Collaborative Group Work
Protocols

Collaborative Group Work Protocols

Developed by
Barbara Masley, Program Director
Michelle Paranto, Senior Project Manager
Artwork by Rosemary Ahmadi
Jobs for the Future
May 2008



JOBS FOR THE FUTURE

CREATING STRATEGIES
for Educational and Economic Opportunity

Jobs for the Future is a nonprofit organization, engaged in research, policy analysis, consulting, and advocacy. We work to strengthen our society by creating educational and economic opportunity for those who need it most.

Copyright © 2008 by Jobs for the Future, Inc.

contents

Foreword	3
1 - 3 - 6	4
3 - 2 - 1	6
Any Questions?	7
Carousel Brainstorming	8
Collaborative Annotation	9
Fishbowl	11
Four A Questions	12
Gallery Walk	13
Graffiti	14
Jigsaw	15
Let's Do Lunch	16
Pause	17
Play the Role	18
Tea Party	19
The Final Word	20
The Wagon Wheel	21
Think, Pair, Share	23
Bibliography	24

foreword

Collaborative Group Work

Collaborative group work is the hub of the wheel of instruction. It engages and empowers students and encourages them to construct knowledge in ways that can last a lifetime. The aim of collaborative group work is to bring students together to think and talk about a topic so they may deepen their understanding and generate new ideas. This collection of protocols captures some of the ways to structure group work in classrooms. These protocols have been adapted from multiple sources and many, many educators throughout years of practice.

Before implementing a protocol, we suggest that you think about how many students are in your class, how much time you have and the goals you would like to accomplish through using group work. You can modify each protocol to meet your needs and the needs of the students in your classroom. When using group work, teachers should always remember that it is most successful when they carefully plan outcomes and are actively observing and engaging with groups at work.

1 – 3 – 6

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 an article or articles and to share their ideas and opinions with a group.

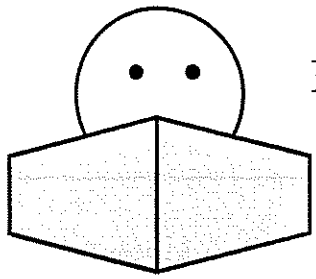
Process

1. Give students an article or articles to read.
2. Have students write their responses to the article.
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 and bring them together and clarify the lists of ideas from the groups of three.
6. Ask each group of six to share their list with the whole group.



