

CLR Protocols

Protocol	Description	Why Use It
Whip Around	Each student in the room takes a turn responding to a posed question with quick answers. The order should be apparent based on seating order for the teacher to avoid having to constantly facilitate the direction of the students' answers. This should go very quickly around the room.	<ul style="list-style-type: none"> • To practice explicit turn-taking • To validate everyone's responses. • To practice precise, focused responses.
Fill-in-the-Blank Reading	Teacher reads aloud and periodically stops to ask students to "fill in the blanks" with a word or sentence in the text. Then the teacher reads again and stops for the students to fill in the blank. (NOTE: Teacher has pre-selected key words and phrases for students to fill in.)	<ul style="list-style-type: none"> • High engagement, builds community • Form of Call and Response, which is culturally based.
Quick Write	A short, written response (2-10 minutes) to an open-ended question or prompt.	<ul style="list-style-type: none"> • Develop writing fluency • Create a habit of reflection • Informally assess student thinking
Somebody Who	After being asked or responding to a question with various answer possibilities, the teacher says, "Anyone who is wearing green (or some other attribute, such as a birthday in May) please stand. All students who fit the description stand. The teacher then uses Whip Around or Train to move around the room allowing students to give their answers.	<ul style="list-style-type: none"> • Sampling students randomly to assess prior knowledge. • Selecting students randomly to assess understanding. • Maintaining whole-group engagement during direct instruction.
Turn & Talk	Students are given a prompt and then asked to turn to their neighbors and share a comment/discuss the prompt. This typically only takes a few minutes.	<ul style="list-style-type: none"> • Processing or reviewing information for discussion, in any content area.
Shout-Out	Teacher asks a question that can be answered with one word. Students shout out responses while the teacher records answers on the board or on chart paper.	<ul style="list-style-type: none"> • Check for Understanding • Brainstorming Ideas • Sharing Responses/Answers for Review

Raise a Righteous Hand	Students raise a hand to respond to a question.	<ul style="list-style-type: none"> To practice explicit turn-taking, particularly as an aspect of code switching.
Post Your Thoughts	Teacher gives student a topic or question and then sets a time limit, roughly 2 minutes. Once teacher has given the topic or question, the students write as many response ideas as they can on sticky notes, trying to cover their table in a single layer with as many responses as possible. Students then review ideas on sticky notes. The teacher invites groups to Whip Around to share the most dominant or important ideas covering their desks.	<ul style="list-style-type: none"> To quickly share, clarify, and generate ideas or answers about a topic or concept. To provide everyone with an opportunity to anonymously share ideas when there is a strong desire to share. To create a sense of excitement, urgency, and participation.
Silent Appointment	After the teacher poses a problem/question to be discussed, the teacher says, "Make an appointment." Each student "makes an appointment" with a classmate by making eye contact, nodding and putting their hand across his/her heart. After students share, review with the whole class by asking students what information they heard or shared in their appointment.	<ul style="list-style-type: none"> To have students choose with whom they would like to share; to provide movement
Musical Share	Teacher gives student a topic or question. When music plays, students walk, dance, or "wance" around the room. When the music stops, students share their thinking about the topic/questions. Music plays, stops, and sharing continues.	<p>This protocol VALIDATES the cultural behaviors of students who are: kinesthetic, musical, spontaneous, verbal, and sociocentric.</p> <ul style="list-style-type: none"> Reviewing, summarizing, or clarifying information. Sharing open-ended responses Sharing prior knowledge
Campfire Discussion	Students are divided into groups of 4 or 5. Each group is given a topic, quote, or questions based on the lesson's content. Each student writes an individual	<ul style="list-style-type: none"> Discussion protocol to think, listen, share, question, discuss, and support ideas/opinions. Great for introducing or reviewing ideas in any

	<p>response to the prompt or question on a sticky note and places it around the “campfire.” Each student takes turns reading aloud a sticky note other than his or her own, allowing each person in the group to agree, disagree, question or respond to it. Continue until each sticky note has been read and discussed.</p>	<p>content area.</p> <ul style="list-style-type: none"> • VALIDATES & AFFIRMS students who are cooperative, sociocentric, relational, and have a sense of immediacy.
Talk a Mile a Minute	<p>Review Activity (similar to Catch Phrase.) Students find a partner. Partner A is the clue giver, Partner B is the guesser. The clue giver reads a word on the board and tries to get the guesser to GUESS the word by giving clues that are synonyms, antonyms, actions, definitions, associations, or connections. When plan ends, players switch roles.</p>	<ul style="list-style-type: none"> • Review of new vocabulary. • Formative assessment
Move-Stop-Group	<p>Students stand. Teacher says, “Time to,” and students respond with “Move!” They walk around the room to music. When the music stops, the students stop right where they are. The teacher then asks a multiple choice question, providing answer choices. When the teacher gives the attention signal, “Hold It/ Up” the students hold up the number of fingers that correspond to their answers. Students look around the room, find other students holding up the same number, then group according to their answers. Students in each group work together to justify their answer. Then the teacher reveals which group is correct and explains the problem or answers. Alternately, students can explain and provide support for the class. The process repeats for several questions or problems.</p>	<ul style="list-style-type: none"> • Movement Protocol to share, discuss, exchange ideas, and review information or content. • Great for reviewing learning, assessing understanding informally, and solving problems. • VALIDATES & AFFIRMS students who are sociocentric, spontaneous, cooperative, and interpersonal.
Huddle	<p>Good for activities that are small group or independent work. The teacher pre-selects students who are experts for a particular task or question. If individuals or small groups are struggling with an assignment, they call out “Huddle.” This signals the student experts to move to a designated place in the room to huddle and support their classmates with the problem</p>	<ul style="list-style-type: none"> • Discussion protocol that uses the skills and expertise of students to help support one another. • Great from practicing skills and concepts that have been taught during direct instruction. • VALIDATES & AFFIRMS students who are sociocentric, cooperative, have a sense of

	they are struggling with. When students are finished huddling, they return to their seats.	immediacy and are relational.
Train/Pass It On	Students call on each other to answer/ask questions. Students are encouraged to call on a variety of people in the classroom. Students can also “pass” on an answer they do not want to answer by calling on another student for help. This is called “Pass It On.” This can also be done with a small, soft object that students can toss to one another to “Pass It On.”	<ul style="list-style-type: none"> • Check for understanding individually or collectively. • Accountability through non-volunteerism • Opportunity for students to control participation.