**Word Toss Protocol:**

**Description:**
Word Toss is a pre-assessment strategy that helps students make predictions about text they will be reading and make them aware of what they should be watching for in the text. It also lets you gauge their current knowledge of the content.

**How to Use the Strategy:**
Identify major concepts for the text the students will be reading. Write 7 to 10 words or phrases identifying these concepts and scatter them on the smartboard randomly so that they appear to have been tossed there.

1. Students work in pairs or small groups to write a sentence or two using all of the words/phrases on display. The sentences should show how the students predict the words/phrases will be related to each other in the text they are about to read.

2. Students work in pairs or small groups to write a sentence or two using all of the words/phrases on display. The sentences should show how the students predict the words/phrases will be related to each other in the text they are about to read.

3. Students read their sentences aloud. Don’t worry about the accuracy of the statements at this point.

4. Students read the text and check the accuracy of their predictions. Invite them to revise their predictions to reflect what they learned from the text.

**Levels of Inquiry: Where does inquiry live in _________?**

<table>
<thead>
<tr>
<th>Level of Inquiry</th>
<th>Description</th>
<th>Where/When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured Inquiry:</td>
<td>Students follow the lead of the teacher as the entire class engages in one inquiry together.</td>
<td>●</td>
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<tr>
<td>Controlled Inquiry:</td>
<td>Teacher chooses topics and identifies the resources students will use to answer questions.</td>
<td>●</td>
</tr>
<tr>
<td>Guided Inquiry:</td>
<td>Teacher chooses topics/questions and students design product or solution.</td>
<td>●</td>
</tr>
<tr>
<td>Free Inquiry:</td>
<td>Students choose their topics without reference to any prescribed outcome.</td>
<td>●</td>
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</tbody>
</table>
**Zoom In Protocol:**

**Description:**
Zoom In is a routine for examining details and making interpretations. It is different than See-Think-Wonder as each section is revealed, students make new inferences. Students come to the realization that thinking is a process and minds can be changed based on new understandings.

**How to Use the Strategy:**
Teacher reveals small sections of an image at a time. Students are asked to generate an idea or hypothesis and change ideas once new information is revealed.

**“Share-it” Cards:**
1. After each student works a problem on their MathBoard, look at students’ work and decide who has a detailed drawing that depicts a pictorial representation and notice the color of his or her card. Ask those with that color to stand at and explain their drawings. Model clarifying questions: How are the drawings the same? Different? How might you make your drawings clearer? Have students formulate their own questions for their partners.

2. Use the “Share-it” cards to differentiate and represent different levels of understanding within the group (pictorial/concrete, representational, abstract).

**Math Talk Partnerships**

| M&M Partners: Mentoring Minds | ➔ One higher ability and one lower ability, without a great a great distance in ability ➔ Both partners need to be able to explain each problem, use dress rehearsal in case one of the partners is called on. |
| Travel Buddies: | ➔ Students traveling at similar speeds. Students are partnered with like-abilities. ➔ Both partners need to be able to explain each problem, use dress rehearsal in case one of the partners is called on. |
| Wildcat Partners: | ➔ No reference to math ability but rather students are partnered on basis that they can understand and support the differences of others and who can work well with others. ➔ Both partners need to be able to explain each problem, use dress rehearsal in case one of the partners is called on. |

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