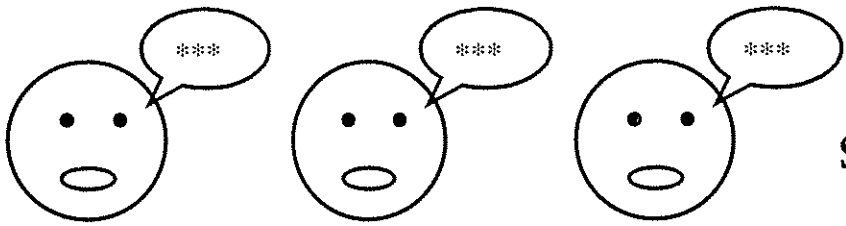
adapted from Joanne McCabe

1 – 3 – 6

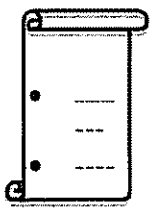


READ

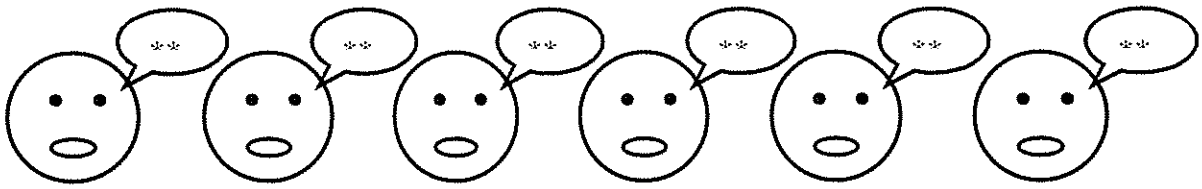
WRITE



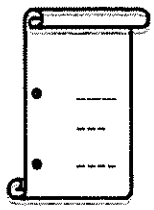
SHARE



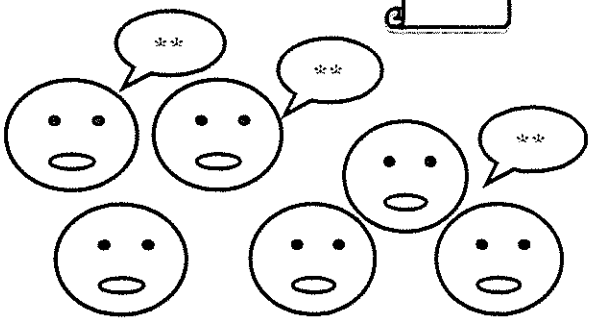
LIST



SHARE



LIST



REPORT OUT

3 – 2 – 1

Materials

Chart Paper, Markers

Purpose Use the 3 – 2 – 1 protocol to focus the discussion of an article and to encourage students to join the discussion.

Process

1. 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?

2. Have students read the article and take notes in response to the 3 – 2 – 1 questions.

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 article and the answers to the 3 – 2 – 1 questions.

adapted from Lipton & Wellman

Any Questions?

Materials

Chart Paper, Markers, Post-its

Purpose Use the Questions protocol to examine a list of questions about a topic and to generate thinking about the questions by all students in a classroom. This protocol can be used with any number of questions.

Process

1. Post the questions for the class discussion individually around the room.
2. Ask students to get into groups of 3 or 4.
3. Hand out the list of questions for the class discussion and have group members 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 group members walk around the room and talk to other students about their question to gather as much information as they can about it. (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.

Carousel Brainstorming

Materials

Chart Paper, Markers

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

Process

1. Generate a set of questions on a 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 the room and number each question sheet in clockwise order. Each question sheet is a question station.

