

@ Home Lesson Analysis:

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| <p>Identify questions within the activity.</p> | |
| <p>What purpose did the questions serve?</p> | |
| <p>How did the questions further student understanding?</p> | |
| <p>How did they serve as a check for understanding?</p> | |
| <p>How did they align to the unit phenomenon?</p> | |
| <p>Thinking about your students, what modifications would you make to questioning to address their needs?</p> | |

Discourse Routines: K–5

Explanation Language Frames—a gradual release strategy that provides students with a structure to frame their thinking. *Ex:* Turtles need a ___ to survive because ____.

Thought Swap —an interactive activity that allows students to practice speaking and listening. Students form two lines facing one another. The teacher poses an open-ended question aligned to the unit/chapter/lesson. The first student responds to the question and the second student repeats what they heard said and then asks a probing/clarifying question. Then the second student adds their thoughts and the first student repeats what they heard them say. Then the students swap partners to respond to another open-ended question or idea.

Think-pair-share (TPS)—is a collaborative learning strategy where students work together to solve a problem or answer a question. This strategy requires students to (1) **think** individually about a topic or answer to a question; and (2) **share** ideas with a partner.

Shared Listening—Whole group or small group opportunity for students to listen to someone share ideas or provide an explanation. Shared Listening, similar to Thought Swaps, enlist students to restate (verbally or in writing) what they've heard in order to demonstrate understanding and comprehension.

Partner reading—a cooperative learning strategy to increase comprehension.

Partner reading is when students read an assigned text with a **partner**. The students share the text and take turns reading. They may take turns reading every other sentence, or every other page. The teacher circulates to listen and ask probing questions that enable them to understand student learning.

Discourse Routines [K-5]

Evidence Circles—sorting activity to match claims, evidence and reasoning, facilitated in whole and small groups. Students use sentence frames and evidence gradients to align evidence that best support their claim.

Word Relationships—a strategy used to help students make connections between concepts based on key characteristics. Routinely making connections gives students the necessary practice with recognizing patterns, identifying relationships, and building upon complex ideas.

Questioning Strategies—In order to engage all learners in the classroom, ensuring everyone has the opportunity to participate in discussions and do the important thinking when a question is posed, teachers use a variety of questioning strategies along Bloom’s Taxonomy. Questions are pre-planned prior to the lesson and specifically aligned to the learning objectives and differentiated student needs.

Bloom’s Taxonomy

