



PLAY IT STRUCTURES

PROCESSING TO BUILD UNDERSTANDING
AND ENGAGE THE BRAIN

WELCOME MESSAGE

Making it stick
with
Collaboration
Structures



Making it
stick! Building
student
productivity
and academic
success.

TEXT: When googling the word collaboration I found a long list of articles connected to productivity and collaboration.

- ❖ [Eight Ways to Build Collaborative Teams: Harvard Business Review](#)
- ❖ [What Makes Collaboration Actually Work in a Company? Forbes](#)
- ❖ [Six Ways to Foster Collaboration in Your Workplace: OPEN FORUM](#)
- ❖ [The Collaboration Imperative: Ivey Business Journal](#)

TASK: Discuss at your table how you use collaboration in your classroom to foster **PRODUCTIVITY** and **ACADEMIC SUCCESS?**

Back to Back-Brain to Brain

Collaboration Structure: Back to Back-Brain to Brain

Literacy Concept: Imagery/Speech Bubbles/ Character Voice/Moral

Lifeline Connection: Courage/Effort/Joy

Literature: Fairy Tales and Folk Tales

Make it
stick with
common
language.

Little Red Riding Hood
"Try to see the good in
others, but believe in your
own instincts!"
Lifeline: Pride/Kindness

JACK AND THE BEAN STALK: "YOU DON'T
HAVE TO BE BIG TO DO MIGHTY THINGS!"
LIFELINE: PERSEVERANCE

The Three Little Pigs: "Don't let yourself
be tricked into not putting your best foot
forward!"
Lifeline: Initiative

Back to Back-Brain to Brain

Back to Back: Students sit back to back with a partner. Each student uses this intrapersonal time to think about a question or concept the teacher poses.

Brain to Brain: Students turn face to face with their partner and discuss the question or concept.

Brain to Teacher: Students turn to the teacher, giving undivided attention toward the teacher's next instruction or inquiry

Your Number's Up

Collaboration Structure: Your Number's Up

Literacy Concept: Fact and Fiction/Comprehension/
Predictions

Lifeline: Effort/Caring/Perseverance

Literature: Helen's Big World The Life of Helen Keller By: Doreen Rappaport



Your Number's Up
Small groups of students are numbered off at tables. They are to discuss a topic posed by the teacher; make sure everyone at the table knows the answer to a question; or are able to complete a process. After adequate time for group discussion and problem solving, the teacher calls a number. The person with that number gives the answer or information discussed with that group. (Example: Number 2's stand and tell an action verb from your group list.)

FACT

FICTION

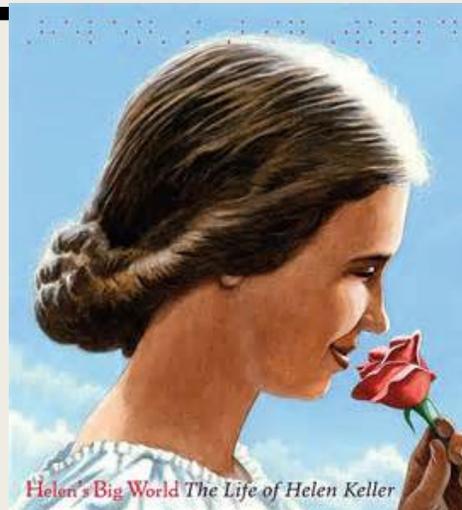
Name:

Main Characters:

Setting:

One Fact From the Story:

One question you still have:



Pair-A-Dice Processing

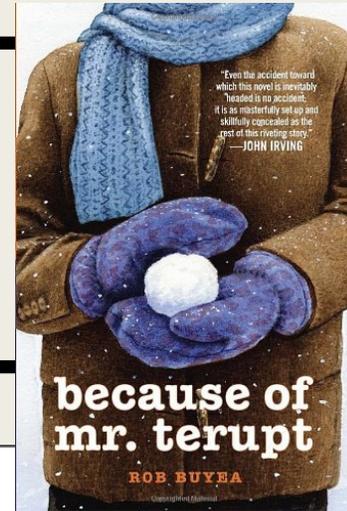


Collaboration Structure: Pair-a-Dice Processing

Curriculum: Building Higher Level Thinking and Questioning

Lifeline Connection: Cooperation

Literature: Because of Mr. Terupt By: Rob Buyea



Pair A Dice Processing

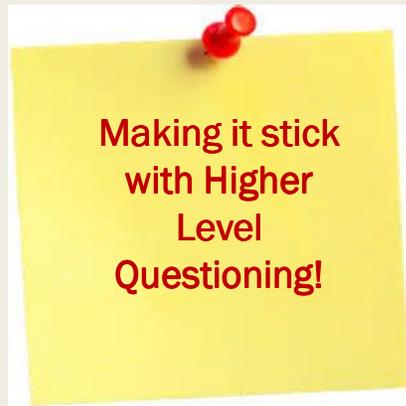
Discussion questions or problems are arranged from 1 to 6 on a board or chart. A student rolls two dice. Students can choose to share or respond to either of the two options they have after rolling the dice. After the student has answered the question, the dice are passed to the person to the right.

Today's dice will have questioning words. After rolling the dice develop a question based on the word rolled. Then give the die to your teammate.

Q Chart

	is are <small>(present)</small>	did do <small>(past)</small>	can <small>(possibility)</small>	should would <small>(probability)</small>	will <small>(prediction)</small>	might could <small>(imagination)</small>
Who <small>(Person/People)</small>						
What <small>(Event)</small>						
Where <small>(Place)</small>						
When <small>(Time/Choice)</small>						
How <small>(Meaning)</small>						
Why <small>(Reason)</small>						

1. We are going to focus on building How and Why QUESTIONS. After hearing and reading the text develop questions based on the character you choose using just the who and why dice.
2. Write your questions on the Q chart.
3. When you are finished pass your chart for feedback. Use a sticky note to give feedback or add a question to other groups.



Q Chart

	is are <i>(present)</i>	did do <i>(past)</i>	can <i>(possibility)</i>	should would <i>(probability)</i>	will <i>(prediction)</i>	might could <i>(imagination)</i>
Who <i>(Person/People)</i>						
What <i>(Event)</i>						
Where <i>(Place)</i>						
When <i>(Time/Choice)</i>						
How <i>(Meaning)</i>						
Why <i>(Reason)</i>						



How will
you make
it stick?

Move to Music

Collaboration Structure: Move to Music

Collaboration Structures build productivity and academic success!

Common language throughout the school

All students have a voice: **Accountability**

Building Consensus

Using data to create differentiation in structures

Receiving feedback from teacher and peers

Moving To Music

When the music starts, everyone begins to move around the room. You can practice dance moves, give high fives, or just groove through the crowd.

When the music stops, you find the closest partner, shake their hand, then give your attention to the teacher to hear the procedures for interacting with your partner.