



Tell me,
I forget.

Show me,
I remember.

Involve me,
I understand.

-Ancient Chinese Proverb

Instructional Strategies for Active Participation

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Fair Oaks Annex

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- Individual
 - Oral
 - Written
 - Movement



- Partner



- Group

Individual Response Rules



Listen

Listen to the directions or prompt.

Think

Think about how you would answer.

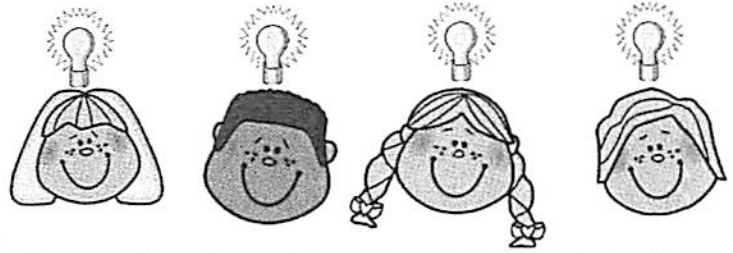
Wait

Keep from blurting out your answer. Give everyone time to think.

Respond

When given the signal, give your response or write your answer.

Idea Wave



Steps:

- 1) Listen to the question or task.
- 2) Think about and write down your own ideas.
- 3) Share one idea when the wave comes to you. Use a public voice and speak in complete sentences.
- 4) Record new idea you hear.

Sentence Starters:

Expressing Ideas:

- In my opinion...
- I think that...
- My idea is that...
- It seems to me that...

Agreeing:

- I agree with ___ that ...
- My idea is similar to ..
- I also think that...
- My idea builds on...
- I'd like to add...

Disagreeing:

- My idea is different from...
- I think that ...
- I don't completely agree with...
- In my opinion...
- I have a different perspective from...
- I believe...

Response Cards

Steps:

- 1) Students write responses in each corner of a square piece of paper. (A-B-C-D, 1-2-3-4, YES/NO, Agree/Disagree, or use whiteboards) - You can use prepared cards if desired.
- 2) Teacher asks questions.
- 3) Students privately select number/letter/word/answer from response card.
- 4) On teacher's signal, students hold up response card with selected corner pointing up.
- 5) Teacher monitors responses for student understanding of skill or strategy. Note unsuccessful responses and give constructive feedback.

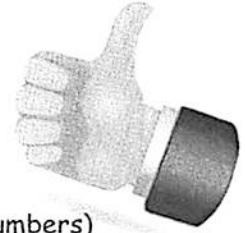
Sample teacher talk:

- *How many syllables do you hear in the word, "enormous"*
- *Maria is a very clever character in this story. Would you want her as your friend? Yes or no?*
- *I have written four definitions on the overhead, choose the one you think matches the word, "energetic".*

Show Me

Steps:

- 1) Teacher tells student the appropriate response signal (thumbs up, stand up, finger numbers)
- 2) Teacher asks a question and gives wait time.
- 3) Teacher signals "show me" and students respond.



Sample teacher talk:

- *Thumbs up if you think it is true (agree) or thumbs down if it is false (disagree)*
- *Hold up a finger for each sound you hear in the word /r/e/d/.*
- *Stand if the word I say has the same beginning sound as /mud/*
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Ticket in the Door

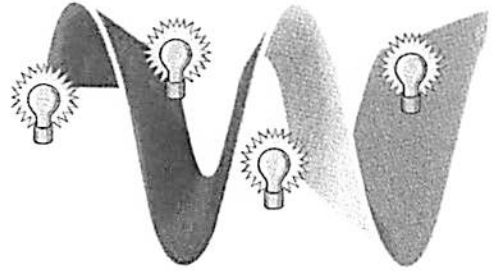
Steps:

- 1) When you make copies of tests, homework, etc., make a few extra copies. Cut them into strips which have only two or three questions or a very few problems on each strip.
- 2) Place these "extras" into a box inside the classroom door. Each day or on selected days students pick up a strip as they enter the room and work on whatever is on their strip.
- 3) Choose a row or group to collect and check "at random"

Idea Wave

Steps:

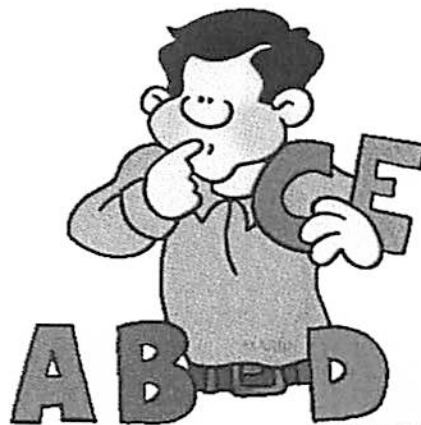
- 1) Listen to the question or task
- 2) Think about and write down your own ideas
- 3) Share one idea when the wave comes to you. Use a public voice and speak in complete sentences when asked.
- 4) Record new ideas you hear.



