

Engaging Them All

Active Participation Strategies

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Resources

- Additional information can be found in Chapter 6 of this book:
Archer, A., & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*. NY: Guilford Publications.
- Videos that illustrate explicit instruction can be found on this website:
www.explicitinstruction.org

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Goals

Participants will be able to:

- Outline **benefits** of eliciting frequent responses
- Reframe **questions** and strength questions
- Describe alternative **procedures for eliciting responses** from students during a lesson.
- Describe alternative **procedures for reading passages** in class.
- Utilize participation procedures in their **own teaching**.

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Active Participation — Why?

Why is it important to frequently elicit responses from students?

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Feedback

Why is it important to frequently elicit responses from students?

Contributes to a positive learning environment

- increases **engagement**
- increases **on-task** behavior
- increases **accountability**
- promotes **desired behaviors**
- reduces **inappropriate behaviors**
- keeps class **moving** along

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Feedback

Why is it important to frequently elicit responses from students?

Embedded formative assessment

Check for understanding

- allows the teacher to **monitor** understanding, **adjust** the lesson based on responses, and provide **feedback** to students

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Feedback

Promotes learning

- **focuses** students' attention on critical content
 - provides **rehearsal** of information and concepts
 - provides **practice** of skills and strategies
- retrieve - respond - retain**

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Active Participation — Why?

Opportunities to respond related to:

- Increased academic achievement
- Increased on-task behavior
- Decreased behavioral challenges

Caveat

- Only successful responding brings these results
Initial Instruction - 80% accuracy
Practice/Review - 90% or higher accuracy

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Create Better Questions

(Embedded Formative Assessment by Dylan Wiliam)

Original	Reframed
What end punctuation should be used?	Why should this sentence end in a question mark?
Is this a sentence or a clause?	Why is this a clause rather than a sentence?
Is slate a metamorphic rock?	Why is slate a metamorphic rock?
Is 23 prime?	Why is 23 prime?
Is a spider an insect?	Why is a spider not an insect?

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Create Better Questions

(Embedded Formative Assessment by Dylan Wiliam)

Original	Reframed using comparisons
What is a prime number?	Why is 17 prime and 15 not?
What was life under apartheid like?	How were lives of blacks and whites different under apartheid?
Is a bat a mammal?	Why is a bat a mammal and penguin not?
Does a eukaryote cell have a nucleus?	What is the major difference between a prokaryote and eukaryote cells?

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Create Better Questions

(Embedded Formative Assessment by Dylan Wiliam)

Original Question	Reframed as Statement Agree/Disagree/Why or Why Not
Are all squares rectangles?	All squares are rectangles.
Do the Senate and the House of Representatives have the same powers?	The Senate and the House of Representatives have the same powers.
Is plywood a natural resource?	Plywood is a natural resource.
Why is Ben Franklin considered a <i>Great American</i> ?	Ben Franklin was a Great American.

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Active Participation — What?

Opportunities to Respond

Verbal Responses

Written Responses

Action Responses

All Students Respond. When possible, use response procedures that engage all students.

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Active Participation —

How can students respond in a lesson?

Verbal Responses

Written Responses

Action Responses

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Active Participation — Brainstorming

- **Think**
 - Have students think and record responses.
 - As students are writing, move around the classroom and write down students' ideas and their names.
- **Pair**
 - Have students share their ideas with their partners.
 - Have them record their partners' best ideas.
 - As students are sharing, continue to circulate around the room, recording ideas and names.
- **Share**
 - Display the ideas and names on the screen. Use this as the vehicle for sharing.

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Video

- What active participation procedures were directly taught?

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Video

- Good practices:

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Preview of Active Participation Procedures

Verbal Response Procedures

Choral
Partners
Teams/Huddle Groups
Individual

Written Response Procedures

Types of writing tasks
Whiteboards
Response Cards/Response Sheets

Action Response Procedures

Acting out/Simulations
Gestures
Facial Expressions
Hand Signals

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Elicit frequent responses

The active participation procedure should:

1. Involve **all students**
2. Be **structured**
3. Allow adequate **thinking time**

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Active Participation Essentials Think Time

When thinking time was extended beyond 3 seconds these benefits occurred:

1. Greater participation by all learners
2. Length of student responses increased
3. Use of evidence to support inferences increased
4. Logical consistency of students' explanations increased
5. Number of questions asked by students increased

