

Core Six



Circle of Knowledge

Circle of Knowledge

- ✦ What is it?
- ✦ It is a strategic framework for planning and conducting classroom discussions that engage all students in deeper thinking and thoughtful communication.

How does it align to CC?

- ✦ Using this strategy helps to build these skills:
 - ✦ Speaking, listening, and presenting
 - ✦ Integrating and evaluating information
 - ✦ Collaborating with peers

Effective Oral Communication = 21st Century Skill

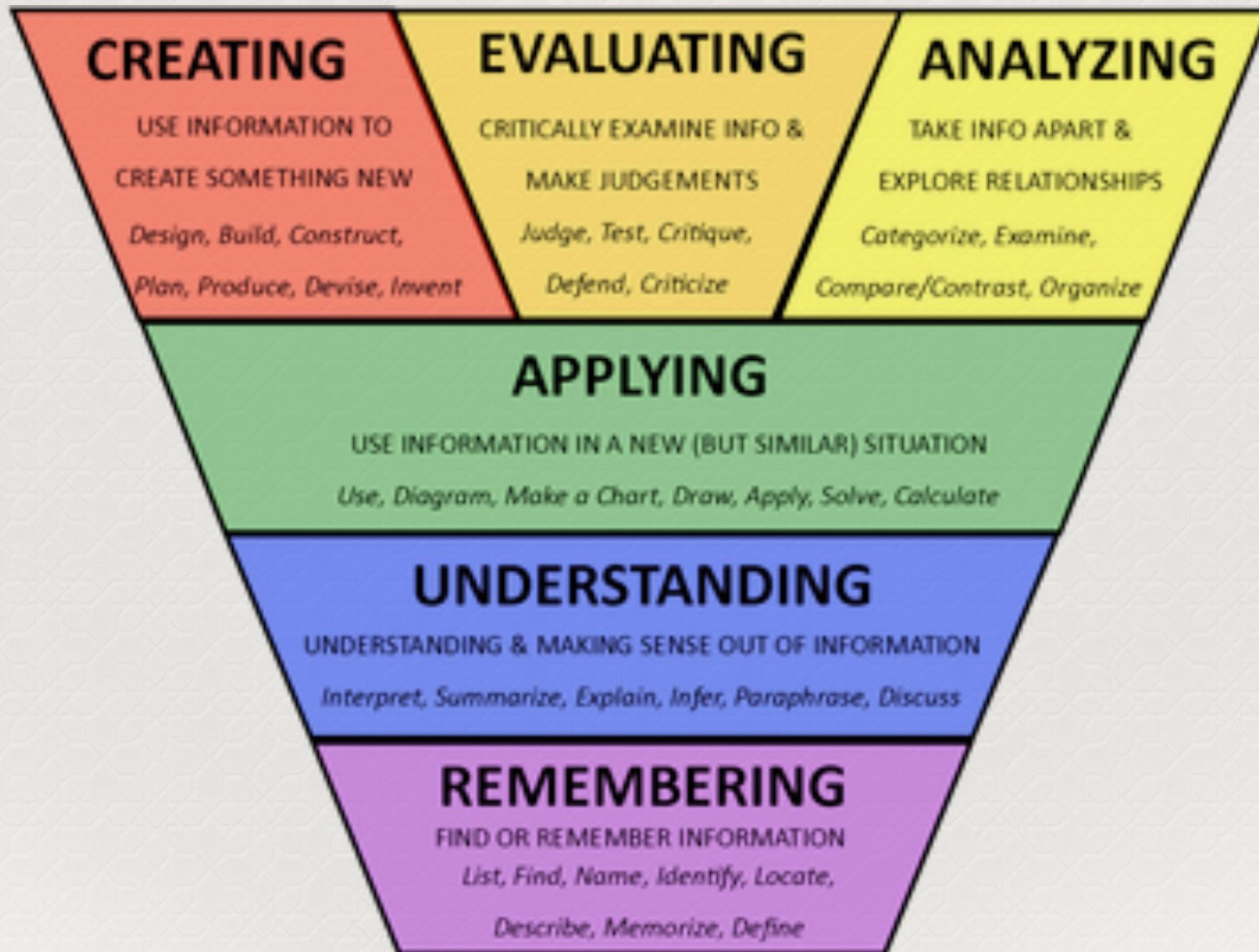
- ✦ To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content.



