list of questions for the class and have students look them over.
4. Ask each group to choose a question to answer and remove it from where it is posted around the room. (10 minutes)
5. Have students walk around the room and talk to each other about their question to gather as much information as they can about the topic. (15-20 minutes)
6. Then have the original group members come back together to discuss what they learned by talking to other students and to synthesize the information they gathered about their question. (20 minutes)
7. After discussion, ask group members to creatively construct a visual that shares the answer to their assigned question with the whole group. Have group members post their charts around the room for viewing. Ask them to attach their question to their chart. (30 minutes)
8. Then ask group members to start at their chart and travel together around the room to read the posted charts. Have students discuss what they see on the charts and ask each group to contribute to the chart's substance by writing a post-it note that adds to the information already presented. Ask groups to post their notes on the charts. (3 minutes per chart)
9. If time permits, have each group return to their original chart and discuss the notes left for them by other students. Ask students to share one thing from the notes posted on their charts.

Time

120 minutes

Materials

Chart Paper,
Markers, Post-Its



Carousel

BRAINSTORMING

adapted from Lipton & Wellman

Time

90 minutes

Materials

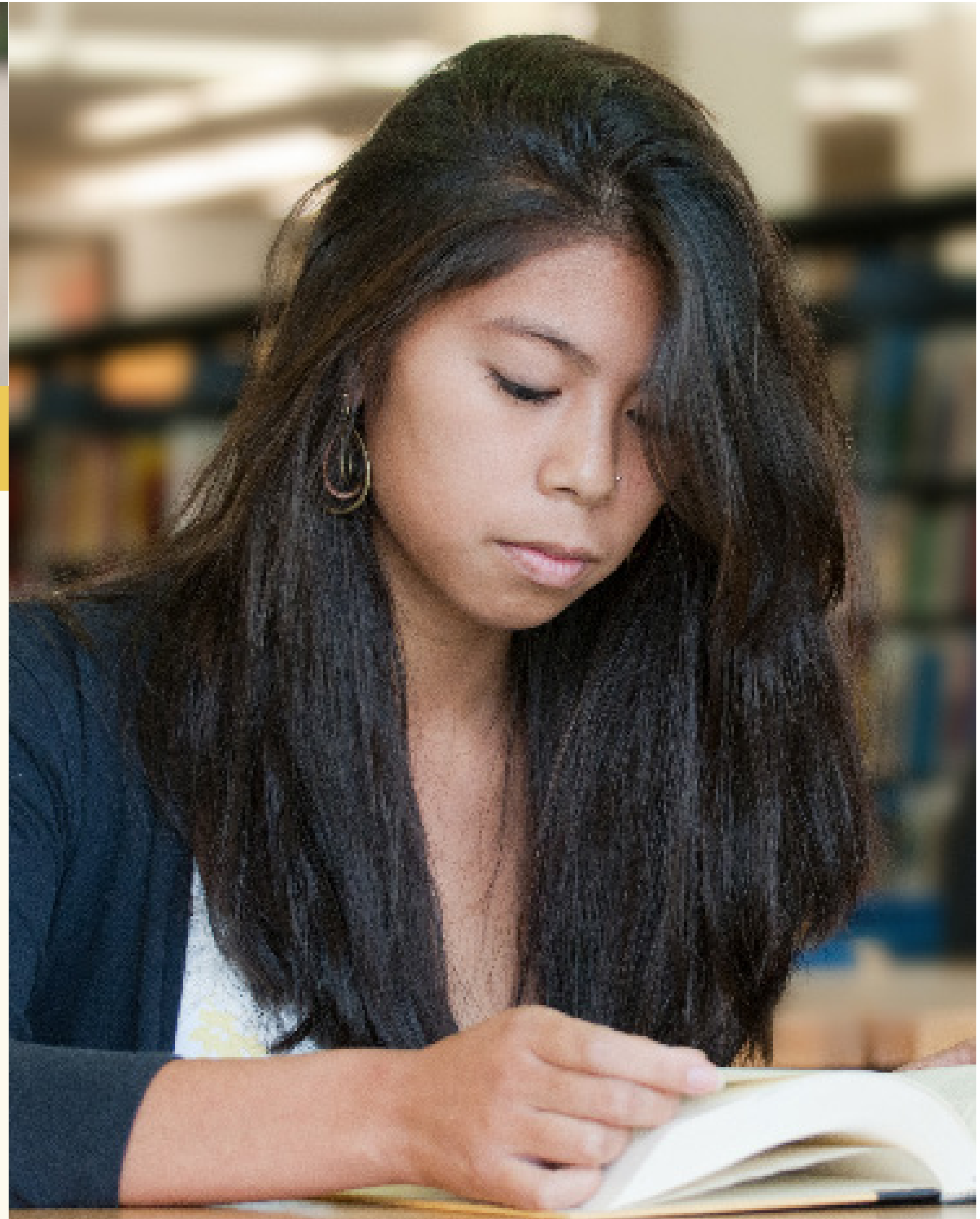
Chart Paper, Markers

Purpose

Use the Carousel Brainstorming protocol to activate prior knowledge of a topic through movement and conversation.