ABC Summarize

Steps:

- 1) Before reading to the students as a class, assign every student a letter of the alphabet.
- 2) Explain that every student is responsible for finding a word or idea that starts with his/her assigned letter that in some way goes with the story. The word can be a word used to describe a character or event, a character's name, or a special place.
- 3) Give examples of quality words and show examples of words that have little meaning.
- 4) Explain that after reading, they will share and record the words and they must explain why or how their word coordinates with the story.
- 5) Unless pertinent to the reading, exclude X and Z.
- 6) Read the story.
- 7) Chart A-Z responses of students.



Partner Rules



Look

Make eye contact with your partner so you know you have his or her attention.

Lean

Move heads close together so you can be heard.

Whisper

Speak in a soft tone so others can be heard.

Tell/Help/Check



Steps:

- 1) **Tell:** Partner 1 turns to partner 2 and recalls information without using notes.
- 2) **Help:** Partner 2 listens carefully and asks questions and gives hints about missing or incorrect information.
- 3) **Check:** Both partners consult notes to confirm accuracy.

Buddy Buzz -Think Pair Share

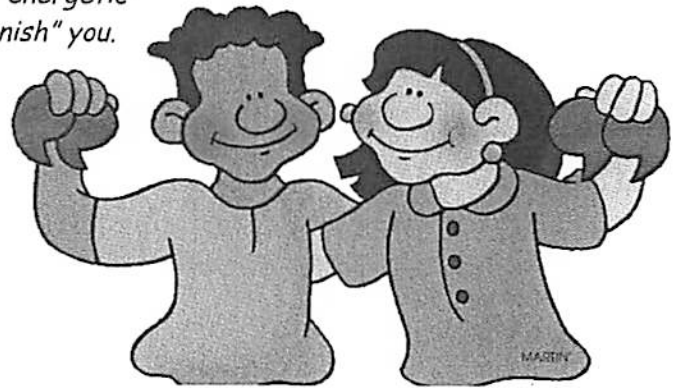


Steps:

- 1) Students are paired up. (AB)
- 2) Teacher gives a prompt or asks a question.
- 3) A tells B their response. Listening partner either holds up one finger for each correct response or paraphrases partner's response.
- 4) Teacher gives signal and B tells A their response.
- 5) Teacher monitors the discussion and active listening. Teacher signals whole group to come together and then randomly calls on partners to share responses. As a variation, teacher can ask students to share their partner's response.
- 6) Responses can be recorded for the group.
- 7)

Sample Teacher Talk

- *A, tell your partner why you think Amelia Bedelia acts the way she does*
- *B, tell your partner three things you think Jacob might do next. Begin your sentence with I predict.*
- *B, tell A what comes to mind when I say the word "energetic"*
- *A, tell B three sentences about things which "astonish" you.*



Think-Write-Pair-Share Steps:

- 1) Pose a problem or question.
- 2) Provide think time.
- 3) Have students write answer.
- 4) Pair students up (AB) and follow the directions above.

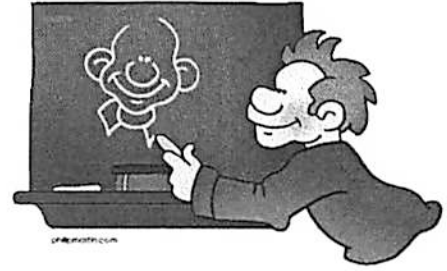
Think-Pair-Check and Perfect: (good to use with homework)

- 1) Follow set up found in Think-Pair-Share.
- 2) Students check partner's answers and they perfect each other's responses.
- 3) Share.

Think-Pair-Square

- 1) Follow set up found in Think-Pair-Share.
- 2) After students share with their partners, they share with another pair.
- 3) Teacher moves and monitors, and then decides if large group sharing is appropriate/needed.