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Verbal Responses —

Structured Choral Responses

Use when answers are short & the same

Use when recall and rehearsal of facts is desired

Use for quick review of information

- **Students are looking at teacher**
 - Ask question
 - Put up your hands to indicate silence
 - Give thinking time
 - Lower your hands as you say, “Everyone”

OR

Simply say “Everyone”

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Verbal Responses —

Structured Choral Responses

- **Students are looking at a common stimulus**
 - Point to stimulus
 - Ask question
 - Give thinking time
 - Tap for response

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Verbal Responses —

Structured Choral Responses

- **Hints for Choral Responses**
 - Provide adequate thinking time
 - Have students put up their thumbs or look at you to indicate adequate thinking time
 - If students don't respond or blurt out an answer, repeat (*Gentle Redo*)

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Structured Choral Responses —

What are some benefits of **structured** choral responses?

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Verbal Responses — *Structured Partners*

Use when answers are long or different

Use for foundational and higher order questions

Partners

- Assign partners
- Pair lower performing students with middle performing students
- Give partners a number (#1 or #2)
- Sit partners next to each other
- Utilize triads when appropriate (#1 #2 #2)
- *Effective secondary procedure* — Prepare a seating chart indicating names, partners, and numbers

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Verbal Responses — *Structured Partners*

■ Other hints for partners

- Teach students how to work together
Look, Lean, and Whisper or

Look, Lean, Listen, and Whisper

- Change partnerships occasionally (every three to six weeks)

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Uses of Partners

1. **Responding to a question, task, or directive**
2. **Teaching information to a partner**
3. **Studying with a partner**

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Uses of Partners

1. Responding to a question, task, or directive

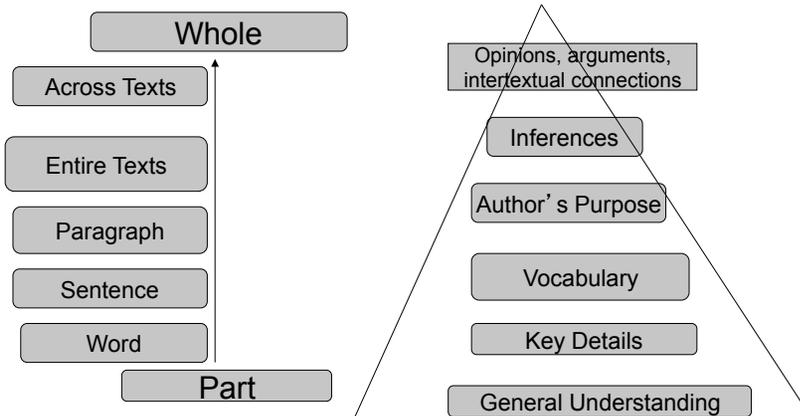
A. Think - Pair - Share

Brainstorming ideas

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A few words about text-dependent questions

Fisher & Frey, 2012



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Partner Uses

1. Responding to a question, task, or directive

B. Saying answer to partner (Partners First)

1. Ask a **question**
2. Give students **thinking time**
3. Provide a verbal or written **sentence starter**
4. Have students share answers with their **partners** using the sentence starter
5. Call on a student to give answer
6. Engage students in a discussion

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Partner Uses — Example

Scaffolding Answers with Sentence Starters

Example *McDougal Littell Literature*
7th Grade
Seventh Grade by Gary Soto

1. What background information do you learn about Victor in the first paragraph?

Start by saying: *In the first paragraph, we learn the following information about Victor. First, we learned that _____ . Next, we learned that _____ . Finally, we learned _____ .*

2. When the boys scowl, they see girls look at them. What might the girls be thinking?

Start by saying: *When the boys scowl, the girls might be thinking _____ .*

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Partner Uses

What are the benefits of having students share answers with their partners before you call on them?

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Partner Uses — Discussion

- Have students discuss responses to question, task, or directive
- Scaffold the discussion with sentence starters

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Discussion

Discussion sentence starters

Disagreeing

I disagree with _____ because _____.

I disagree with _____. I think _____.

Agreeing

I agree with _____ because _____.

I agree with _____ and I also think _____.

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Verbal Responses — Discussion

Adapted from presentation by Kate Kinsella, Ph.D.

Structured Discussion

Agreeing

My idea is similar to _____ idea. I think _____.

My ideas expand on _____ idea. I think _____.

I agree with _____ and want to add _____.

Disagreeing

I don't agree with _____ because _____.

