



Class Opening & Closing Discussion Routines

Opening Routines			
Strategy	Tips	Use for...	Read More
<p>Turn and Talk</p> <ul style="list-style-type: none"> Teacher provides a prompt In pairs, students respond to the prompt <ul style="list-style-type: none"> Student 1 responds to the prompt while student 2 listens Student 2 responds to the prompt while student 1 listens 	<ul style="list-style-type: none"> Model clear expectations Be present—monitor student discussion Call on a few students to share 	<ul style="list-style-type: none"> Initial exploration of a big idea Presenting a thought-provoking quote Reviewing content from a previous class SEL moments and connection 	<p>TurnAndTalk_TeacherGuide1.pdf</p>
<p>Low-Stakes Debate Game</p> <ul style="list-style-type: none"> Provide simple, fun questions for students to take a stand on Pass out the “debate moves” cards Students can only participate with their assigned debate phrase; they stand up to contribute Ex: Are tacos a sandwich? <ul style="list-style-type: none"> Student A: Tacos are a sandwich because they have fillings Student B: Other people may say that a sandwich requires two pieces of bread 	<ul style="list-style-type: none"> The topic should be fun, engaging, and low-stakes The goal is comfort participating, building off of others, and building the vocabulary of discourse Laugh, have fun, but enforce your discourse expectations 	<ul style="list-style-type: none"> Beginning of the year community building Brain breaks in tough units Low-stakes practice 	<p>Classroom Debate The Derek Bok Center for Teaching and Learning</p>



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<p>+1 Routine</p> <ul style="list-style-type: none"> Students jot down their key takeaways or ideas about a topic Then, pass their paper to the student next to them, who add one: Elaboration, New Point, Connection Pass the paper at least 2 more times 	<ul style="list-style-type: none"> Add a reflection at the end to encourage students to read their peers’ additions Consider collecting the papers, especially at the beginning of the year, as a formative assessment 	<ul style="list-style-type: none"> Encouraging recall from previous lessons Building the skill of elaboration 	<p>+1 Routine.pdf</p>
<p>Find Your Evidence</p> <ul style="list-style-type: none"> Provide a short secondary or primary source with an opinion-based question Students must answer the question with evidence from the source 	<ul style="list-style-type: none"> Early in the year, model the process with the group Choose high-interest sources and questions Find sources with layers of evidence 	<ul style="list-style-type: none"> Skill-building Initiating a discussion Practicing citing evidence for claims 	<p>Check out the “Find Your Evidence” resource doc!</p>
<p>Discussion Goal Setting</p> <ul style="list-style-type: none"> Prior to a discussion, open your class with a goal setting worksheet or activity Students should identify their goal and how they will know whether they met their goal 	<ul style="list-style-type: none"> Students may set individual goals, class goals, or both Provide sample goals that reflect your classroom goals for civil discourse Reflect on whether they met their goals 	<ul style="list-style-type: none"> Long-term tracking of student growth—you can collect for data Improve student awareness of discourse growth 	<p>Check out the “Discussion Goal Setting” resource doc!</p>
<p>See, Think, Wonder</p> <ul style="list-style-type: none"> Choose a photo, political cartoon, or primary source for students to react to Have students answer: What do they see, think, & wonder? 	<ul style="list-style-type: none"> After providing some time individually or in small groups, debrief as a group and provide guiding questions to push student thinking deeper 	<ul style="list-style-type: none"> To increase discourse skills, have students analyze the source in pairs or trios Introducing a relevant source for a larger discussion 	<p>See, Think, Wonder Project Zero</p>



Closing Routines			
<i>You may notice that these routines are shorter than openings—classes may run long, so you want to keep these routines digestible to reliably be able to fit them.</i>			
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<p>Connect, Extend, Challenge</p> <p>Students answer:</p> <ul style="list-style-type: none"> How are the ideas and information connected to what you already know? What new ideas did you get that broadened your thinking or extended it in different directions? What challenges or puzzles emerge for you? 	<ul style="list-style-type: none"> Can be done individually, in small groups, or as a whole class 	<ul style="list-style-type: none"> Making connections to previous topics Big ideas with many connections Preparation for a formal discussion 	Connect Extend Challenge_2.pdf
<p>Discussion Reflection</p> <ul style="list-style-type: none"> Students reflect on the mechanics of a class discussion, rather than simply the content The teacher should provide guiding questions for their reflection 	<ul style="list-style-type: none"> Provide skills for students to reflect on that are connected to your discourse goals 	<ul style="list-style-type: none"> Individual or group contributions Metacognitive support 	<p>Check out the “Class Discussion Reflection” resource doc!</p>
<p>Headlines</p> <ul style="list-style-type: none"> Students write a headline that captures the most important aspect of the lesson Have students share their headline with a student next to them 	<ul style="list-style-type: none"> Provide headline samples—you cannot guarantee that every student is familiar with the concept 	<ul style="list-style-type: none"> Encouraging synthesis and brevity Practice getting the “big picture” 	Headlines_3.pdf
<p>Question Loop</p> <ul style="list-style-type: none"> At the end of the lesson, students identify one question they still have about the topic and submit it privately to the teacher (worksheet/online submission/post-it) Next class, the teacher chooses 1-3 questions to use anonymously as the warm-up Students work in pairs or small groups to find the answer to the question and share with the class 	<ul style="list-style-type: none"> Next class, present the questions posed as the “most common” questions Choose questions that students should be able to answer collaboratively based on what you’ve covered in class 	<ul style="list-style-type: none"> To end classes with a lot of content or challenging ideas Review and collaborative learning 	