2. Divide students into groups of 4 or less.

3. Ask each group to stand in front of a 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.

adapted from Lipton & Wellman

Collaborative Annotation

Materials

Paper, Pens

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

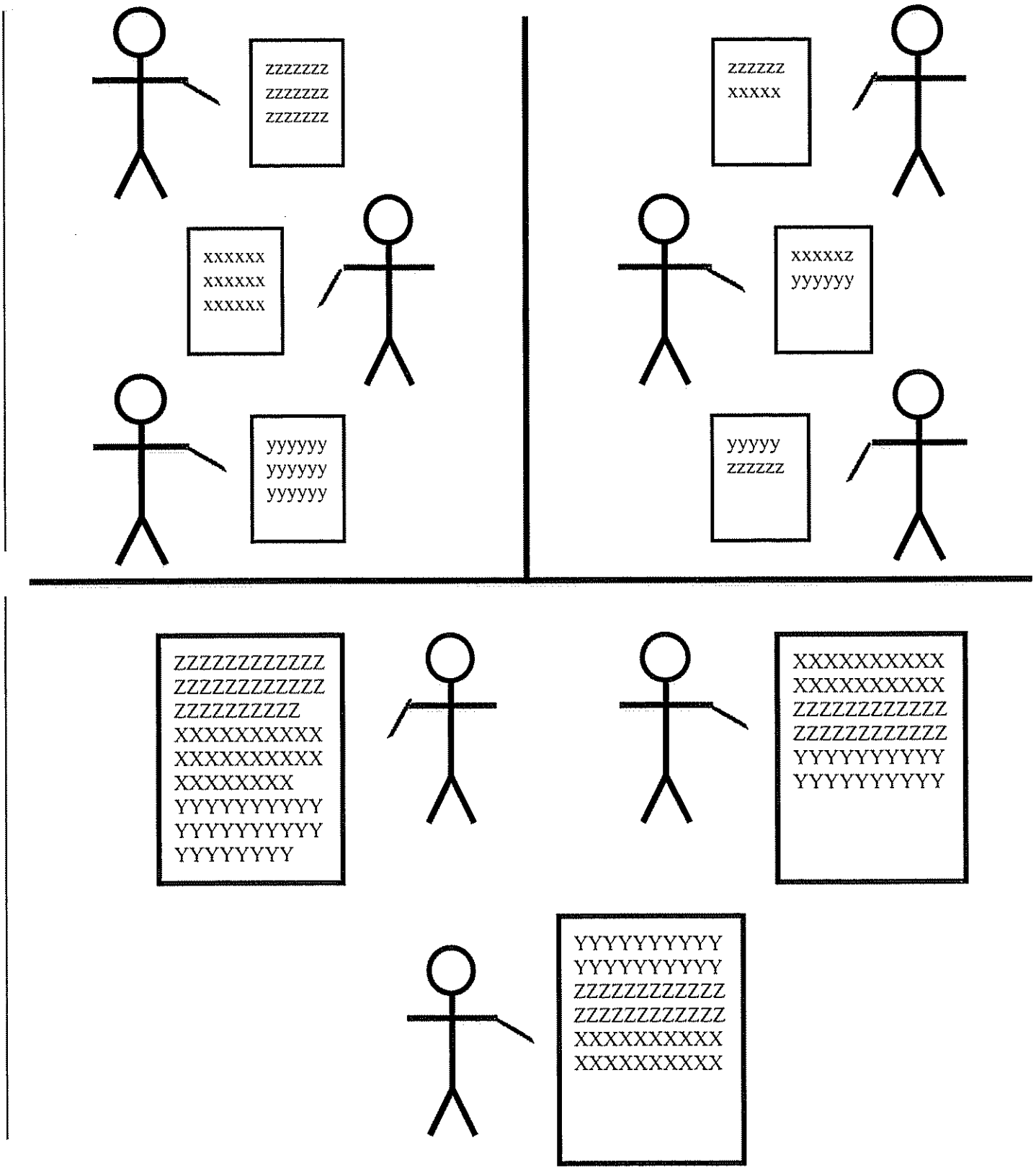
Process

1. Have students read the article or articles.
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 students to read the writing they were given and to respond in writing on the same pieces of paper, expanding on what previous students wrote. Give students 5 minutes to write.
6. Repeat this process until students have back their original pieces 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.

see next page for visual

adapted from Greece Central School District

Collaborative Annotation



Fishbowl

Materials

Paper, Pens

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

Process

1. Based on the articles you want students to read, choose a set of questions about the topic for students to explore.

2. Before students form the fishbowl, have them read 2–3 short articles or one long article about the topic.

3. Once they have finished reading the articles, 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 article or articles they read and the questions that frame the classroom discussion. Ask the outer circle to listen to the discussion and take notes to clarify and deepen the conversation about the topic.

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.

adapted from Donald Clark

Four A Questions

Materials

Chart Paper, Markers

Purpose Use the Four A Question protocol to do a close reading of an article or articles and to generate discussion among students.

Process

1. Post the Four A questions:
   - What Assumptions does the author of the article hold?
   - What do you Agree with in the article?
   - What do you want to Argue with in the text?
   - What parts of the article do you Aspire to?

2. Have students read the article and take notes in response to the Four A questions.

3. Ask students to get into groups of 4. Have each group member take one of the Four A questions.

4. Starting with the Assumption question, ask students to answer their questions. Then have group members discuss the answers given and respond to each other.

5. Once each group has talked about all four questions, bring the whole group together for a discussion of the Four A questions.

adapted from National School Reform Faculty

Gallery Walk

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 articles on a topic. This protocol allows students to move around and see information represented visually.

Process

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

Graffiti

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 the chart paper, 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. Give each group 5–10 minutes to record their ideas.

4. Once groups record their ideas, ask students 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.

Jigsaw

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 an article. This activity is best if you want students to read a longer article.

Process

1. Divide students into jigsaw groups of 4.
2. Divide the article 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 students to share the ideas from their segments of the article. 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 article.

adapted from The Jigsaw Classroom

Let's Do Lunch

Materials

Invitations

Process

Let's Do Lunch is a protocol for establishing a set of partners who will work together to discuss a subject and/or complete a particular project. Students are given a daily schedule and must find a partner to have lunch with thereby filling in each appointment date listed on the schedule. This protocol is best used with large groups.

Individuals are expected to exchange lunch date times with one another and lock in their mutual appointments. The teacher determines the amount of time students have to discuss and complete an assignment. This exercise is completed when all luncheon dates have been fulfilled.

The number of lunch date partners one has to obtain is predetermined by the amount of time that will be used to discuss a topic as well as the number of partners that each student must meet with in order to complete the exercise.

My Luncheon Appointments

Name: _____

First Luncheon Appointment _____

Second Luncheon Appointment _____

Third Luncheon Appointment _____

Fourth Luncheon Appointment _____

Pause

Materials

Paper, Pens

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

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 article remind you of? What would round out your understanding of this topic? What can you add?

    - Clarification Questions: What is not clear about this topic yet? What is confusing? Where are you struggling to connect to this article or articles? How can you probe for deeper insights?