I have a different perspective from _____. I think _____.

My views are different from _____. I believe _____.

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Verbal Responses — Discussion

Structured Discussion

Clarifying

Will you please explain _____.

What did you mean when you stated _____.

Could you please clarify your idea for me

Paraphrasing

What I hear you saying is _____.

So you believe _____.

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Verbal Responses — *Partner Uses*

2. Teaching information to a partner

A. Teach information using:

Graphic organizers, maps, diagrams, charts, PowerPoint slides, drawings, notes, vocabulary log, etc

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Verbal Responses — *Partner Uses*

B. Teaching information to partner using worked problems

Example #1. What percent of 120 is 90?

$$p \cdot 120 = 90$$

$$p = \frac{90}{120} = 0.75 \quad \text{So 90 is 75\% of 120}$$

Example #2. *small living room*

small, dark bedroom

famous movie star

mysterious, twinkling star _____

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Verbal Responses — *Partner Uses*

3. Studying with a partner

A. Partner studying (Spelling Example)

B. Study content area information using:

1. Textbook, notes, handouts, etc
2. **Study - Tell - Help - Check**

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Verbal Responses — *Partner Uses*

Studying with a partner

A. Study foundation skills using a consistent routine

Spelling Example

1. Tutor dictates word
2. Tutee writes the word
3. Tutor displays correctly spelled word
4. Tutee checks the spelling and if the word is misspelled tutee crosses out the word and writes it correctly

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Verbal Responses — *Partners*

- **Study**
 - Give the students a minute or two to study notes, text material, graphic organizer, or handout
- **Tell**
 - Ask partners (#1 or #2) to retell what they remember about topic
- **Help**
 - Have the second partner assist by:
 - Asking questions
 - Giving hints
 - Telling additional information
- **Check**
 - When both partners have exhausted recall, they check with their notes, text material, graphic organizer, or handout

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Verbal Responses — *Partners*

Other uses of partners

1. Monitor partner to see if directions are followed
2. Share materials with partners
3. Assist partners during independent work
4. Collect papers, handouts, assignments for absent partners

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Verbal Responses — *Teams*

Use for higher order questions

Use when there are multiple perspectives/opinions

- Join two partnerships to form a team of four.
- Label the members of the team with letters (a, b, c, d) OR
- Indicate by position.
 - “Team members sitting in this location will begin sharing.”
 - “Team members sitting in this location will report to the class.”

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Verbal Responses — *Teams*

Rounds

- First team member shares for a limited time.
- Other team members ask clarifying questions.
- Rounds are repeated until all 4 have spoken.
- Selected reporter summarizes.
- Reporter reports to the class.

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Verbal Responses — *Individual Turns*

Common but less desirable practices

#1. Calling on volunteers

Disadvantages:

- Specific students volunteer.

- high performing students
- assertive students
- students proficient in English

- Non-volunteers over time don't think or participate

Limit calling on volunteers.

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Verbal Responses — *Individual Turns*

Common but Less desirable practices

#2. Calling on inattentive students

Disadvantages:

- Inattentive student unlikely to have correct response
- Answers of inattentive student unlikely to add to richness of class discourse
- Attention is given to inappropriate behavior

Don't call on inattentive students.

■ To regain attention of students:

- Use physical proximity
- Give directive to entire class
- Ask students to complete quick, physical behavior

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Verbal Responses — *Individual Turns*

Option #1 - Partner First

1. Ask a question
2. Give students **thinking time**
3. Provide a verbal or written **sentence starter**
4. Have students share answers with their **partners** using the sentence starter
5. Call on a student to give answer
6. Engage students in **discussion** using discussion sentence starters

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Verbal Responses — *Individual Turns*

Option #2 - Question First

1. Ask a question
2. Raise your hands to indicate silence
3. Give thinking time
4. Call on a student
5. Provide feedback on answer OR
Engage students in a discussion

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Verbal Responses — *Individual Turns*

■ Procedures for randomly calling on students

Procedure #1 - Write names on cards or stick. Pull a stick and call on a student.

Procedure #2 - Use iPad or iPhone app (e.g., *Teacher's Pick, Stick Pick, or Pick Me!*)

Procedure #3 - Use two decks of playing cards. Tape cards from one deck to desks. Pull a card from other deck and call on a student.

