

Strategy: Building shared
understanding through
facilitated group conversation

Guiding Principle #1 Building Community

Student Instructions

Step 1

- Read the assigned text.
- Identify a word, a phrase, and a sentence that you think is important. Use a highlighter and the sentence frame.
- Be prepared to share and explain your choices with the group.
- You can comment or ask a question after each person has had a turn to share.

Sentence Frames for Sharing/Responding

Round 1:

A **sentence** from the text that I think is important is

Round 2:

A **phrase** from the text I think is important is

Round 3:

A **word** from the text that I think is important is

Round 4:

I agree with what _____ (Name) _____ said because _____

_____, (Name) _____, why did you choose the word/phrase/sentence _____?

Establish Group Expectations

- Ensure students know and understand group expectations prior to group conversations (see sample remote learning community matrix).
- Predetermine diverse groups (no larger than 3) and student roles (i.e., timekeeper, reporter, speaker).
- Ensure students know and understand their role prior to the group meeting in order to fulfill their responsibility (i.e., timekeepers have a timer).
- Consider rotating the various roles after multiple opportunities to practice and build skill level.
- Determine the amount of time needed in the breakout group/room.
- Provide and show the pre-determined cues for transition in/out of breakout room (i.e., count down, visual cue, etc.).
- Join groups to check in and ensure students are on track.

Group Expectations Matrix

Be Safe	Be Respectful	Be Responsible
Include and encourage others to participate	Video and audio on when speaking	Be on time and ready to learn
Use the “ask for help” or chat if you have questions	One speaker at a time	Be present and stay on task
Use positive and encouraging words and actions	Respect others viewpoints or opinions	Take a break and return
	Use kind words and faces	Follow the directions
		Try your best

Student Instructions for Small Groups

Step 2

Once you are in your groups, determine:

- who is the reporter (record the **words** from round 3 each group member identified, share the **words** in the chat upon return to the main room)
- who is the timekeeper (ensure you know how much time that each person will have time for speaking)
- who will begin (select a new person each round)

Step 3

In your groups take turns:

Round 1: Each person shares a **sentence** from the text that they think/feel is important.

Round 2: Each person shares a **phrase** from the text that they think/feel is important.

Round 3: Each person shares a **word** from the text that they feel is important and explains why it was chosen.

Round 4: Each person can comment or ask a question of other members.

Please follow the group expectations.

Large Group Discussion

Purpose: To collaboratively construct meaning, clarify, and expand thinking about a text

- What did you discuss and what does that say about (i.e., introduction/chapter/article)?
- Recorder—please share (verbally or in the chat) the words from the group.
- Open up for discussion using the chat or through conversation:
 - What do we notice about the words chosen? Are there any surprises? What words are the same? Which are different?
 - What questions/wonderings do we still have?
 - Invite students to share expanded thinking/new learning, etc.
 - Invite students to reflect on their learning and group experience in a reflection journal (see Guiding Principle #3 Strategy: Self-Reflection).