



**LEARNING SCIENCES**  
INTERNATIONAL

# *Study Guide*

## **Organizing for Learning**

**Classroom Techniques to Help Students Interact Within Small Groups**

# Organizing for Learning

After reading pages 5–12, which preview the rest of the guide, process your understanding. Further discuss any areas of confusion or interest with your book study group.

## The Effective Implementation of Organizing for Learning

The text describes two different ways that students can interact when organizing for learning. List and explain the two types of interactions in your own words.

## Monitoring for the Desired Result

The text lists five examples of evidence demonstrating whether students are interacting effectively to enhance their understanding of critical content. Use each of the examples of evidence in the appropriate box below.

Examples I Have Used as Evidence	Examples That Are New to Me

# Organizing for Learning

After reading pages 5–12, which preview the rest of the guide, process your understanding. Further discuss any areas of confusion or interest with your book study group.

## Scaffolding and Extending to Meet Students' Needs

There are four categories of support you can provide for students who need scaffolding. Choose one of the four and explain why you believe it could serve as a useful scaffold.

What category of support did you choose?

Why do you believe it could serve as a useful scaffold?

## Instructional Techniques to Organize Students to Learn

This guide presents seven techniques to help organize students to learn. Each of the techniques is similarly organized. Choose one technique in which you are most interested, and share what you hope to learn or improve from it.

Which technique did you choose?

What do you hope to learn or improve? Discuss your answer with your book study group.

# Partner Discussions

## How to Effectively Implement Partner Discussions

The text lists six teacher behaviors essential to the effective implementation of organizing for learning. In the table below, explain and describe the behaviors in your own words.

Behavior	Description

## Determining if Students Can Engage in a Partner Discussion

The text gives four suggestions for monitoring if students are effectively engaged in partner discussions. Which of the four would you be most likely to use and why?

# Partner Discussions

After reading pages 13–23, choose one standard from your subject area and/or grade level with which to work. Record that standard on the lines below.

Using the standard above, and choosing a corresponding text or concept, design an open-ended response question and determine which variation of partner discussion you would use.

What is your open-ended question?

Which partner discussion variation would you use? Think-Pair-Share, Read-Write-Pair-Share, or Turn and Talk?

Why?

Using examples in the text and the standard you have chosen, describe one way in which you might scaffold and one way in which you might extend the lesson.

Scaffold	Extend

# Grouping for Active Processing

## How to Effectively Implement Grouping for Active Processing

List the four subcomponents of effective grouping for active processing.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

The text lists numerous interactional variations for implementing grouping for active processing on pages 27–28. Which of the variations would you be most likely to use, and why?

## Determining if Students Can Actively Process Critical Content

List the three examples of monitoring in the text. Record your understanding by describing each example in your own words.


# Grouping for Active Processing

After reading pages 25–36, choose one standard from your subject area and/or grade level with which to work. Record that standard on the lines below. You may choose to continue to work with the same standard as in the last section or select a new standard.

Using the standard above and a corresponding text or concept, design a meaningful task and determine how you will structure your student’s interaction.

Based on the standard you have chosen, record one monitoring technique you would use and specifically how you would use it.

Using the examples from the text, the standard you have chosen, and the meaningful task you have designed above, describe one way in which you might scaffold and one way in which you might extend the lesson.

Scaffold	Extend

# Paired Practice

## How to Effectively Implement Paired Practice

What is the goal of paired practice?

Look at the list of common mistakes on page 41, list two that you have been guilty of in the past, and how you intend to improve in the future.

Mistake	Improvement
1.	
2.	

## Determining if Students Can Effectively Practice in Pairs

After reading the suggestions for monitoring your students, answer the following questions.

Which of the monitoring techniques discussed have you used in your classroom?

Which of the monitoring techniques will you most likely put into place having read the suggestions?



# Paired Practice

After reading pages 37–48, choose one standard from your subject area and/or grade level with which to work. Record that standard on the lines below. You may choose to continue to work with the same standard as in the last section or select a new standard.

Using the standard above and a corresponding text or concept, plan a meaningful task and design a routine for implementation.

<b>Meaningful Task:</b>
<b>Routine:</b>

Give two examples (each) of ways in which you might scaffold and extend for those students who might need it.

Scaffold	Extend
1.	1.
2.	2.

# Structured Grouping

## How to Effectively Implement Structured Grouping

Fill in the blanks.

Your key role when implementing structured grouping is to provide students with both \_\_\_\_\_ and \_\_\_\_\_ to complete a work product.

Explain in your own words the four general roles students can play in structured intentional interactions as described in the text.

