

## Instructional Strategies that Support the Implementation of Disciplinary Discussions in Hybrid Classrooms

# 2

### FOCUS QUESTIONS

- What are some examples of instructional strategies teachers can use to implement the teaching practices in the Disciplinary Discussions Teaching Frame in hybrid classrooms?
- How are these strategies similar to or different from ones you currently use in your teaching?
- What is one way you could use one of these strategies in your classroom?

### Instructional Strategies

There are many instructional strategies that teachers can use to help build their students' discussion skills. The instructional strategies we are highlighting serve a number of purposes: (1) to deepen your understanding of the practice by looking at it through the lens of each element, (2) to see the need for purposeful planning, and (3) to acknowledge that it takes time to instruct and have students apply the skills of disciplinary discussions

### Instructional Strategy—*Layering Texts*

Texts today go beyond traditional print materials to include written, visual, audio, and multimedia messages that convey information or ideas. A text set is a collection of texts that share a similar topic or content. They may be written by the same author or painted by the same artist, be examples of the same genre, illustrate the same setting or theme, or provide a different perspective on the same person, event, or concept.

**Why Use This Strategy:** Synthesizing across multiple texts is a necessary skill for twenty-first-century learning, and layering texts in a set raises the intellectual rigor of this task. Synthesis includes summarizing key information, uncovering patterns within texts, and integrating ideas. In order to synthesize texts, students must first analyze them to determine important information and concepts conveyed by the authors. Then the discrete parts of the texts and the ideas within them can be compared to parts of other texts in the set to form new ideas and understandings. Layering texts offers students multiple entry points into a conversation and provides many reasons to engage in meaningful and extended discussions. Teachers often layer texts to offer greater accessibility for students because the text levels can vary to match the reading abilities represented in the classroom, which allows access for all.

**When to Use This Strategy:** Teachers layer texts when they want to increase student engagement, since the different formats featured in the text set can heighten student interest and motivate them to read. In addition, layering texts is an effective method of exposing students to multiple perspectives and purposes for creating the text. Finally, the texts in a text set are linked by their topic or content, and reading several texts layered this way helps round out concepts for students. When a teacher wants to emphasize key understandings, a text set provides opportunities to see important ideas repeated across texts.

**How to Use This Strategy:** Teachers strategically decide the order in which the texts will be presented to students based upon students' prior knowledge, student engagement, student proficiency levels, etc. These texts help students construct knowledge as they deepen their understanding by uncovering different texts.

### **Primary Grade Example Lesson: Provide Extended and Supported Opportunities for Students to Engage in Disciplinary Discussions**

1. In this example, the teacher layers texts within a set that includes a poem, an informational text, and a song (audio and visual text) to support student discussions about amphibians. Students can use their individual Conversation Skills posters to support them in their disciplinary discussion. The emphasis is on giving students the opportunity to use the Conversation Skills. Make sure the graphic organizer on page XX is in each student packet. Depending on the ability of the students, the graphic organizer can be a projected or a shared online document so it can be used as a classroom chart that is filled in by the teacher with student input or by students as an interactive writing piece.
2. Reproduce the poem "I Am an Amphibian" on page 71 and put it in student packets. Project the poem so all students can see it. Read the poem once. Ask students to listen to it again and think about what amphibian facts are in this poem. You can model this as a think aloud with the first four lines.
3. Place students into breakout rooms in Zoom or Google Meet and ask them to discuss with their partner the facts about amphibians in the poem. Have students underline the facts in their own copies as they discuss them. The number of sentence prompts and responses you use depends on your students. You can differentiate this by providing beginning students two or four prompts and responses while more capable students can use all of them. Again make sure students have copies in their packets.

#### Prompts

One fact is...  
What other fact is there?  
What does that mean?  
Where does it say that?  
Do you agree?

#### Responses

What do you think?  
Another fact is...  
I think it means...  
It says it right here.  
I agree because...

4. After students have discussed the facts in pairs, ask them to share out their facts to the whole class and you can record them on the projected graphic organizer in the column under “Poem.” You can also project visual representations of the facts to help students remember the words.
5. On the next day, have students meet with new partners in Zoom breakout rooms. Ask them to share one thing they learned about amphibians and why it is interesting. Explain they are going to be learning more facts about amphibians from a video. Show students the audio/visual text on amphibians on YouTube: <https://www.youtube.com/watch?v=tiOHDtRY8u4>. Watch it again and ask students to think about the facts they hear in the song. Have the lyrics written out on a handout in their packets and on the wall as a chart. Sing the song again as you point to the words (and sing the song throughout the week). Have students discuss the facts they heard in the song. Use the same sentence prompts and responses from yesterday.