Quick Writes/Quick Draws



Steps:

- 1) Teacher gives a prompt and students write or draw.
- 2) Allow 3 minutes or less for students to quick write/draw.
- 3) Teacher gives signal. ("Finish your sentence/picture. Put down your pencil and look up when you are done.")
- 4) Students share work with others. Teacher monitors discussion and asks questions that encourage elaboration of thinking.

Sample Teacher Talk in the Classroom

- Write 2 questions about yesterday's story and be ready to ask them of your partner.
- Write what you think will happen next in the story.
- List 2 synonyms for *ecstatic*.
- Write a sentence for one of our vocabulary words. Leave a blank for the word and switch papers with your partner, and then fill in the blank. Talk with your partner about the clues in the sentence that helped you figure out the missing word.
- Write three words that use r-controlled vowels.

Roundtable

Steps:

- 1) Teacher asks a question or gives a topic/problem.
- 2) In groups of 4, all 4 students simultaneously respond to the question by writing or drawing (or using manipulatives)
- 3) The Teacher signal when time is up (or students may turn over their papers/put pencils down).
- 4) Students then pass their papers one person clockwise.
- 5) Each team member continues to add to what was already on the paper.

Sample Teacher Talk in the Classroom

- Write a conversation between 2 ball players using at least 3 antonyms and 3 compound words.
- Write a synonym or definition for your vocabulary words.
- List 4 words (or draw a picture) that start with the /s/ sound.



MARTIN

Talking Chips

Steps:

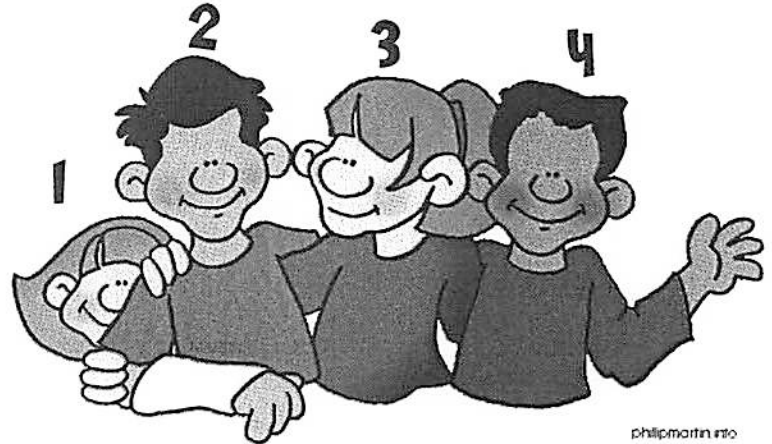
- 1) Students are in groups of 3-4.
- 2) Each student is given the same number of chips (or index cards, or post-its)
- 3) Each time a student talks, s/he places a chip in the center of the table.
- 4) Students listen and take turns talking.
- 5) When a student has used up all of their chips, they no longer talk.
- 6) The group continues until each student in the group has used all of their chips.
- 7) Teacher monitors student talk, takes notes and shares individual comments with class by using Roving Overhead.



Sample Teacher Talk in the Classroom

- *Talk about what you've learned about dogsled racing in Alaska after reading our story.*
- *What parts of being a cowhand would you most like and dislike? Talk in your groups about your reasons.*
- *Today, our vocabulary-writing connection is what you would do if you ever found a stray animal. Before you write, talk in your group about the animal and tell what you might do if you had to take care of it.*
- *Discuss in your groups the Question of the Day. Be prepared to share your responses.*

Numbered Heads



Steps:

- 1) Number off students from 1 to 4.
- 2) Ask a question or give a problem.
- 3) Student lean forward (put their heads together) to discuss the answer. They must make sure that everyone on the team knows the answer.
- 4) Randomly call out a number from 1 to 4 (use a spinner, toss a die, or draw popsicle sticks)
- 5) On each team, the student whose number was called writes an answer on the team's response board and places the board face down. (Variation: the student simply stands and verbally shares the answer)
- 6) When the signal is given, the designated students stand and hold up their response boards to show their answer. Check each team's answer for accuracy.
- 7) Repeat with additional questions. Give team points for correct responses if desired)

Sample Teacher Talk in the Classroom

- *What things in the story let you know the setting, or where and when it takes place?*
- *What do you think is the main problem for the characters in this book?*
- *What sound do you hear at the beginning of these three words: "quiet, quarter, quit"*
- *Which one of our vocabulary words would you use to finish this sentence: Grandmother was _____ to see her sister after so many years.*

Inside-Outside Circle



Steps:

- 1) Teacher or students write content relevant questions on index cards.
- 2) Students stand in 2 concentric circles.
- 3) The inside circle faces out; the outside circle faces in.
- 4) Inner circle partner asks question, outer circle partner gives answer.
- 5) Partners switch roles and repeat step 3.
- 6) Teacher gives signal and students in the outer circle rotate to the next partner.

