Engaging Them All

Active Participation Strategies

Resources


- Videos that illustrate explicit instruction can be found on this website: www.explicitinstruction.org

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**.
Active Participation — Why?

Why is it important to frequently elicit responses from students?

Feedback

Contributes to a positive learning environment
- increases engagement
- increases on-task behavior
- increases accountability
- promotes desired behaviors
- reduces inappropriate behaviors
- keeps class moving along

Feedback

Embedded formative assessment

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

Feedback

Promotes learning
- focuses students’ attention on critical content
- provides rehearsal of information and concepts
- provides practice of skills and strategies
  retrieve - respond - retain
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

Create Better Questions

<table>
<thead>
<tr>
<th>Original Question</th>
<th>Reframed as Statement Agree/Disagree/Why or Why Not</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a prime number?</td>
<td>Why is 17 prime and 15 not?</td>
</tr>
<tr>
<td>What was life under apartheid like?</td>
<td>How were lives of blacks and whites different under apartheid?</td>
</tr>
<tr>
<td>Is a bat a mammal?</td>
<td>Why is a bat a mammal and penguin not?</td>
</tr>
<tr>
<td>Does a eukaryote cell have a nucleus?</td>
<td>What is the major difference between a prokaryote and eukaryote cells?</td>
</tr>
<tr>
<td>Are all squares rectangles?</td>
<td>All squares are rectangles.</td>
</tr>
<tr>
<td>Do the Senate and the House of Representatives have the same powers?</td>
<td>The Senate and the House of Representatives have the same powers.</td>
</tr>
<tr>
<td>Is plywood a natural resource?</td>
<td>Plywood is a natural resource.</td>
</tr>
<tr>
<td>Why is Ben Franklin considered a Great American?</td>
<td>Ben Franklin was a Great American.</td>
</tr>
</tbody>
</table>
Active Participation — What?

Opportunities to Respond

Verbal Responses
Written Responses
Action Responses

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

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.

Active Participation — How can students respond in a lesson?

Verbal Responses

Written Responses

Action Responses

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Video

What active participation procedures were directly taught?
Video

- Good practices:

Elicit frequent responses

The active participation procedure should:

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

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

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
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?
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

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)

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

**Uses of Partners**
1. Responding to a question, task, or directive
   
   A. **Think - Pair - Share**
      Brainstorming ideas
A few words about text-dependent questions

**Fisher & Frey, 2012**

- Whole
- Across Texts
- Entire Texts
- Paragraph
- Sentence
- Word

**Part**

- Opinions, arguments, intertextual connections
- Inferences
- Author’s Purpose
- Vocabulary
- Key Details
- General Understanding

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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 ___________________.*
**Partner Uses — Discussion**

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

**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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**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 _________.

**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 — Discussion

Adapted from presentation by Kate Kinsella, Ph.D.
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

B. Teaching information to partner using worked problems

Example #1. What percent of 120 is 90?
   \[ p \times 120 = 90 \]
   \[ p = \frac{90}{120} = 0.75 \]
   So 90 is 75% of 120

Example #2. small living room
   small, dark bedroom

   famous movie star
   mysterious, twinkling star

3. Studying with a partner

A. Partner studying (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

B. Study content area information using:
   1. Textbook, notes, handouts, etc
   2. Study - Tell - Help - Check
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

Verbal Responses — Partners

Other uses of partners

- Monitor partner to see if directions are followed
- Share materials with partners
- Assist partners during independent work
- Collect papers, handouts, assignments for absent partners

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.”

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.
**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.**

**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

**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
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.

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.

Written Responses

Materials

- Paper
- Graph paper
- Graphic organizers
- Journals
- Vocabulary logs
- Post-its
- Posters
- Anticipation guide

- Computers
- Electronic tablets
- Response slates
- Response cards

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
Written Responses

- **Written response**
  - Gauge length of written response to avoid "voids"
  - Make response fairly short OR
  - Make response "eternal"

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

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.

Action Responses

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

- **Gestures**
  - Students indicate answers with gestures

- **Facial expressions**
  - Students indicate answer with facial expression
  - Example: “Show me despondent.” “Show me not despondent.”

- **Hand signals**
  - Students indicate answer by holding up fingers to match numbered answer

Action Responses

- **Hand signals**
  1. Display numbered items on the screen
     *Example: 1. elude 2. intention 3. reluctant*
  2. Carefully introduce and model hand signals
  3. Ask a question
  4. Have students form answer (e.g., 3 fingers to indicate item #3) on their desks
  5. When adequate thinking time has been given, have students hold up hand

Summing it up

I intend to use the following active participation procedures:
Passage Reading Procedures

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

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

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 - **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 - **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
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.

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

Learning is not a spectator sport
Many responses
Many responders

May you thrive as an educator
How well you teach = How well they learn
Teach with passion
Manage with compassion