Professional Development Toolkit #1

**Strategy for Processing Information: Share One; Get One**

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| **What is it?*** A matrix that students draw on their papers to record concepts, facts, skills, vocabulary, etc. that they remember from the lesson or lessons (See back for an example)
* A processing exercise that is low-prep, engaging, and student-centered
* A vehicle for students to share ideas to complete a task
* A way for students to move about the room productively
* A formative assessment strategy
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| **Why is it used?*** To help students process new or old information
* To break up lectures or other extended learning experiences into smaller chunks
* To help students put information into their own words and/or contexts
* To provide another way for students to process information beyond whole-class discussions or traditional worksheets
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| **What are teachers doing?*** Selecting what kind of information is processed
* Purposefully planning for a processing break in the lesson
* Providing expectations for movement, talking, and time on task
* Monitoring student conversations and charts for relevance, quality, and accuracy
* Ensuring that students move along to gather data from peers
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| **What are students doing?*** After filling out three of their own squares, students move about the room to “share one” answer they had and “get one” answer from as many peers as there are boxes left to fill on their matrices.
* **Possible extension** – After all the squares on the matrices are filled in, students must use the information to write paragraphs about it, organizing and creating sentences from the facts in the boxes.
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**Additional Applications**

* **In addition to using Share One; Get One during a note taking or explicit teaching activity, try using it as a *review activity*, an *open-notes quiz*, or even a *pre-reading strategy to access background knowledge*.**

*Adapted from* Wormeli, Rick. Summarization in Any Subject. Alexandria: ASCD, 2005.