

Words, Phrases, Sentences

adapted from Lipton, L., & Wellman, B. M. (2011). *Groups at work: Strategies and structures for professional learning*. Charlotte, VT: MiraVia.

Before you go:

This strategy will help students with identifying the main idea of a piece of text. It requires very little writing and the physical manipulation and movement of the cards makes visible the connections students are making in their thinking.

This strategy works well for reading and processing a text in class. It is possible to give the students a reading ahead of time but you will still need to provide them time to revisit the text in class before they begin to process it.

On the ride:

1. Give students a common text to read.
2. Tell them to highlight:
 - a. A key word
 - b. A key phrase
 - c. A key sentence

You can define the parameters of what you mean by key or you can leave it open.

3. Give every student 3 cards (or pieces of paper) and ask the students to record the word, phrase and sentence on separate cards. You might want to use different colours or sizes of paper as an additional scaffold to help students differentiate.
4. Put students in groups of 3 and ask them to do the following:
 - a. Take turns locating (so the others can highlight it) sharing and explaining why they chose their word.
 - b. Have a brief discussion about the words chosen and why they are important in understanding the text.
 - c. Repeat for phrases and sentences.
5. After they have shared and discussed all of the words phrases and sentences, ask them to group the cards into categories other than words, phrases and sentence and to be ready to share their reasoning. They should physically move and group the cards to demonstrate their thinking.

Reflecting on the trip:

1. After they have finished organizing their cards into new categories, they can write a summary of the text either as a group or on their own.
2. These summaries can be compared and used as a starting point for a discussion.