

Sprowston Junior's

Guide to



CLIPs



Word Round

- Each position/pupil takes turns in sharing ideas.
- This could be time limited or free flowing dependent on the topic/learning outcome.
- A Word Round could be used independently or after another CLIP such as Meet in the Middle.



Variations

- Remember to start with a different pupil.
- Change the question if you feel the responses are repetitive to another level of Bloom's – you can do this during the time.
- Change the length of time depending on the question.

Questioning examples...

- How would you explain ...?
- What is the main idea of ...?
- How would you use ...?
- What evidence can you find ...?
- Do you agree with...?
- What would happen if ...?

Successfully used...

- Sharing thought processes to achieve an outcome and solving a problem.
- Reviewing work.
- Sharing initial ideas.
- Peer assessment.
- Plenaries.

Less useful for...

- Demonstrating structured process for the first time...for example: How to write a formula in Science, find a missing X straight-after modelling.

Catch-1-Partner

- Each pupil is given a piece of information/question.
- They circulate round the classroom sharing the information and asking the question of others.
- When both people have shared/asked, they swap the information/question and repeat with another pupil.
- This can be repeated for a set number of cycles or for set time.



Variations

- Use a word round on return to help explain to the group.
- Swapping cards with the pupil opposite on the return table.

Questioning examples...

- How would you show ...?
- Explain what is happening ...?
- Can you make use of the facts to ...?
- Why do you think ...?
- How would you prove/disprove?
- What changes would you make to solve ...?

Successfully used...

- Starter and plenaries.
- Recall of prior knowledge.
- Discussion of key facts.
- Explaining quick facts.
- Closed questions.
- Practising vocabulary and definitions.

Less useful for...

- Debates.
- Lead in to independent work.
- Practising complex procedures/structured learning.

Meet in the Middle

- Time is given for people to think about and illustrate their understanding of a particular question/topic.
- This question/topic is usually given on a piece of paper for all people to write on – but this does not always have to be the case. They can record/respond on their own paper or in a work book etc.
- This is usually time limited – between 2 to 3 minutes.
- This is best when followed with a Word Round.



Variations

- Rotating the paper so you have to explain another pupil's answer.
- Rotating paper to Peer Mark someone else's answer.
- Model a teacher answer to a question/series of questions at the conclusion.
- Change the length of time allowed dependent on the question/topic.

Questioning examples...

- Can you list the three ...?
- Rephrase the meaning ...?
- How would you show your understanding of ...?
- What conclusions can you draw?
- Would it be better if ...?
- Can you propose an alternative...?

Successfully used...

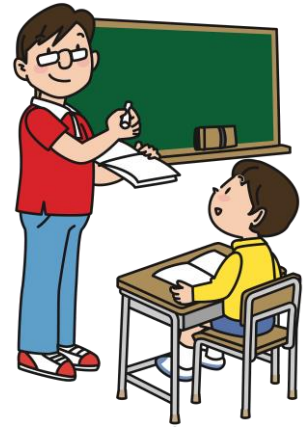
- Demonstrating a structured process (e.g. responding to an open question).
- Finding out what a group already knows.
- Metacognition/explaining thought process and their thought process.
- Lead into independent work.
- Analysing evidence.
- Peer Assessment.

Less useful for...

- Checking direct knowledge or close procedure.

Teacher & Pupil

- ONE pen and ONE set of materials between the pair.
- Even Seat is the 'Pupil', Odd Seat is the 'Teacher'.
- The 'Teacher' gives the 'Pupil' step-by-step instructions how to solve a task.
- The 'Pupil' follows the instructions exactly as they are given, clarifying if necessary.
- The 'Pupil' praises the 'Teacher'.
- Students switch roles for next problem.
- At this point if the 'Pupil' recognises an error, they need can say "I think we need to look at this one again." Starts the process again.



Variations

- Encourage when one pupil believes there to be an error stating: "Thank you, I think we need to look at this one again" – then that person changes the response.

Questioning examples...

- How did ___ happen?
- State in your own words ...?
- What approach would you use to ...?
- How is ___ related to ...?
- Based on what you know, how would you explain ...?
- Can you elaborate on the reason ...?

Successfully used...

