

A Moment to Process Protocol

GRADES

6 - 12

DISCIPLINE

Any


COURSE

Any

PACING

🕒 20min

SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p>POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text</p>	<p>A MOMENT TO PROCESS PROTOCOL You have learned about a new topic and now you need time to reflect on your learning. In this protocol, you will work in groups of three to think about a question, answer it for your group, listen and expand on the answer, and sum up your learning.</p>	<p>Meets Expectations</p> <ul style="list-style-type: none"> • Students move respectfully into and out of groups. • Students correctly follow the protocol of listening and speaking at the appropriate time in their groups. • Students individually write a clear summary of their discussion. 	<p><i>Before protocol begins, the teacher has used direct instruction to teach students about a concept or the students have read a text. Now students need "a moment to process" what they have learned. Based on the instruction or reading, the teacher must create three questions that involve students identifying and reflecting on the central points of the instruction or reading.*</i></p> <ol style="list-style-type: none"> 1. Say to students: "You have had time to think about _____. Now, let's process it a second way. Organize yourselves into groups of three students. Take one minute to organize yourselves into groups of three." (1 minute) 2. Say: "Now that you are in your groups, you will determine who will be A, B, and C for this whole activity. Each letter has a role; the role will change depending on the round. Also, appoint one person to be the time-keeper for the activity. Take one minute to choose roles." (1 minute) 3. Explain the directions: "For round one, A will have one minute of think time after I reveal and read the question. Everyone in the group will respect A by remaining silent. Once time is up, A will have one minute to respond to the question. When A's time is up, B will have 30 seconds to prepare to expand on what A said. B will then have one minute to expand on A's response. When B's time is up, C will have 30 seconds to prepare to sum up what A and B said and then one minute to summarize. When the speaker is finished, all members of the group will remain silent until time is up. This is beneficial as the speaker may realize s/he missed something or thought of something s/he wanted to add. The silent wait time is difficult for many of us, but it will be part of the protocol. It is a good skill to practice. During round one, I will reiterate directions before we progress through each phase. Are there any questions?" 4. Round 1: Reveal and read Question #1 and remind students of their roles: A answers the question; B expands on A's response; and C sums it up. (5 minutes) 5. Round 2: Reveal and read Question #2 and explain the new roles to students: B answers the question; C expands on B's response; and A sums

		<p>it up. (5 minutes)</p> <p>6. Round 3: Reveal and read Question #3 and explain the new roles to students: C answer the question; A expands on C's response; and B sums it up. (5 minutes)</p> <p>7. Have students return to their seats.</p> <p>8. Remind students of the importance of summarizing what they learned from the process while it is fresh in their minds. Instruct students to write a summary of their responses to the three questions for two minutes. (2 minutes)</p> <p>* You may find it helpful to use the PowerPoint template attached in Teacher Resources. The template has blanks for your three questions with directions and roles already posted.</p>
	<p>Standards:</p> <p>CCR.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCR.SL.1 : Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <hr/> <p>Additional Attachments:</p> <p> A Moment to Process.pptx</p>	

by Juliana I. Thompson