Process

1. Generate a set of questions on the topic and write each question on a separate piece of chart paper. The number of questions should reflect the number of groups you intend to have during this activity. Post the question sheets around your classroom and number the stations in clockwise order.
2. Divide students into groups of 4 or less.
3. Ask each group to stand in front of a home base question station. Give each group a colored marker for writing their ideas at the question stations. Use a different color for each group.
4. Tell the groups that they will have 3–4 minutes to brainstorm and write ideas at each question station. When time is called, groups will rotate to the next station in clockwise order. Group 1 will rotate to question station 2; Group 2 will rotate to question station 3 and so on.
5. Using a timer, begin the group rotation. Continue until each group reaches their last question station.
6. Before leaving the final question station, have each group select the top 3 ideas from their station to share with the whole group.



GALLERY

Walk



Collaborative

ANNOTATION



Time

60 minutes

Materials

Chart Paper, Markers,
Post-its, Pens

Purpose

Use the Gallery Walk protocol to create a process for students to learn about and respond to several texts on a topic. This protocol allows students to move around and see information represented visually.

Process

1. Divide students into small groups.
2. Have group members discuss the text and then write main ideas and questions from the text on chart paper.
3. Have the groups post their chart paper on the wall with a blank piece of chart paper next to it.
4. Ask groups to rotate around the room reading the main ideas and questions from each text. Have each student write a response on a post-it as they read each chart paper and stick the post-it to the blank sheet of chart paper next to the one on the text.
5. After everyone has responded to each of the texts, have the groups return to their original chart paper and read and discuss the post-its left by other students.

Purpose

Use Collaborative Annotation to go in-depth on a topic and to use writing to learn.

Time

60 minutes

Materials

Paper, Pens

Process

1. Have students read the text for homework or in class.
2. Ask them to write 3–4 sentences to share with the group about their thoughts on the reading, what they found most important and any questions they have on the topic.
3. If the group is small, ask students to sit in a circle. If the group is large, break students into groups of 4–5 and ask them to sit in a circle.
4. Once in circles, have students pass their writing to the person on their left.
5. Ask each student to read the writing they were given and to respond in writing on the same piece of paper, expanding on what the previous person wrote about the topic. Give each student 5 minutes to write.
6. Repeat this process until each member of the group has back their original piece of writing.
7. Then have students read all of the comments on their writing.
8. After they finish reading, have students write for 5–10 minutes about the comments answering the questions: what did I find the most interesting? What did I learn? What questions do I still have about this topic?
9. Ask for volunteers to share their writing, the comments they received and the answers to the questions in Step 8.



adapted from
Reading West

Three A

QUESTIONS

Time

60 minutes

Materials

Chart, Paper, Markers

Purpose

Use the Three A Questions protocol to do a close reading of an text or texts and to generate discussion among students.

Process

1. Post the Three A questions:
 - What **A**ssumptions does the author of the text hold?
 - What do you **A**gree with in the text?
 - What do you want to **A**rgue with in the text?
2. Ask students to get into groups of 3. Have each group member take one of the Three A questions.
3. Starting with the Assumption question, ask each group member to answer their question. Then have the group members discuss the answers given and respond to each other.
4. Once each group has talked about all three questions, bring the whole group together for a discussion of the Three A questions.

Play the **ROLE**

Time:

60 minutes

Materials:

Note cards, Post-Its

Purpose

Use Play the Role to give each student an opportunity to explore and gain a deeper understanding of a text. This protocol is best used with longer texts.

Process

1. Label 4 note cards with the group roles and their definitions:
 - Summarizer: highlights key ideas in the text
 - Questioner: poses questions about the text
 - Clarifier: addresses confusing parts of the text and attempts to answer the questions posed by the Questioner
 - Predictor: makes guesses about where the text is going next
2. Have students get into groups of 4.
3. Give each student a note card that identifies their role in the group.
4. Have students read a few paragraphs of the text. Ask them to take notes on post-its as they read to prepare for their role in the discussion.
5. Once they have finished reading the paragraphs from the text, have each student play their role in the discussion.
6. The Summarizer begins the discussion by highlighting the key ideas at this point in the reading. The Questioner then poses questions about the selection. The Clarifier addresses confusing parts and attempts to answer the questions that were posed. The Predictor then offers guesses about where the text will go next.
7. The roles in the group then switch one person to the right and students read the next few paragraphs.
8. Students repeat the process using their new roles. This process continues until students read the entire text. Have each group debrief its process.

