

Aim	To collect others' ideas and include them in your annotations
Criteria for Success	<p>Effective groups</p> <ol style="list-style-type: none"> 1. Discuss major ideas, issues, connections, themes, etc. 2. Clarify any confusion 3. Build on each others' thinking 4. Take notes on other opinions including ones that contradict your own 5. Don't just talk- they make sure to track thinking in their annotations
Connection	Yesterday as we read and annotated, I realized that you all have a lot to say and to share with one another. That's why today you are all seated in groups.
Hook	Do you think it's fair to steal other people's ideas? Did the Android phone "steal" the idea from the iPhone? Edison invented the light bulb. Should other people be allowed to make light bulbs?
Purpose	Those who are prepared the best for class discussions borrow other people's ideas to make their ideas even more rich and complex. They even take notes on ideas that completely go against their own ideas. Why do you think that would be a good idea?
Mini Lesson	<p>Guidelines for Group Work:</p> <ol style="list-style-type: none"> 1. Have all annotations prepared and ready 2. One person speaks at a time 3. Always go back to the discussion question 4. Everyone else can discuss, using notes and passages as they speak 5. Track others' ideas and give them credit in parentheticals 6. Build on each others' ideas 7. Disagree politely. Take notes on the other 'side'. 8. Speak at a reasonable volume 9. Everyone participates 10. Group read and annotate after discussing, filling in the gaps <p>Share a sample script of five students talking about a shared text and annotations. Include most of you want them to be able to do. Have five kids act out the script. Ask the whole class what the students did well, pointing them back to the criteria for success. Ask the class what the students didn't do, pointing them back to the criteria for success.</p>
Guided Practice	Do another script. This time, showing what not to do. Have five students act out the script. Discuss as a class what they didn't do well.
Independent Work	Students meet in groups. They have a mini discussion using the discussion question. They take notes on each others' thinking, preparing for the big discussion that will happen later in the week.
Share	The group self-assesses how they did, scoring themselves on a scale of 1-10, using the 10 criteria in the mini lesson.