2. Have students read the article or articles.

3. Ask students to get into groups of 3–4 people to discuss the main ideas and concepts from the reading.

4. Then ask students to connect their prior knowledge and experience to the reading by answering the Connection Questions.

5. Once they have completed the Connection Questions, have students answer the Clarification Questions.

6. After they complete the Clarification Questions, have students pause and reflect in writing about what they read and their group discussion.

7. Ask for volunteers to share what they wrote with the whole group.

adapted from Jay McTighe

Play the Role

Materials

Note cards, Post-its

Purpose Use Play the Role to give each student in the group an opportunity to explore and gain a deeper understanding of an article. This protocol is best used with longer articles.

Process

1. Label 4 note cards with the group roles and their definitions:
   - Summarizer: highlights key ideas in the article
   - Questioner: poses questions about the article
   - Clarifier: addresses confusing parts of the article and attempts to answer the questions posed by the Questioner
   - Predictor: makes guesses about where the article is going next
2. Have students get into groups of 4.
3. Give each student a note card that identifies his/her role in the group.
4. Have students read a few paragraphs of the article. Ask them to take notes on post-its as they read to prepare for their roles in the discussion.
5. Once they have finished reading the paragraphs from the article, have students play their roles 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 article 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 article. Have the group debrief their process.

adapted from Reading West

Tea Party

Materials

Index Cards

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

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 cards 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 and its implications for them.
5. Bring students back into the whole group to share questions and ideas raised by the process.

adapted from National School Reform Faculty

The Final Word

Materials

Chart Paper, Markers

Purpose Use the Final Word protocol to give students an opportunity to have their ideas, understandings, and perspectives enhanced by hearing from others. With this protocol, students can explore an article, clarify their thinking, and have their assumptions and beliefs questioned in order to gain a deeper understanding.

Process

1. Have students read the article and underline or highlight the idea from the text they believe is the most significant. Have them also identify a second idea as well.

2. Ask students to sit in groups of equal size.

3. The first person begins by reading the idea he or she identified as significant in the article. Have the person refer to where the idea is in the text. Then, in 3 minutes, this person describes why the idea is significant to him or her.

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 and respond to what other students said.

6. The next person in the circle then shares an idea from the article. Proceed around the circle in the same way as with the first person. Continue this process until each person has had a turn.

7. Have the groups end by debriefing their process and the ideas presented from the article by each group member. If time permits, ask each group to create a list of ideas to share with the whole group.

adapted from National School Reform Faculty

The Wagon Wheel

Materials

Paper, Pens

Purpose Use the Wagon Wheel protocol to stimulate powerful thinking among people who might not know each other and to create vivid images of a new idea in action.