Sample Teacher Talk in the Classroom

- *On your index card(s) write questions about the main character in our story.*
- *Write our story's vocabulary words on your index cards. Tell your partner how many syllables are in each word, give the definition, and use it in a sentence.*
- *These index cards have spelling patterns we are learning. Ask your partner for the corresponding sound and three words that have this spelling pattern in them.*

4 Corners

Steps:

- 1) Teacher has labeled each corner with a content relevant number, name, word, or phrase.
- 2) Teacher calls "4 Corners" and students are given think time to make a choice.
- 3) Each student writes the name/number of a corner on a piece of paper (or whiteboard) and turns it over without talking.
- 4) Teacher signals "4 Corners" and students get up and go to their chosen corner.
- 5) At the corner, they find a partner and discuss the reason for their choice.
- 6) Teacher randomly selects partners to share with the whole group.

Sample Teacher Talk in the Classroom

- *If you could be a character in this story, who would you be and why?*
- *Choose one of the posted four words and use it in three sentences that are at least eight words long each.*
- *Choose one of these 4 phrases from our story and tell who said it and what clues you used to determine your answer. What are some other things this character might say?*

Mix - N - Match

Steps:

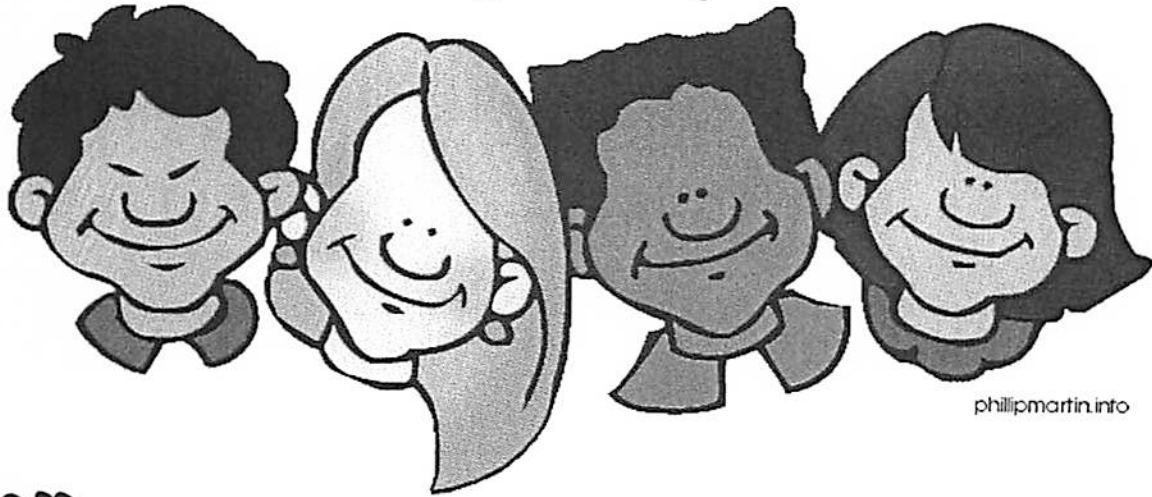
- 1) Teacher gives a card to every student.
- 2) Teacher calls "Mix" and with card in hand, students get up from seats to mill around the room trading cards with others as they pass by.
- 3) After students mix a bit, teacher calls "Freeze" and all stop. No more trading.
- 4) Teacher then calls "Match" and students find partner that has matching card.
- 5) Students with match move to edge of room to allow more room for those still looking for a match.
- 6) After all students have found their match, teacher calls "Mix" and they start again.



Sample Teacher Talk in the Classroom

- *Find the person who has a word card that matches the definition on your card.*
- *Find the person who has a picture of something that starts with the letter sound on your card.*
- *Find someone who has a synonym/antonym card that matches your word card.*
- *Find someone who has a matching answer to the question on your card.*

Choral/Group Response Rules



Listen

Listen to the directions or prompt.

Think

Think about how you would answer.

Wait

Keep from blurting out your answer. Give everyone time to think.

Watch/Listen

Watch or listen for the signal. Everyone responds together.