

NARRATIVE
EXPOSITORY

CAROUSEL REVIEW

___ individual
___ pairs
___ small group
___ whole class

___ warm-up
___ before
___ during
___ after

Carousel Review is a strategy that provides an opportunity for students to work in groups to discuss and chart their current understanding of key issues, problems, and concepts while recalling facts, beliefs, information, and/or key understandings. During this process, students work together to generate responses to questions posed, and secondly, to reflect upon responses generated by fellow students. This is not a time to make judgments. The review part of the Carousel movement invites students to piggyback off each other's ideas, enhancing the possibility that additional thoughts, connections, or associations will be triggered. The generated list charted by students serves as a classroom representation of what they recall and understand about their learning.

MATERIALS

- ◆ Chart paper with recorded questions
- ◆ Markers for each participant
- ◆ One marker color for each member of one group

STEP BY STEP

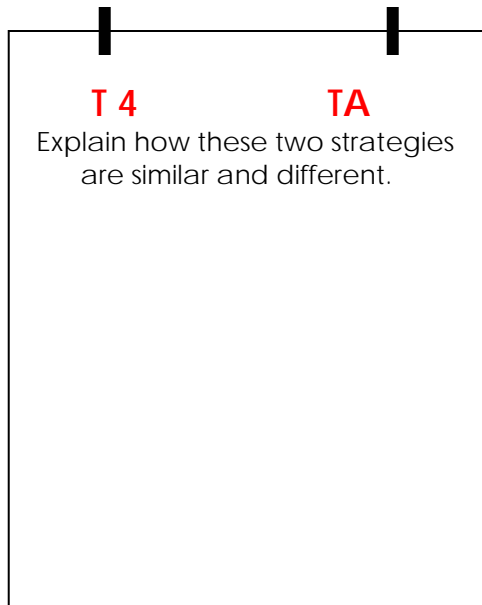
1. ***Students are assembled in groups of 4 to 5 and assigned to one chart with a question or questions listed.*** Students use the marker color assigned to their group to generate responses and list on the chart. Once they have exhausted their thoughts, they are ready to move to the next chart. Some teachers like to give 2 to 3 minutes for responses and then ask all groups to move one chart over. Students do not make judgments about accuracy at this time.
2. ***Students read the brainstormed generation of the preceding group. Then they repeat the process in step one.*** Again, students defer judgment as to accuracy. This process repeats itself until each group has visited each chart and had an opportunity to respond.

3. ***Each group of students should return to their original chart.*** At this time students are ready to determine if the information generated on the chart is an accurate reflection of the content taught. One person from each group reads the responses aloud under each question in their entirety. Then the responses to the second question are read.
4. ***Students dialogue with one another with rationale for agreement or disagreement.*** This is a significant time for the teacher. Moving from group to group, teachers listen to students share their understanding of the content. At this step, a teacher often learns about misconceptions and how narrowly or widespread they are. *Students can use a lifeline at this step to support their rationale for accuracy.*
5. ***Each team selects two spokes persons to share out.*** In turn, each group shares. Let students know that if they have a comment regarding what is being stated, they will get an opportunity to comment once the group has shared. During this step, it is imperative that the teacher poses questions to help students move deeper into the content.
6. ***Students may choose to use a lifeline if they are truly struggling to respond.*** The lifelines are colored-coded and reserved in a place that is monitored by the teacher. These are available to students who need information about the content in order to participate more fully.

Sample Chart

Explain how these two _____
are similar and different?

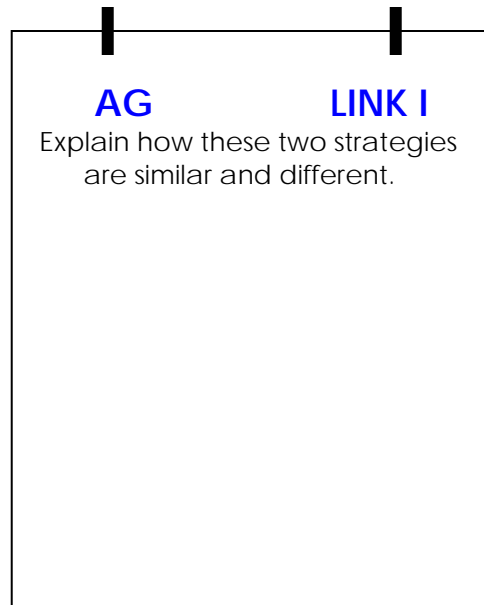
CAROUSEL REVIEW CHARTS



T4 **TA**

Explain how these two strategies are similar and different.

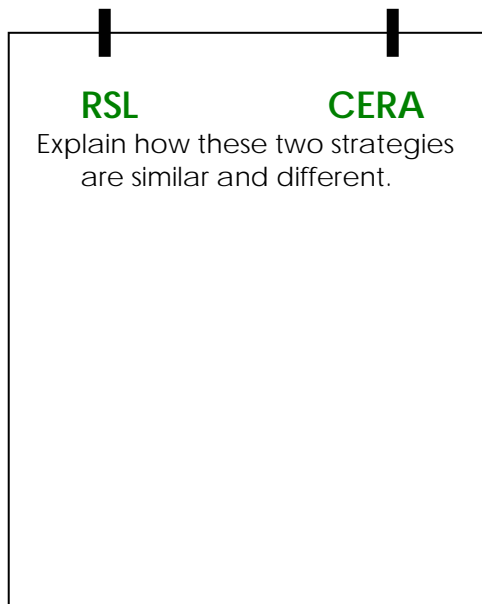
--Talking to the Text
--Think-Aloud



AG **LINK I**

Explain how these two strategies are similar and different.