Prompts

One fact is...  
 What other fact is there?  
 What does that mean?  
 Where does it say that?  
 Do you agree?

Responses

What do you think?  
 Another fact is...  
 I think it means...  
 It says it right here...  
 I agree because...

1. After students have discussed the facts in pairs on Zoom, ask students to share out their facts, and record them on the class graphic organizer in the column under “Video.” You can post visual representations to the chart to help students. Compare the two columns: What is the same, and what is new information? Cross off anything in column 2 that is the same as column 1 so there isn’t any duplicate information.
2. On the following day, have students meet with new partners in Zoom. Ask them to share one new thing they learned about amphibians and why it is interesting. Explain that today they are going to be reading a nonfiction article about amphibians. on page XX. They are going to be ‘text detectives’ and look for new facts about amphibians with their partners. If students are unable to read the text, you can project it and read it to them before they go into breakout rooms.
3. Direct them to talk to their partner and discuss any new facts about amphibians in the article. Have them underline the facts on their own copies as they discuss them. Use sentence prompts and responses.

Prompts

One new fact is...  
 What other new fact is there?  
 What does that mean?  
 Where does it say that?  
 Do you agree?

Responses

What do you think?  
 Another new fact is...  
 I think it means...  
 It says it right here...  
 I agree because...

4. After students have discussed the facts in pairs, ask students to share out their facts and highlight them on the chart paper. Then record them on the class graphic organizer in the column under “Text.”
5. Explain to students that, after they review all the facts about amphibians from the graphic organizer, they are going to meet in a group of four, two classroom students and two zoom students. They will discuss which facts about amphibians they find most interesting and why. Then they will try to come to an agreement about which fact is most interesting. Choose a student on Zoom and model this process as a think aloud using sentence stems and the graphic organizer.
1. Process the use of discussion skills with your students by citing different students’ use of the skills that you witnessed as you monitored their discussions. You can monitor the discussions by walking around the classroom and listening in or by joining the different Zoom breakout rooms. Using the poll function in Zoom ask students to rate their use of each of the discussion skills and set goals for the next opportunity.
2. Students can write a nonfiction book on amphibians as a way to conclude this activity, using the graphic organizer as a tool.

### **Intermediate Grade Example Lesson: Provide Extended and Supported Opportunities for Students to Engage in Disciplinary Discussions**

1. The layers of this text set include photographs, an informational text, and song lyrics to support student discussions about the buffalo soldiers who served in the American Civil War. Students can use the Conversation Skills poster to support them in their disciplinary discussion.
2. Project three photos of buffalo soldiers. Students should have copies of these photos in their packets. An example can be found at the URL below. The graphic organizer on page xx should also be in the students packets. Ask students to think about what they see in the images. At this point, do not supply them with any information, but instead allow them to tap into their background knowledge or begin to make inferences based on what they see. As you give them a couple of minutes to generate their own thoughts, place them into a breakout room with a partner to discuss what each of them noticed. Before launching the breakout rooms tell them to use their graphic organizer and discuss “What can you conclude about the people in the pictures?” and have them students fill in the “Pictures” column in the graphic organizer using the prompts provided as needed. After they have discussed the pictures, have them complete the prompt in the last row of that column: “We think...”  
<http://bloximages.chicago2.vip.townnews.com/missoulian.com/content/tncms/assets/v3/editorial/4/9a/49a8c67c-2833-11e1-a9a7-001871e3ce6c/4eebc2b635ebe.image.jpg>
3. Provide students with copies of the informational text entitled “Buffalo Soldiers” found on page XX. Make sure this handout is in the students packet. Set the purpose for the reading by explaining to students that they are going to be reading about the people in the photos. While reading, they should think about what information in the text supports what they discussed when viewing the pictures and what new information

they are learning. Choose an approach to reading the passage that best matches the needs of the students in your classroom. For example, you may ask students to read the text on their own, with a partner in Zoom, in a guided reading group, or by another method that supports your students' understanding of the text's content. When students have completed the reading, direct them to talk with their partners and fill in their graphic organizers under the "Article" column. Then place them into Zoom breakout rooms.