The FINAL WORD

adapted from National School
Reform Faculty

Time

60 minutes
(depending on the
size of the group)

Materials

Chart, Paper, Markers

Purpose

Use the Final Word protocol to give each student an opportunity to have their ideas, understanding, and perspective enhanced by hearing from others. With this format, students can explore a text, clarify their thinking, and have their assumptions and beliefs questioned in order to gain a deeper understanding of a topic.

Process

1. Have students read a text and underline or highlight the idea they believe is the most significant. Have them also identify a second idea as well.
2. In class, ask students to sit in groups of equal size.
3. The first person begins by reading the idea they identified as significant in the text. Have the person refer to where the quote is in the text. Then, in 3 minutes, this person describes why the idea is significant to them.
4. Then continue around the circle having each person respond to what the first person said in less than a minute. The purpose of the response is:
 - to expand on the idea presented
 - to provide a different perspective on the idea
 - to clarify the idea
 - to question the idea or issues raised about the idea
5. After going around the circle with each person responding, the person that began has one minute to have the final word. Now what are they thinking? What is their reaction to what they have heard?
6. The next person in the circle then begins by sharing their idea from the text. Proceed around the circle in the same way as with the first person and their idea. This process continues until each person has had a round with their idea.
7. Have the groups end by debriefing their process and the ideas presented from the text. If time permits, ask the groups to create a list of ideas from their group to share with the whole group.



FISHBOWL

Purpose

Use the Fishbowl protocol to create dynamic group involvement and stimulate discussion.

Process

1. Before students participate in a fishbowl, have them read 2–3 short texts or one long text about the topic.
2. Based on the texts you want students to read, write a set of questions about the topic for students to explore.
3. In class, ask students to form two circles, an inner circle and an outer circle. The inner circle is the discussion group and should consist of at least 4 students. The outer circle is the observation group and contains the rest of the students. Just as people observe fish in a fishbowl, the outer circle observes the inner circle. The most students you should ever have for this protocol is 20 (10 discussing and 10 observing).
4. Ask the inner circle to engage in a discussion about the text or texts they read and the questions that frame the class. Ask the outer circle to listen to the discussion and take notes to clarify and deepen the conversation.
5. After 10 minutes, ask the students in the inner circle to become the outer circle and the students in the outer circle to become the inner circle. Have the inner circle use their observation notes to continue the discussion and the outer circle observe and take notes on the inner circle discussion.
6. After 10 minutes, have the inner circle turn and discuss the questions with students in the outer circle.
7. After 10 minutes, bring the circles together and discuss the main ideas and questions that emerged from the fishbowl.

Time

90 minutes

Materials

Paper, Pens

THINK, PAIR, SHARE



Purpose

Use Think, Pair, Share to help each student in the group to formulate their own ideas and to share these ideas with other students.

Time

60 minutes

Materials

Chart Paper, Markers

Process

1. Have students read the text or texts on the topic. Ask them to highlight main ideas while they read and to write down any questions they have about the topic.
2. Post the essential questions for the class.
3. Ask students to get into groups of four and number themselves from 1–4.
4. Give students 5 minutes to THINK about the reading and to write about their ideas.
5. Using student numbers, announce discussion partners. Group members #1 and #2 will be partners and group members #3 and #4 will be partners.
6. Ask students to PAIR with their partner to discuss the reading, their ideas and the essential questions.
7. Then ask group members #1 and #3 and #2 and #4 to PAIR and have a new discussion about the reading, their ideas and the essential questions.
8. Once students have completed their second discussion, ask group members to come back together as a group of four and create a visual of their discussions to SHARE with the whole group.



TEA PARTY

Purpose

Use the Tea Party protocol to encourage and generate discussion about a topic. This protocol is best used with large groups

Time

60 minutes

Materials

Index Cards

Process

1. Write quotations or questions about the topic on index cards. Have enough cards so each student can have one. Place the cards in a box or on a table.
2. Have students select a card and individually reflect on its content and how it connects to them.
3. Then ask students to mingle and share the quotation or question from their card in pairs. Encourage students to spend 5 minutes in each pair.
4. After students have shared for 15 minutes, have them form triads or quads to further discuss the topic.
5. Bring students back into the whole group to share questions and ideas raised by the process.