- Procedural/structured processes.
- Explaining algorithms.
- Using known facts to complete a process.
- Mental note taking and formulating a response.
- Peer Assessment/Self-Assessment.

Less useful for...

- Open questions with no definitive answer.
- Extensively long written answers.

Role, Rotate, Read...

- Pupils are given some reading materials.
- Pupil 1: reads the paragraph to the group.
- Pupil 2: Summarises the paragraph.
- Model - Generalising and using wider/vocabulary.
- Stem: This paragraph was all about.
- Pupil 3: Headlines the paragraph.
- Pupil 4: Connects the paragraph to what has happened (on the first go they predict what the next paragraph may be about).
- The roles then rotate...



Variations

- Connector becomes the questioner and asks modelled questions of the rest of the group.
- Connector always predicts.
- Connector models an answer to the question being asked to the rest of the group – “My answer is... Do you agree?” – feedback to the answer could be in the form of a Word Round.

Questioning examples...

- What is ...?
- How would you compare ...?
- How would you organize ___ to show ...?
- What is the theme ...?
- What is your opinion of ...?
- How would you adapt ___ to create a different ...?

Successfully used...

- Gaining and checking new knowledge.
- Reading and understanding a text.
- Relating ideas to each other.
- Reading for study time.
- Presenting summaries to a group.

Less useful for...

- Procedural structure.
- Maths.
- PE.
- Computing.

Simultaneous Write Round

- Each student is issued with a piece of blank A4 paper, or sheets with appropriate prepared materials.
- Each team member writes his/her answer or contribution on his/her sheet.
- When prompted, team members pass their sheet to the left.
- Start from Step 1. Continues until all team members have written on every sheet.



Variations

- Use a blank differentiated worksheet for the group to complete before independent work (e.g. “Everyone try Q1 – 3.”)
- Use the rotation as part of Peer Assessment (e.g. “Read what has been written, edit for Capital letters/full stops etc.” or “Check the method... ..do you agree?”)

Questioning examples...

- Who was ...?
- What is meant ...?
- What examples can you find to ...?
- What is the relationship ...?
- Why did they (the character) choose ...?
- How could you change (modify) the plot (plan) ...?

Successfully used...

- Planning and drafting an extended piece of writing.
- Writing ideas for Science experiments.
- Answering a range of comprehension questions.
- Sharing ideas – “Thought Showers!”

Less useful for...

- Rote Maths problems.
- Short tasks.
- Independent work.

Guess Away

- Pupils are given a key question/topic to discuss.
- Discussion is generated by making educated guesses around this question/topic.
- Pupils may take it in turns to ask questions or it may follow a pre-set pattern based on position in CLIP groups.



Variations

- Encourage children to formulate questions in order to discover a character, setting etc.

Questioning examples...

- How would you describe ..?
- What can you say about ...?
- What facts would you select to show ...?
- What ideas justify ...?
- What information would you use to support the view...?
- Suppose you could__what would you do ...?

Successfully used...

- Using known facts to complete a process.
- Developing good listening skills.
- Gaining and checking understanding.
- Answering a range of comprehension questions.
- Fictions/non-fiction writing.
- Maths (e.g. I am a number..."
- Science

Less useful for...

- Independent work.
- PE.
- Computing.
- Longer/extended answers.

Dancing sentences

- Pupils are given a sentence written on individual cards, paper or whiteboard.
- The group of words or calculation is to be re-arranged to correct or improve.
- Can be done in CLIP groups or as a whole class activity.



Variations

- Adding, removing or replacing punctuation.
- Using different forms of grammar.
- Experiment with word order – what is the impact?
- Checking inverse in calculations.

Questioning examples...

- Why did ...?
- Which statements support ...?
- What elements would you choose to change ...?
- Can you identify ...?
- What choices ...?
- What way would you design ...?

Successfully used...

- Literacy: poetry, punctuation, grammar, description, ordering reports, sequencing stories
- Theme: time lines
- Maths: inverse operations, ordering, BIDMAS

Less useful for...

- Independent work.
- PE.
- Computing.
- Longer/extended answers.

