

## Culturally Responsive Reflection Strategies

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## • Reflection Strategies: 10/2 lecture, Think/Pair/Share

### **Name of Strategy:**

10/2 lecture, Think/Pair/Share

### **How GLAD Came to it:**

Art Costa, Spencer Kagan

### **Why we do it:**

- Guided Oral Practice Strategy.
- The brain processes information best in chunks, so during direct instruction time, the student gives periodic opportunities for students to talk with other students to process new information.
- It's an informal assessment for students' comprehension of new content concepts and students' practice of new vocabulary.
- Students interact to negotiate for meaning and engage in comprehensible output and academic discourse.

### **Key Coaching Points:**

- During the input part of a lesson, the teacher directly instructs students. However, for every 10 minutes of teacher talk, there should be 2 minutes of student processing time when they can turn and talk to each other about the new concepts, using new vocabulary.
- Students can process the information in their language of choice.

### **Variations:**

- At primary grades, a 5/1 might be more appropriate.

### **Standards:**

- Students clearly communicate ideas in speech
- Students listen to others' ideas to inform their own thinking

### Name of Strategy:

Expert groups

### How GLAD Came to it:

Spencer Kagan (Jigsaw)

### Why we do it:

- Reading and Writing strategy
- Address heterogeneous reading groups
- Direct teaching of study skills, research skills, and note taking
- Identify key words

### Key Coaching Points:

- Text comes from grade level text that has been chunked or modified.
- High-academic vocabulary even in the lower grades.
- Teacher has control over the vocabulary in the text (comprehensible information) and this provides success for retention.
- Students are encouraged to write and sketch to remember what was read. Sketching increases comprehension and memory.
- Sketching is for the brain. Drawing is for Art.
- Students highlight high level words.
- Make sure the limited language students are sitting right next to the teacher.
- If a student is very language limited, twin them with someone else to report back to their team.
- This strategy can be very successful if it has carefully structured information. Not too much not too difficult especially if they are just learning the strategy.
- Don't assume that because your students are good readers they can do research or take notes on their own. Give them guidance or a graphic organizer for them to know the facts or to be aware of the information they are looking for.
- Constant reinforcement of used vocabulary from the text they are reading.
- Students take responsibility for one category of information from the big picture and become more knowledgeable in that area to teach the information to their peers, fostering positive interdependence.
- Provide culturally sensitive text.

### Variations:

- In primary grades, one category could be used for each expert group.
- Also, use color coded paper so that students hold onto them/teacher recognizes them easily.
- Experts in upper grades do research on their own.
- Use many picture file cards before and during the expert group to build more background and during reading expert sheet to aid in comprehensible input.

### Standards:

- Students read to become fluent.
- Students read words in context that aid comprehension.
- Students develop note taking and study skills.
- Students make mental images. (sketches)
- Students categorize information (transfer to mind map graphic organizer).

## • Reflection Strategies: Give One, Get One

After reflecting or journaling about a topic, students are asked to get up and find another student across the room with whom to share their reflections, thoughts or answers. Students are to give information to another student and receive information from the same student. This can be done for three to five rotations (or more) and, when done, students return to their seats to compile their newly gained information.

### **Web – Key Words Connected:**

Place Key Word in a box or circle in the center of a piece of paper. Boxes are placed around the Center Box, some closer, some farther away. As students brainstorm meanings, synonyms, antonyms or ideas related to the Key Word, lines are drawn from the center box to other boxes surrounding it. The new words are placed in the now-connected boxes creating a web effect on the paper.

### **A variation:**

places the Key Word at the top of a piece of paper. Underneath, in a horizontal line, are three to six boxes in which will be placed the strongest meanings, synonyms, antonyms or ideas relating to the Key Word. These will be identified as Secondary Words. Underneath each of these boxes will be a vertical line of words that relate to the Secondary Words.

**Name of Strategy:**

Learning Log

**Why we do it:**

- Reading/Writing Strategy
- Record of student learning...formative assessment

**Key Coaching Points:**

- Content-based & teacher assigned
  - ◆ responses to reading/content
  - ◆ listen & sketch
  - ◆ sketch & write
  - ◆ quick writes
  - ◆ letters
- Students held accountable for using language of instruction...support on walls
- Sketching encouraged for all learners
- 5-6 sheets of white, unlined paper stapled with a Text/You T-chart cover
  - ◆ the TEXT side is for facts and the YOU side is for student connections/opinions/reactions
  - ◆ unlined paper because it allows more options for organizing thinking (clustering, mind-mapping, sketching...)
  - ◆ use lined paper when you want strictly writing and attach

**Standards:**

- Student writes for a variety of audiences and purposes

## • Reflection Strategies: Listen and Sketch

### Name of Strategy:

Listen and Sketch

### Why we do it:

- To help students reflect on new learning
- Reading and writing strategy
- Practices listening skills, comprehension of receptive language
- Practices making mental images

### Key Coaching Points:

- Teacher selects a descriptive passage that lends itself well to making mental images and reads the passage aloud using appropriate phrasing but reading slowly, with the cover art covered so that students have no notion of illustrations.
- As the teacher reads, the students sketch the images that come to their minds on plain white paper, labeling with words if they want to.
- To support early stage ELD students, the teacher quickly shows ELD students illustrations to increase their comprehension of what is being read.
- Best when text links to unit theme.

### Standards:

- Use visualization to comprehend text.

## • Reflection Strategies: Make an Appointment

### **Make An Appointment:**

Preceding an activity, students can be prompted to make four appointments—those students they will interact with during the activity. Students are instructed to ‘make an appointment’, non verbally, with another student across the room. Once non-verbally confirmed by another student, instructions are given to make their second appointment, their third appointment and so on. All communication is done non-verbally. For simplicity and ease, and depending on the age of the students, no more than five appointments at a time should be made.