

Small Group Discussion featuring Packback



Overview:

Students are naturally social, so why don't they feel more comfortable sharing their great ideas in class? Leveraging Packback as a jumping off point will encourage a more robust discussion and a smaller, more intimate setting will encourage everyone to share.

Learning Objective, Goal, & Standards Connection:

CCSS.ELA-LITERACY.W.9-10.1, CCSS.ELA-LITERACY.SL.9-10.1, CCSS.ELA-LITERACY.SL.9-10.1.A

- Students will practice making claims, provide reasoning, and cite evidence to back up their claim.
- Students will practice responding to their peers in Packback and then verbally sharing and discussing their perspective in a small group.
- Groups will share out common ideas or themes

Approximate Time:

- 20-30 minutes

Prep, set up, or materials needed before class:

- Educator should **group students after a deadline** has passed and all students have participated.
- Educator should **feature the number of questions needed** based on the number of smaller groups. Featuring will increase visibility and make locating the questions easier when students are broken out into small groups.
- **Feature the questions that are most appropriate** based on the content or topics being covered

Activity:

- Share the groups students will work with and the one question each group will answer. (Click Featured Post, ID the question for each group based on the student name.) The student who created the question does not need to be in the group responding to it.
- Allow students to rearrange themselves.
- Students will have 10 minutes to write their response to their group's question in Packback. Finishing is not central, but getting some thoughts down before talking with their peers is critical.
- Students will make a claim in response to the question (First text box), provide their reasoning for the claim they made (Description text box), and provide evidence from a source. (Citation text box at the bottom.)
- After creating their responses, students will each have time to share with their small group.
- After all students have shared groups, should identify common themes or takeaways to share out with the whole class (if time allows)

Assessment & Evaluation:

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packback
Fearlessly curious.

- Educator should assess small group discussion based on participation levels as they circulate throughout the room.
- Educator should observe anecdotally student engagement and ability to communicate with their peers.

Modification & Differentiation:

- Could be modified to change the format of the assignment students could speak and discuss about the questions in their small group and then write their responses in packback.