Getting Them All Engaged

Inclusive Active Participation
in Elementary Schools

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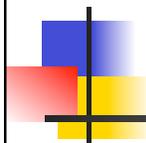
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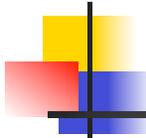
Resources

- 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 active participation procedures can be found on this website:

www.explicitinstruction.org
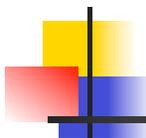
Active Participation - Why?

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
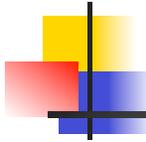
Active Participation - What?

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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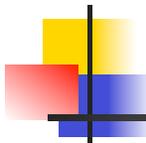
Active Participation -
How can students respond in a lesson?

Verbal Responses

Written Responses

Action Responses

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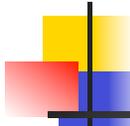
Active Participation -
Brainstorming

- **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.
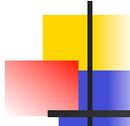
Active Participation Procedures

1. Match the **purpose** for eliciting the response

2. Include **all students**

3. Make procedure a **routine**
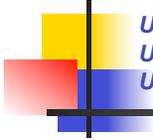
Verbal Responses - *Choral Responses*

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*"

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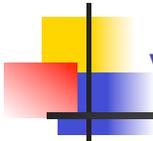
Verbal Responses - *Choral Responses*

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

- **Students are looking at their own book/paper**
  - Ask question
  - Use auditory signal *("Everyone")*

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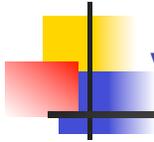
Verbal Responses - *Choral Responses*

- **Hints for Choral Responses**
  - Provide adequate thinking time

  - Have students put up thumbs to indicate enough thinking time
  - OR

    Have students look at you

  - If students don't respond or blurt out an answer, repeat *(Gentle Redo)*

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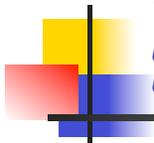
Verbal Responses - *Partners*
Use when answers are long or different
Use for foundational and higher order questions

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

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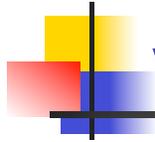
Verbal Responses - *Partners*

- **Other hints for partners**

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

    - At small group table, tape cards on table with numbers #1 and #2 and arrows pointing to each partner

    - Change partnerships occasionally (every three to six weeks)
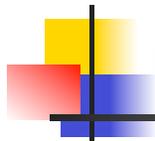
Uses of Partners

1. **Responding to a question, task, or directive**

2. **Teaching information to a partner**

3. **Studying with a partner**
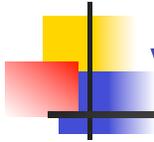
Verbal Responses- *Partner Uses*

**Responding to a question, task, or directive**

A. **Think - Pair - Share**

   Brainstorming ideas
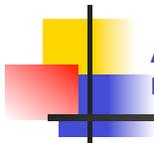
A few words about text-dependent questions
Fisher & Frey, 2012

Whole

Across Texts

Entire Texts

Paragraph

Sentence

Word

Part

Opinions, arguments, intertextual connections

Inferences

Author's Purpose

Vocabulary

Key Details

General Understanding
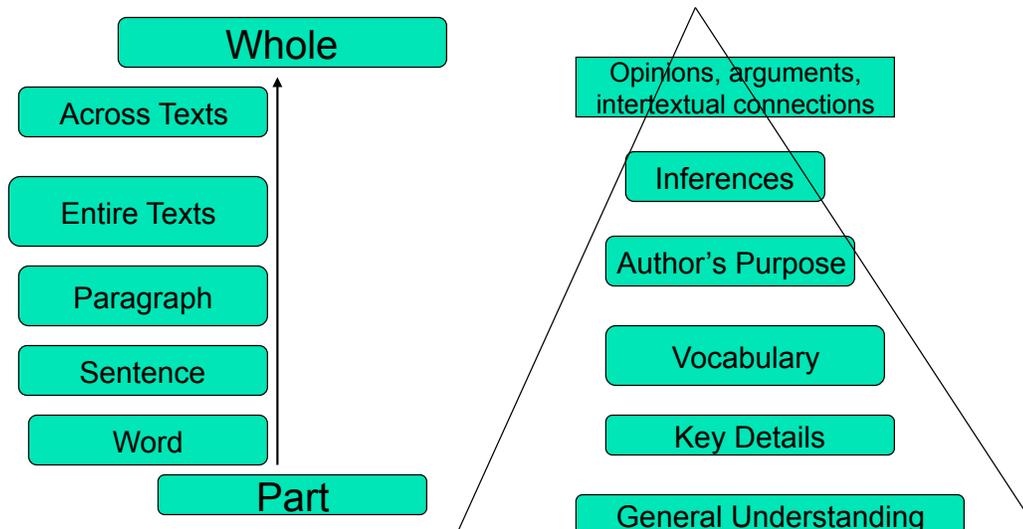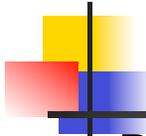
Verbal Responses- *Partner Uses*