Questioning Quads

- Pupils adopt roles: Interviewer, Interviewee, Reporter, Summariser
- Interviewer asks questions and the interviewee responds
- Reporter makes notes
- Summariser adds key information during note-taking (as needed) and also given opportunity to summarise conversation at end



Variations

- Use pre-determined questions.
- Differentiated questions.
- Comparison between open and closed questions.
- Two reporters who summarise together at the end of the CLIP.
- Two interviewees to share the questions.

Questioning examples...

- Who were the main ...?
- How would you summarize ...?
- What questions would you ask in an interview with ...?
- What motive is there ...?
- How would you justify ...?
- Can you predict the outcome if ...?

Successfully used...

- Using known facts to complete a process.
- Developing good listening skills.
- Gaining and checking understanding.
- Starter and plenaries.
- Recall of prior knowledge.
- Discussion of key facts.
- Explaining quick facts.
- Closed questions.
- Practising vocabulary and definitions.

Less useful for...

- Demonstrating structured process for the first time
- Practising complex procedures/structured learning.
- Open questions with no definitive answer.
- Extensively long written answers.

Ping Pong Pairs

- Pupils are given a topic to discuss.
- They take it in turn to give short/sharp answers in a rapid fire style.
- Example:
 - “Your topic is animals from Africa – go...”
 - Pupil 1: “lion”
 - Pupil 2: “giraffe”
 - Pupil 1: “zebra”



Variations

- Set time limit – how many responses can the pair come up with?
- Set number of responses.
- Use in CLIP 4s rather than pairs.

Questioning examples...

- When did ...?
- Which is the best answer ...?
- How would you apply what you learned to develop ...?
- Can you distinguish between ...?
- How would you rate the ...?
- What facts can you compile ...?

Successfully used...

- Using known facts to complete a process.
- Developing good listening skills.
- Gaining and checking understanding.
- Maths (e.g. “Give me multiples of...” “Prime numbers between 0 and 50...”)
- Science (e.g. “Tell me about the parts of a river...”)

Less useful for...

- Independent work.
- Developing rich language.
- PE.
- Computing.
- Longer/extended answers.

To Me, To You!

- Pupils are given a topic to discuss.
- They take it in turn to give a brief description based on the topic – see variations.
- Each time they swap, the new speaker briefly summarises what they have found out about what their partner knows before adding on some information of their own.
- Example:
 - Pupil 1: “I know that...”
 - Pupil 2: “You know that, and I know...”
 - Pupil 1: “You know...”



Variations

- Based on what they know already.
- Based on what they have learnt.
- Based on what they would like to discover.
- Use in CLIP 4s rather than pairs.

Questioning examples...

- When did ___ happen?
- What facts or ideas show ...?
- What would result if ...?
- What are the parts of ...?
- Assess the value /importance of?
- What could be combined to improve (change) ...?

Successfully used...

- Using known facts to complete a process.
- Developing good listening skills.
- Gaining and checking understanding.
- Starter and plenaries.
- Recall of prior knowledge.
- Discussion of key facts.
- Explaining quick facts.
- Practising vocabulary and definitions.

Less useful for...

- Independent work.
- Developing rich language.
- Computing.
- Longer/extended answers.

Thinking aloud!



- Pupils are given a topic to discuss (this could be based on a shared text).
- They take it in turn to 'think aloud' with a partner or those on their table to share ideas on the topic – see variations.
- As pupils share ideas they have the opportunity to develop their thoughts and are encouraged to explain their 'thinking aloud' comments.
- Example:
 - Pupil 1: "I'm thinking aloud about..."
 - Pupil 2: "I like that idea. Why do you think that..."
 - Pupil 1: "I think this because in the text it says..."

Variations

- Based on what they have learnt.
- Based on a particular section of the text.
- Focused on a particular character or characteristics.

Questioning examples...

- When did ____ happen?
- How would you describe ..?
- What can you say about ...?
- What ideas justify ...?
- What information would you use to support the view...?
- When did ...?

Successfully used...

- Developing good listening skills.
- Gaining and checking understanding.
- Starter and plenaries to.
- Practising vocabulary and definitions.
- Maths (e.g. "I'm thinking aloud about how to find the area of this compound shape...")

Less useful for...

- Independent work.
- Computing.
- Longer/extended answers.