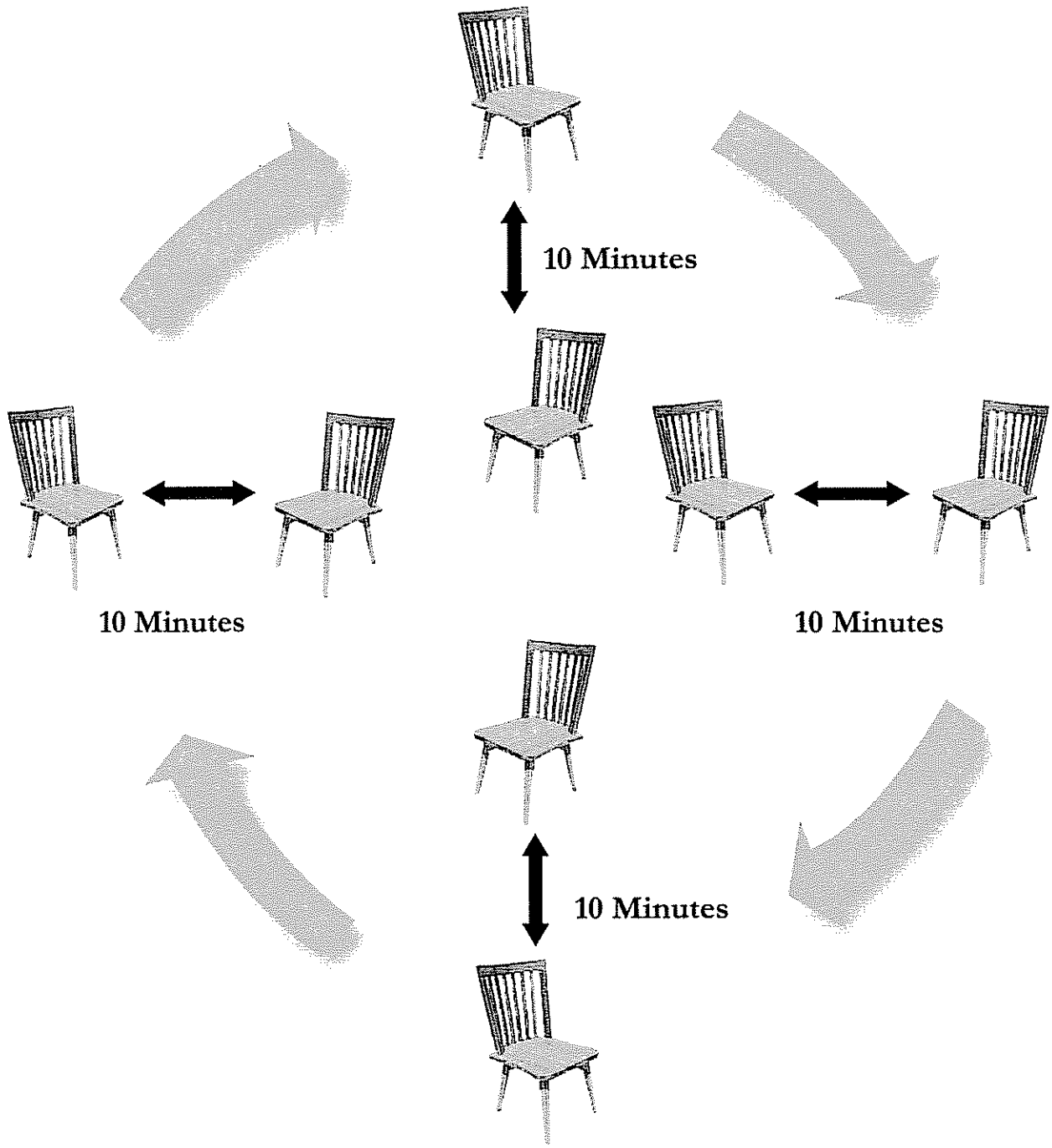
Process

1. Based on the articles you want students to read, choose 4 questions about the topic to explore.
2. 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.
3. Before students get into the wheel, have them read 2–3 short articles about the topic.
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 discussing the questions with each partner for 10 minutes.
7. Have students begin the discussion with their first partner. Have students in the outside wheel rotate every 10 minutes.
8. Once the students in the outside wheel return to their first partner, stop the rotation and bring students back to the whole group. Ask them to write for 5 minutes to summarize their discussions from the wagon wheel.
9. Have a whole group discussion about the topic and the questions explored during the wagon wheel.



adapted from National School Reform Faculty

The Wagon Wheel



After: Write (Summarize). Discuss (Whole Group).

Think, Pair, Share

Materials

Chart Paper, Markers

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

Process

1. Post the essential questions for the class discussion.
2. Have students read the article or articles on the topic. Ask them to highlight main ideas while they read and to write down any questions they have about the topic.
3. Once they have completed the reading, 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. 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.

adapted from Saskatoon Public Schools

Bibliography

Aronson, Elliot. The Jigsaw Classroom. http://www.jigsaw.org.

Clark, Donald. "Fishbowl." Performance, Learning, Leadership & Knowledge. http://www.nwlink.com/~donclark/index.html.

Department of Curriculum & Instruction. "English Language Arts." Greece Central School District. http://www.greece.k12.ny.us/instruction/ela.

Guilford County Schools. "Carousel Brainstorming." Instructional Strategies for Engaging Learners. http://its.guilford.k12.nc.us/act/strategies.

Instructional Strategies Online. Saskatoon Public Schools. http://olc.spsd.sk.ca/DE/PD/instr.

Jones, Raymond. "Strategies for Reading Comprehension." ReadingQuest. http://www.readingquest.org/strat.

Lipton, L., & Wellman, B. *Pathways to understanding: Patterns and practices in the learning-focused class room*. Guilford, VT: Pathways Publishing, 1999.

National School Reform Faculty. "NSRF Materials." http://www.nsrfharmony.org.

Stix, Andi. "Teaching Strategies for Cooperative Learning." The Interactive Classroom. http://interactiveclassroom.com/index.html.