

Roll the Dice: Collaboration



ACTIVE LEARNING
FOCUS

SINGLE LESSON – Student-Facing Materials for Structured Collaboration

ABOUT THIS RESOURCE

Asking students to work in groups is one thing. Teaching them how and giving them the tools to collaborate effectively is quite another.

The activity template on the next page is one tool you can use to teach students to collaborate effectively. In this activity, each student takes responsibility for completing one specific task that contributes to an overall group goal. For example, if the goal is to track motifs in a text, each student may analyze one specific passage for the motif and then come together with the group to share their analysis of that passage. Use this template so you don't have to “roll the dice,” so to speak, with approaching [group work in your classroom](#).

Customize the template on the following page for your students' needs. Review the examples on pages 4-5 for inspiration.

HOW TO USE THIS RESOURCE

IMPLEMENTATION SUGGESTIONS

Step 1: Determine a focus for the group's work/determine the group's goal (i.e. motif tracking, character foils).

Step 2: Customize the template on page 3 so that each box includes a specific task for each group member to complete. Locate dice for each group.



ACTIVE LEARNING PRO TIP

If you are working with students who are experienced with collaboration, you could complete Steps 1 and 2 together, as a class.

Step 3: Group students and explain the activity. Each group member will “roll the dice” (yes, they will actually roll dice!) to determine which number box they will complete. If there are not exactly 6 group members in each group, some students may need to double up on how many boxes they complete.

Step 4: Allow students individual quiet time to investigate and compose an answer to the task in their box.

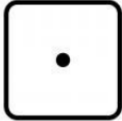





Step 5: Allow groups to come together to share their individual work.

Step 6: Invite groups to participate in a full class discussion or activity to connect their individual work. For example, a [Socratic seminar](#) would be a great way for all students in the class to come together to discuss what they have investigated and interpreted!

<< TEMPLATE >>

Roll the Dice







Text: [insert text name] *Focus:* [insert learning goal or skill focus]

Name: 	Name: 	Name: 
[Customize this area with information about what this student should reread, research, analyze, provide evidence for, etc., in order to contribute to the group.]	[Customize this area with information about what this student should reread, research, analyze, provide evidence for, etc., in order to contribute to the group.]	[Customize this area with information about what this student should reread, research, analyze, provide evidence for, etc., in order to contribute to the group.]
Name: 	Name: 	Name: 
[Customize this area with information about what this student should reread, research, analyze, provide evidence for, etc., in order to contribute to the group.]	[Customize this area with information about what this student should reread, research, analyze, provide evidence for, etc., in order to contribute to the group.]	[Customize this area with information about what this student should reread, research, analyze, provide evidence for, etc., in order to contribute to the group.]

EXAMPLE

Roll the Dice







Text: Purple Hibiscus by Chimamanda Ngozi Adichie *Focus:* Character Foils

Name: 	Name: 	Name: 
<p>A. Re-read 54-55. Choose a line that includes one action that characterizes Papa Eugene. Write the following:</p> <ol style="list-style-type: none"> Context: when does this moment occur? What caused the moment? Quote: Record the quotation with correct citation Ex: (Adichie 64) Analysis: What does this action reveal about Papa Eugene's character? What character trait? Why is it significant? 	<p>B. Re-read 60-61. Choose a line that includes one piece of dialogue characterizing Papa Eugene. Write the following:</p> <ol style="list-style-type: none"> Context: When does this moment occur? What caused the moment? Quote: Record the quotation with correct citation Ex: (Adichie 64) Analysis: What does this dialogue reveal about Papa Eugene's character? What character trait? Why is it significant? 	<p>C. Re-read 54-55. Choose a line that includes someone's reaction to Papa Eugene. Write the following:</p> <ol style="list-style-type: none"> Context: When does this moment occur? What caused the moment? Quote: Record the quotation with correct citation Ex: (Adichie 64) Analysis: What does this person's reaction reveal about Papa Eugene's character? What character trait? Why is it significant?
Name: 	Name: 	Name: 
<p>D. Re-read 64. Choose a line that includes one action that characterizes Papa Nnukwu. Write the following:</p> <ol style="list-style-type: none"> Context: When does this moment occur? What caused the moment? Quote: record the quotation with correct citation Ex: (Adichie 64) Analysis: What does this action reveal about Papa Nnukwu's character? What character trait? Why is it significant? 	<p>E. Re-read 64-65. Choose a line that includes one piece of dialogue characterizing Papa Nnukwu. Write the following:</p> <ol style="list-style-type: none"> Context: When does this moment occur? What caused the moment? Quote: Record the quotation with correct citation Ex: (Adichie 64) Analysis: What does this dialogue reveal about Papa Nnukwu's character? Why is it significant? 	<p>F. Re-read 64 & 67. Choose a line that includes someone's reaction to Papa Nnukwu. Write the following:</p> <ol style="list-style-type: none"> Context: When does this moment occur? What caused the moment? Quote: Record the quotation with correct citation Ex: (Adichie 64) Analysis: What does this person's reaction reveal about Papa Nnukwu's character? Why is it significant?

EXAMPLE

Roll the Dice

Text: *Like Water for Chocolate* by Laura Esquivel **Focus:** Motif Tracking

Name: 	Name: 	Name: 
<p>A. Re-read “If Gertrudis had only known!” to “completely naked” on page 54. Keep an eye out for any mention of heat/fire/flame or cold/chill. 1. Context: What is happening at this moment? Why is it happening? 2. Symbolism: What is the significance of the heat or cold? What could it symbolize or represent?</p>	<p>B. Re-read from the bottom of 59 “She worried that Gertrudis was cold, as cold as she was” until the end of the paragraph at the top of 60. Keep an eye out for any mention of heat/fire/flame or cold/chill. 1. Context: What is happening at this moment? Why is it happening? 2. Symbolism: What is the significance of the heat or cold? What could it symbolize or represent?</p>	<p>C. Re-read page 60 from the paragraph starting with “All of a sudden she had a thought...” to “it might reflect a little leftover heat onto her.” Keep an eye out for any mention of heat/fire/flame or cold/chill. 1. Context: What is happening at this moment? Why is it happening? 2. Symbolism: What is the significance of the heat or cold? What could it symbolize or represent?</p>
Name: 	Name: 	Name: 
<p>D. Re-read the paragraph on page 67 starting with “They stayed in this amorous ecstasy...” Keep an eye out for any mention of heat/fire/flame or cold/chill. 1. Context: What is happening at this moment? Why is it happening? 2. Symbolism: What is the significance of the heat or cold? What could it symbolize or represent?</p>	<p>E. Re-read the last paragraph on page 69 starting with “It had been a cold March morning.” Keep an eye out for any mention of heat/fire/flame or cold/chill. 1. Context: What is happening at this moment? Why is it happening? 2. Symbolism: What is the significance of the heat or cold? What could it symbolize or represent?</p>	<p>F. Re-read the last paragraph on 60. Keep an eye out for any mention of heat/fire/flame or cold/chill. 1. Context: What is happening at this moment? Why is it happening? 2. Symbolism: What is the significance of the heat or cold? What could it symbolize or represent?</p>

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