Role	Description
Discussion Starter	
Facilitator	
Regulator	
Elaborator	

## Determining if Structured Grouping Enhances Student Learning

Describe how a proficiency scale would be useful in monitoring how students are progressing in their ability to work productively in a structured group and which students need more support or extending.

# Structured Grouping

After reading pages 49–60, choose one standard from your subject area and/or grade level with which to work. Record that standard on the lines below. You may choose to continue to work with the same standard as in the last section or select a new standard.

Using the standard above and a corresponding text or concept, create a meaningful task, determine how students will be grouped, and decide what types of roles the group members will have.

<b>Meaningful Task:</b>
<b>Group Arrangement:</b>
<b>Group Roles:</b>

Describe one specific monitoring technique you would use, as well as one scaffolding technique and one extending technique.

<b>Monitoring Technique</b>
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<b>Scaffold</b>	<b>Extend</b>
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# Cooperative Projects

## How to Effectively Implement Cooperative Projects

Record your understanding by explaining the difference between Structured Grouping and Cooperative Projects.

Page 62 of the texts provides multiple examples of ways to blend individual and group accountability within projects. Which of the examples provided would you be most likely to utilize, and why?

List the five ways for students to collaborate during a long-term project.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Determining if Students Work Cooperatively to Complete Projects

Review the five suggestions for monitoring. Of the five, which one are you most likely to implement in your classroom, and why?

# Cooperative Projects

After reading pages 61–72, choose one standard from your subject area and/or grade level with which to work. Record that standard on the lines below. You may choose to continue to work with the same standard as in the last section or select a new standard.

Using the standard above and choosing a correlating text or concept, create a protocol for students to follow to handle potential controversy.

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Using the examples in the text and the standard you have chosen, describe one way in which you might scaffold and one way in which you might extend the lesson.

Scaffold	Extend

# Peer Response Groups

## How to Effectively Implement Peer Response Groups

List the benefits and potential obstacles of peer response groups in the boxes below.

Benefits	Potential Obstacles

Record your understanding by listing the five steps necessary for intentional interaction in peer response groups.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Determining if Students Can Effectively Interact in Peer Response Groups

What are two things that need to happen to determine if peer response grouping is having the desired result?

## Peer Response Groups

After reading pages 73–84, choose one standard from your subject area and/or grade level with which to work. Record that standard on the lines below. You may choose to continue to work with the same standard as in the last section or select a new standard.

Using the standard above and a corresponding text or concept, create two sentence stems for each of the three types of questions students be asking during peer response groups.

### Feed up

1. \_\_\_\_\_

2. \_\_\_\_\_

### Feedback

1. \_\_\_\_\_

2. \_\_\_\_\_

### Feed forward

1. \_\_\_\_\_

2. \_\_\_\_\_

Based on the standard you have chosen, record one monitoring technique you would use and specifically how you would use it.

Using the examples from the text and the standard you have chosen, describe one way in which you might scaffold and one way in which you might extend the lesson.

Scaffold	Extend

# Group Reflecting on Learning

## How to Effectively Implement Group Reflecting on Learning

In order to effectively implement group reflecting on learning, there are three things students must reflect on. Record your understanding by listing and explaining the three areas of reflection in your own words.

The text gives five examples of ways to choose partners for informal, unplanned grouping. Of the examples given, which would you be most likely to use, and why?

## Determining if Students Can Reflect on Learning in Groups

Provide two examples of monitoring techniques that apply to reflecting on learning in groups.

1.
2.



# Group Reflecting on Learning

After reading pages 85–96, choose one standard from your subject area and/or grade level with which to work. Record that standard on the lines below. You may choose to continue to work with the same standard as in the last section or select a new standard.

Using the standard above create a reflection form for your students.

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Describe one specific monitoring technique you would use, as well as one scaffolding technique and one extending technique.

<b>Monitoring Technique</b>	
<b>Scaffolding</b>	<b>Extending</b>

# Organizing for Learning

## Key Terms and Ideas for Implementation of Instructional Techniques

Use the space below to record key terms and ideas that are essential for the implementation of each instructional technique.

<b>Instructional Technique 1: Partner Discussions</b>
<b>Instructional Technique 2: Grouping for Active Processing</b>
<b>Instructional Technique 3: Paired Practice</b>
<b>Instructional Technique 4: Structured Grouping</b>
<b>Instructional Technique 5: Cooperative Projects</b>
<b>Instructional Technique 6: Peer Response Groups</b>
<b>Instructional Technique 7: Group Reflecting on Learning</b>

For additional reflection questions, refer to page 98 in the text.