**Graffiti**

Provides an opportunity for students to make a personal connection to a topic or unit of work by expressing their opinions, demonstrating their understanding of the assigned text, and making connections to their prior knowledge and experience.

AFTER the students have read a reading selection:

1. Form groups of five students each.

2. In each group, assign each student a number from 1 to 5. (Tell the students that they will not know the role for their number until later, and that the roles will change. They are all accountable for the work in the group.)

3. Give each group a color name (e.g., red, blue, black, green, orange,

brown), and a marker of that color. The group will keep that marker as they

move to a different chart page and topic.

4. Give each group a piece of chart paper, with a topic already written at the

top. (subheadings in books are great!)

5. Tell the students that they will have about three minutes to write their group’s responses to the topic on the first piece of chart paper. Number 1 will be the recorder when the group is at the first chart; Number 2 will be the recorder when they rotate to the second chart; and so on.

6. As the first three-minute time-limit approaches, tell the students, “When I give the signal, finish your last word, leave your chart page where it is, and move on to the next chart page. Be sure to take your marker and give it to the new recorder in your group. You will have two to three minutes to read the responses at the next chart page, and add comments, question marks,

disagreements, or additional points.”

7. As the students return to the chart page where they first started (their color of marker will be the first one on the page), tell them, “Prepare to report on the information by reading it carefully, and deciding what is most important to tell the whole class. I will choose a reporter and a displayer when the time comes to report. Everyone should be ready to take on these roles.”