

Idea Carousel Routine Directions

Instructional Goal: Brainstorm and build on ideas.

Directions:

1. Post topics or questions on whiteboards or chart paper and distribute them around your classroom (one topic or questions per area).
 - a. These can be the questions on a worksheet, reading discussion questions that you want to dive into as a class, or topics relevant to your lesson that day.
2. Ask learners to move to one of the topics/questions around the room. Limit each group to 3 or 4 people.
 - a. Prompt learners to choose which paper they move to by asking them to choose a question/topic they struggled with most or a question/topic they found most interesting.
3. Once learners are in groups, hand a **different colored writing utensil** to each of the groups. Making sure each group uses a different color to write will make it easier to track the thinking that happened in each group. The student you hand it to will be the first recorder and in the group so it might be helpful to choose someone with good handwriting and spelling as this response will help guide the subsequent group responses.

Core Activity

4. In the first groupings, ask students to brainstorm one of the following: their answer to the question, things they know about the topic, or any questions they may have.
5. Ask groups to rotate to the next topic/question with their writing utensil and change who is the recorder. With this new topic/question students should:
 - a. Read the chart, check ideas that resonate with them
 - b. Add new ideas to the chart
6. Ask students to rotate again to the next topic/question with their writing utensil and change who is the recorder. With this new topic/question students should:
 - a. Read the chart, check ideas that resonate with them

- b. Add new ideas to the chart
 - c. Star three ideas or questions that they would like to discuss
7. Ask students to rotate again to the next topic/question with their writing utensil and change who is the recorder. With this new topic/question students should:
 - a. Read the chart, check ideas that resonate with them
 - b. Add new ideas to the chart
 - c. Star three ideas or questions that they would like to discuss or the three most important ideas
 - d. Circle the most important idea

Reflection

8. Prompt students to gallery walk around to see the other chart papers and end at their starting place. Encourage them to notice the changes to their starting chart and put exclamation points next to things that surprise them.
9. Sit down and discuss the charts as a class:
 - a. Ask learners what they see in the charts.
 - b. Ask learners what they think about the circles and underlines.
 - c. Ask learners what questions we should pursue and what are our next steps.
10. Prompt students to take a moment to write down their own learning or take away from this activity.