

Idea Exchanger

Purpose: To see what Ideas other groups have incorporated into their models and report back to the home group.

Actions in the middle of the class: Visit two or three other groups. Listen for a minute at each group and write down what you hear them talking about or putting into their model.

You could write down one of three things: 1) ideas that other groups are including, 2) relationships other groups are including, or 3) unique ways to represent ideas.

Share these with your group. Help the group decide if these ideas are important to include.

Adapted from:

<http://ambitioussciencelearning.org/toolsscaffolding/>

Clarifier

Purpose: To monitor everyone's comprehension about one or two key terms.

Actions in the group: Ask questions such as, "Do we know what the word ____ means?" and, "Can we put it into our own terms?"

If a member of the group does not have a clear understanding of a term, have the group help clarify it.

Adapted from:

<http://ambitioussciencelearning.org/toolsscaffolding/>

Big Ideas Person

Purpose: To pull the group back to the purpose of the activity.

Actions in the group: Occasionally ask your group questions such as, "How does X (what we are studying, reading, investigating, etc.) relate to the driving question?" and, "How does X change the way we're thinking about the driving question?" You also could ask, "What is the big idea we are trying to understand? Why are we doing X?"

Help your group to avoid getting too wrapped in the rote execution of the directions.

Adapted from:

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Questioner

Purpose: To ask probing questions during the activity.

Actions in the group: Listen for questions posed by other group members and then re-voice the questions to make sure the whole group hears and entertains questions from everyone.

Ask, "What does it mean that ____?" and, "How do we know that ____?"

Paraphrase what others have said: "So, what I think you are saying is... Is that right?"

Ask, "What would happen if we changed ____?" and, "What's your evidence?"

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Skeptic

Purpose: To strengthen the group's work by probing for weaknesses in the developing explanation or claim.

Actions in the group: Say to your group, "Here's an alternative explanation (or claim) - is this just as good as the one we have now?"

Ask your group, "Does it (the explanation or claim) always work this way?" and "How does our idea match up with what we've just learned?"

Adapted from:

<http://ambitiousscienceteaching.org/toolsscaffolding/>

Progress Monitor

Purpose: To ask others to periodically take the measure of the group's progress.

Actions in the group: Ask your group, "What can we say we've accomplished so far?" and, "What do we still need to know/do to accomplish this task?"

Ask after tasks, "What can we now add to our explanation or claim that we didn't have before?"

You should be able to communicate the ideas of your group members and be able to attribute ideas to particular people, giving credit where credit is due.

Adapted from:

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