Speaking and Listening = Thinking

- ✿ Key ideas for speaking and listening include:
 - ✿ Building on other's ideas
 - ✿ Integrating and evaluating information
 - ✿ Evaluating a speaker's POV
 - ✿ Reasoning and use of evidence

Bloom's Taxonomy



Discussions = Collaborative & Interpersonal Skills

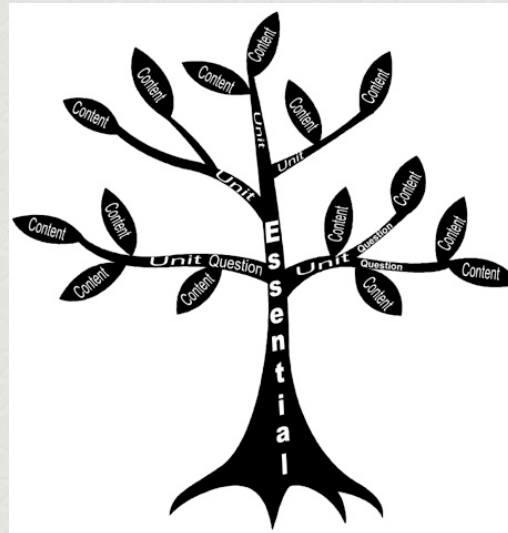
- ✿ 21st century classroom and work environments are settings in which people from often widely divergent cultures with diverse experiences and perspectives must learn to work together.
- ✿ Students must learn to listen attentively, appreciate opposing points of view, and disagree without “steamrolling” their peers.

Discussion VS. Recitation

- ✿ Move away from recall with short answers
- ✿ Students need time to think deeply about the content
- ✿ When students participate in discussion-rich classrooms:
 - ✿ They experience real academic and social benefits
 - ✿ Have deeper comprehension
 - ✿ Gain greater empathy and respect for peers
 - ✿ Increase ability to handle rigorous content

“BIG 3” Essential Criteria

- ✦ 1. A high degree of student participation
- ✦ 2. A strong focus on essential content
- ✦ 3. High levels of thinking



Increasing Participation

- ✿ Allow students to test and share ideas in small groups. Allowing time to think makes for better responses.
- ✿ Pose an open ended question, then let students share and compare their answers with a neighbor or small group.
- ✿ Focus the conversation by giving groups a specific task.

Use a Variety of Recognition Techniques

In addition to calling on student volunteers, try:

Student Calling: One student addresses a question to another, encouraging students to stop talking to you and start engaging with one another.

Round Robin: Each student gets to talk. Gives opportunity and responsibility of speaking.

Sampling: Asking the same question to numerous students in succession; generates a pool of ideas

Redirection: Redirecting a student's question to another student or the group as a whole gets the class to explore a student-raised proposition

Spark Controversy

- ◆ Nothing piques interest quite like controversy. Build your discussion around truly provocative ideas and questions.



Active and Personal Engagement

- ✦ Make the students get up and move
- ✦ Physical Barometer (Agree-Disagree)
 - ✦ People Graph (1-10 continuum)
 - ✦ Priority Pyramid (Rank items)



Moves for Keeping Focus

- ✿ Integrate Note Making into Discussions
 - ✿ Stop and take a “snapshot” of what they remember.
 - ✿ Mr. Newell’s Memory Box strategy
 - ✿ MVP “Most Valuable Point”

Record Responses & Summarize Frequently

✦ Record * Clarify * Summarize

- ✦ **Record:** Jot down key ideas on the board; show relationships between agreeing and disagreeing statements. This slows the pace and gives students more time to think.
- ✦ **Clarify:** Ask students to restate what previous speakers have said.
- ✦ **Summarize:** Stop every 5 minutes to have students paraphrase ideas. Prompt if they are stuck. Ex: “Do I hear you saying...?” After several summaries, combine into one.

Pacing

- ✿ Slowing down helps to move thinking to a higher level (think of it as wait time)
- ✿ Write the question on the board
- ✿ Don't allow any immediate answers
- ✿ Have students repeat the question to themselves and encourage them to imagine all possible answers

Q-SPACE

- **Use Q-SPACE to shape discussions.** Q-SPACE (Strong, Hanson, & Silver, 1998) stands for
 - **Q**uestion
 - **S**ilence and wait time
 - **P**robing
 - **A**ccepting
 - **C**larifying and correcting
 - **E**laborating

Once a **q**uestion has been posed, your behaviors will give shape to the lesson. Remember that "**s**ilence is golden": Students require three to five seconds of wait time to process a question adequately (Rowe, 1978; Stahl, 1994). Use **p**robing questions that ask students to support their answers further to increase the sense of challenge in a discussion, to keep your students on their toes, and to provide practice and guidance in the always difficult skill of looking for proof. Use **a**ceptance to increase the quantity and diversity of students' answers, to help students feel more comfortable about sharing, and to build a pool of responses you can use for later reflection. Use **c**larification and **c**orrection judiciously to increase the precision of students' responses. When you clarify and correct, student answers will tend to be briefer and the discussion will take on more of a question-and-answer or drill session feeling. Finally, use **e**laboration to encourage students to expand on their ideas and make generalizations that unite the various ideas that have emerged during the discussion.

Discussion Report Card

- ✿ The report card can be found in your packet and in your book on page 43.
- ✿ The idea of the report card is to have students reflect on the quality of their contributions during the discussion. Monitoring and reflecting on their performance helps move them to metacognition.

Packet Resources

- ✿ Planning a Circle of Knowledge Lesson
- ✿ Variations and Extensions
- ✿ 7 Norms of Collaboration
- ✿ Roles in a Collaborative Conversation
- ✿ Physical Barometer Steps
- ✿ Sentence Starters and Rules