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Verbal Responses — *Individual Turns*

Option #3 - Whip Around or Pass

Use when many possible answers

1. Ask a question
2. Give students thinking time
3. Start at any location in the room
 - Have students quickly give answers
 - Go up and down rows, limiting comments
 - Allow student to pass

Note: If students are "habitual passers," alter the procedure. Return to students who pass. Have them report the best or most interesting idea of their peers.

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Written Responses

Materials

- Paper
- Graph paper
- Graphic organizers
- Journals
- Vocabulary logs
- Post-its
- Posters
- Anticipation guide
- Computers
- Electronic tablets
- Response slates
- Response cards

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Written Responses

Response Type

- Answers
- Sentence starter
- Writing frame
- Personal notes
- Highlighting - Underlining
- Brainstorming
- Quick writes
- Quick draws
- Warm-up activity (Do Now)
- Exit Ticket

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Written Responses

■ Written response

- Gauge length of written response to avoid “voids”
 - Make response fairly short OR
 - Make response “eternal”

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Written Responses

■ Response Slates (white boards)

- Give directive
- Have students write answers on individual whiteboards
- When adequate response time has been given, have students display slates
- Give feedback to students

Note: “Virtual white boards” can be created using heavy sheet protectors or plastic plates

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Written Responses

Response cards

- Have students write possible responses on cards or paper or provide prepared cards

Examples:

Simple responses: Yes, No; True - False; a.b.c.d., 1.2.3.4

Punctuation Marks: . ? ! , “ ”

Branches of Government: Legislative, Executive, Judicial

Math Vocabulary Terms: perimeter, area

- Ask a question
- Have students select best response card
- Ask students to hold up response card
- Monitor responses and provide feedback

Note: Utilize a *Response Sheet*. Label sides: True, False; Agree, Disagree; yes no; a b c d.

Note: Electronic clickers can also be used.

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Action Responses

■ Act out

- Students act out historical event, vocabulary term, concept, or process
- Students participate in simulation
*Example: Stock market
United Nation*

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Passage Reading Procedures

- What are some disadvantages of “round-robin reading” when the group size is large?

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Passage Reading — *Silent Reading*

Augmented Silent Reading (Whisper Reading)

- Pose pre-reading question
- Tell students to read a certain amount and to reread material if they finish early
- Monitor students’ reading
- Have individuals whisper-read to you
- Pose post-reading question

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Passage Reading — *Echo Reading*

■ Echo Reading

- Teacher reads a word, phrase, or sentence
- Students “echo” read the word, phrase, or sentence
- Useful for building fluency and expression
- *Beginning Readers*: Fade as students grow in reading skills
- *Older Readers*: Use to introduce difficult words

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Passage Reading — *Echo Reading*

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Passage Reading - *Choral Reading*

Choral Reading

- Read selection with students
- Read at a moderate rate
- Provide precorrection. “Keep your voice with mine”
- *Beginning Readers*: Chorally read text after silent reading or whisper reading
- *Older Readers*: Chorally read wording on slide, directions, steps in strategy, initial part of story/chapter

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Passage Reading - *Cloze Reading*

Cloze Reading (delete word)

- Read selection
- Pause and delete “meaningful” words
- Have students read the deleted words
- *Beginning Readers*: Use for additional practice
- *Older Readers*: Use when you want to read something quickly and have everyone attending

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Passage Reading - *Cloze Reading*

Cloze Reading (delete portion of sentence)

- Read first part of a sentence.
- Have students read to the end punctuation of the sentence.

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Passage Reading - *Individual Turns*

Individual Turns

- Use with small groups
- Call on individual student in random order
- Vary amount of material read

If used with large group,

- Assign paragraphs for preview and practice OR
- Utilize the me or we strategy

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Passage Reading - Partners

Partner Reading

Assign each student a partner

Reader whisper reads to partner

Narrative - Partners alternate by sentence, page, or time

Informational text - Partners alternate by paragraph

Read - Stop - Respond

Coach corrects errors

- Ask - *Can you figure out this word?*
- Tell - *This word is _____. What word?*
Reread the sentence.

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Passage Reading - Partners

Scaffolding lowest readers

- Students read the material together
- First reader (better reader) reads material
Second reader reads the SAME material
- Lowest reader placed on triad and reads with another student
- Partners allowed to say “me” or “we”

Beginning readers: Additional practice

Older readers: After initial part of story/chapter is read with class

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Learning is not a spectator sport

Many responses
Many responders

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May you thrive as an educator

How well you teach = How well they learn

Teach with passion
Manage with compassion

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