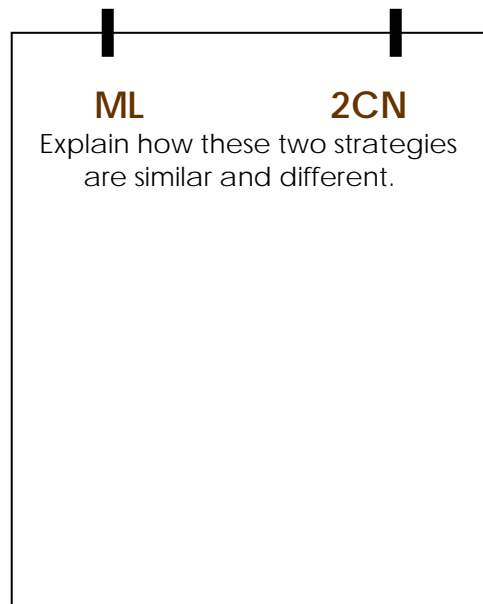
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RSL **CERA**

Explain how these two strategies are similar and different.

--Reading Strategies List
--Curriculum Embedded
Reading Assessment



ML **2CN**

Explain how these two strategies are similar and different.

--Metacognitive Log
--Two Column Notes

CAROUSEL REVIEW CHARTS

WS **TR**

Explain how these two strategies are similar and different.

--Word Splash
--Text Rendering

FQIP **JS**

Explain how these two strategies are similar and different.

--FQIP
--Jigsaw Summary

RT **GW**

Explain how these two strategies are similar and different.

--Reciprocal Teaching
--Gallery Walk

CAROUSEL REVIEW LIFELINES

Anticipation Guide (AG) *Blue*

This is a strategy where students respond to teacher constructed questions prior to reading text. It ignites students' prior knowledge so that they can make connections to new content before the read. It enhances the potential for interest and focus by students who justify their position before and after a reading experience.

Curriculum Embedded Reading Assessment (CERA)

Green

This is an assessment tool that looks at the beginning and ending assessment of students' subject area reading that is built around student responses to questions examining the reading/thinking processes.

Focus/Question/Image/Predict (FQIP) *Orange*

This is a strategy that creates a framework for student exploration of text by providing guidelines to focus their reading, question and predict as they read, and to create images (mental pictures) of their reading.

Gallery Walk (GW) *Black*

This is a strategy that assists students' verbal articulation of their thoughts by viewing pictures and charts (created by the very same students or peers) that illustrate a key concept or idea.

Jigsaw Summary (JS) *Orange*

This is a strategy that divides a reading experience into smaller chunks to be studied by an expert group. After the expert groups finish, members of each expert group form new groups and teach their section.

List/Inquire/Question/Know (LINK I) *Blue*

This is a strategy that explores what students know about a key word or topic by discussing the relationship between the key words and associated words or phrases "popcorned" from students. It then allows students to ask clarifying questions about what their peers generated so that they clearly understand their meaning. From this, students note what they know in a one sentence summary. Last, students write what they have learned after reading the text.

Metacognitive Logs (ML) *Brown*

These encourage students to examine their reading/thinking processes by writing in response to metacognitive prompts such as: "I felt confused when...", "I discovered _____ when I read further", "I was distracted by...", and "I started to think about...".

Reading Strategies List (RSL) *Green*

This is a strategy that helps students become aware of the demands of different texts and a myriad of strategies they can use to meet those demands.

Reciprocal Teaching (RT) *Black*

This strategy increases students' understanding of a text by encouraging metacognitive conversations focused on questioning, clarifying, summarizing, and predicting.

Talking to the Text (T4) Red

This is a strategy that provides students with an opportunity to engage with the text independently by writing down their thoughts, confusions, questions, and connections as they read.

Text Rendering (TR) Purple

This is a strategy that focuses on a text's big or small ideas by identifying and sharing a key sentence, phrase and word from the text and then generating a word that relates to the text through association.

Think-Aloud (TA) Red

This is a strategy that makes the invisible thought processes of a reader making sense of text visible to students: The teacher models a think-aloud by verbalizing thought during a reading experience. Teachers use this strategy to MODEL the comprehension strategies they use as a proficient reader of their content.

Two Column Notes (2CN) Brown

This is a strategy that helps students make meaningful connections that deepen their understanding of a text by recording important or confusing words or quotes from the text. The words or quotes are written in the left-hand column and then students share their thinking about the word or quote in the right-hand column. This strategy is also used for students to pose questions that surface as they read and then to explain why the content initiated their thoughts.

Word Splash (WS) Purple

This is a strategy that allows student to describe the connection between a "BIG IDEA" word or phrase and related words that are "splashed" around it. Students draw on their prior knowledge to articulate connections in writing. This strategy allows teachers to build on a students' prior knowledge by using it during a unit of study.

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