4. Shut down the breakout rooms and bring the students back to the main room. Play the song "Buffalo Soldier" by Bob Marley and ask students to follow along with the print lyrics found in their packets (you can access the lyrics at the URL below). Then tell students to engage in another discussion in a breakout room with their partners regarding what they learned from the lyrics and write that in the "Lyrics" column. Now have students discuss and, when they come to consensus, fill in the last row, "We can conclude from the three texts that..."  
<http://www.azlyrics.com/lyrics/bobmarley/buffalosoldier.html>
5. Shut down the breakout rooms and bring the class back together. Lead a class discussion by asking students to share with the entire class the evidence and thoughts they recorded on their organizers. Document their responses on a corresponding anchor chart or projected chart, paraphrasing when appropriate.
6. Process the use of discussion skills with your students by citing different students' use of the skills that you witness during their discussion. Use a poll and ask students to rate their use of each of the discussion skills then have students set goals for the next opportunity.

### **Instructional Strategy—*What Makes You Say That?*<sup>1</sup>**

Discussion protocols are an effective tool for engaging students in extended discussions about a variety of topics. They allow teachers to intentionally plan opportunities for students to use disciplinary conversation skills in meaningful ways. The "What Makes You Say That?" protocol provides a structured exchange of ideas between discussion partners that leads to the generation of new ideas.

**Why Use This Strategy:** "What Makes You Say That?" is an instructional strategy in which students prompt one another to justify their thinking and elaborate on their ideas. In order to meet the demands of the Anchor Literacy Standards in the CCSS, students need to demonstrate the ability to provide evidence for their claims and explain themselves with clear examples. This instructional strategy provides support and structure students can follow to practice these skills and engage in extended opportunities for purposeful conversations.

**When to Use This Strategy:** Teachers use "What Makes You Say That?" when they want students to employ multiple disciplinary conversation skills to deepen their understanding. The questions students respond to prompt them to put forth new ideas (Create), explain those

ideas (Clarify), and justify their thinking (Fortify). The final task in the protocol asks students to weigh the evidence at hand (Negotiate) and come up with a scenario behind this painting. This instructional strategy also provides a unique opportunity for students to not only produce thoughtful responses but also practice posing questions that extend discussions so that multiple exchanges occur. Additionally, the use of a visually interesting image is appealing on different levels and provides access for students who represent a range of academic abilities.

**How to Use This Strategy:** Distribute the graphic organizer found in appendix A on page 75. For younger students create the graphic organizer on chart paper. Project a visual text for the class to view. Provide a model for students as a think aloud encouraging students to add to what you notice and explain why. Introduce the students to the visual text and have them begin the protocol. This protocol can be used with historical artifacts, poetry, scientific observations, or making predictions in reading.

### **Primary Grade Example Lesson: Provide Extended and Supported Opportunities for Students to Engage in Disciplinary Discussions**

1. Project a visual text. Pose a question to students such as what do you notice?, what are the characters doing?, or where do you think this is taking place?; anything that will get them to share ideas or opinions.
2. After a student shares a response, ask “What do you see that makes you say that?” or “What do you know that makes you say that?” to get students to elaborate using reasons and evidence.
3. Here are two URLs for visual text.  
<http://stevyncolgan.blogspot.com/2010/11/new-painting-owl-and-pussycat.html>  
[http://img1.liveinternet.ru/images/attach/c/2/73/96/73096429\\_06\\_11\\_2009\\_0405700001257499.gif](http://img1.liveinternet.ru/images/attach/c/2/73/96/73096429_06_11_2009_0405700001257499.gif)

### **Intermediate Grade Example Lesson: Provide Extended and Supported Opportunities for Students to Engage in Disciplinary Discussions**

1. Introduce the painting “Siege of Yorktown” by French artist Louis Charles-Auguste Couder. The painting is available at  
[http://s3.amazonaws.com/mtv-main-assets/files/resources/large\\_aa375616-art-resource-web.jpg](http://s3.amazonaws.com/mtv-main-assets/files/resources/large_aa375616-art-resource-web.jpg)
2. Make sure the graphic organizer is in students packets and project it for students to see. Review the questions with students. Explain that students will have a discussion with a partner in which they ask and respond to these questions. Tell students that they should document their responses on the graphic organizer.
3. Provide students with prompts and responses in their packets and remind them to have these out:

Prompts

Responses

I notice that...

I say that because...

I think this is taking place...

I say so because...

I think the people...

I'm thinking that because...

7. Ask students to think about the painting and the evidence they shared to come up with a scenario about the people, the events, and the context. Have them use the negotiate prompts and responses to come to consensus. Place them into Zoom breakout rooms and monitor the discussions.
  
8. Debrief their conversation skills with students. Share examples of good conversation skills you heard your students using. Ask students to process their conversations and set goals for the next discussion. You can record breakout rooms and play the recording back and ask the entire class to provide constructive feedback on students' use of the conversation skills.