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 **discussion** using discussion sentence starters

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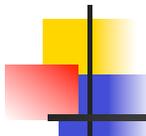
Verbal Responses - *Discussion*

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 _____.
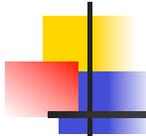
Verbal Responses- *Partner Uses*

Teaching information to a partner

A. **Teach information using:**

Graphic organizers, maps, diagrams, Power Point slides, drawings,etc

B. **Teach skill or strategy using worked problems such as:**

Completed math problems, corrected items, examples of rule, strategy, concept
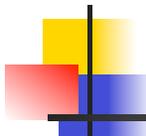
Verbal Responses- *Partner Uses*

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
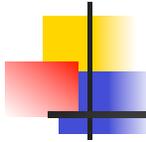
Verbal Responses - *Partners*

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
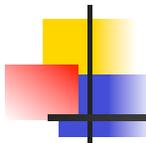
Verbal Responses - *Individual Turns*

- **Less desirable practices**

#1. Calling on volunteers

Guidelines:
- Call on volunteers only when answer relates to personal experience

- Don't call on volunteers when answer is product of instruction or reading
  - Randomly call on students
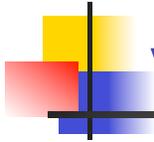
Verbal Responses - *Individual Turns*

■ **Less desirable practices**

#2. Calling on inattentive students

Guidelines:
- Don't call on inattentive students
- Wait to call on student when he/she is attentive

- **To regain attention of students:**
  - Use physical proximity
  - Give directive to entire class
  - Ask students to complete quick, physical behavior
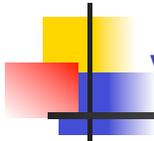
Verbal Responses - *Individual Turns*

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
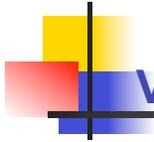
Verbal Responses - *Individual Turns*

Option #2 - Question First

1. Ask a question

2. Raise your hands to indicate silence

3. Give thinking time

4. Call on a student
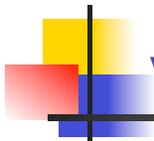
Verbal Responses- *Individual Turns*

- **Procedures for randomly calling on students**

Procedure #1 - Write names on cards or stick

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 student.
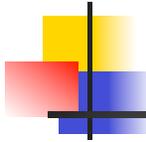
Verbal Responses- *Individual Turns*

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
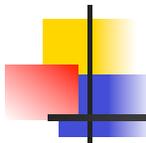
Written Responses

Materials

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

- Computers
- Electronic tablets
- White boards (slates)
- Response cards
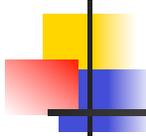
Written Responses

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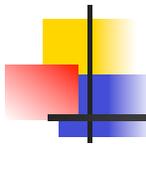
Written Responses

- **Written response**

    - Gauge length of written response to avoid "voids"

        - Make response fairly short OR

        - Make response "eternal"
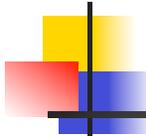
Written Responses

- **Written response**

  - To keep students from "sneaking" ahead

    - Expose limited items on screen OR

    - Have students put pencils down to indicate completion

      OR turn paper over
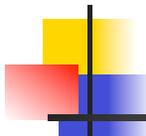
Written Responses

- **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
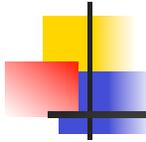
Written Responses

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., I.2.3.4
  Punctuation Marks: . ? ! ,
  Math Operations: + - X
  Types of Rocks: Igneous, metamorphic, sedimentary
  Branches of Government: Legislative, Executive, Judicial
  Vocabulary Terms: perimeter, area

- Ask a question
- Have students select best response and hold it under their chin
- Ask students to hold up response card
- Monitor responses and provide feedback
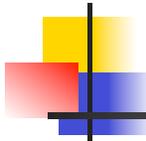
Action Responses

- **Touch**
  - Ask students to "Put your finger on _____"
    - Increases attention on stimulus
    - Allows monitoring to determine if students are looking at the desired stimulus

- **Act out**
  - Students act out story, vocabulary term, concept, or process

  - Students participate in simulation
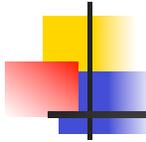
Action Responses

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

- **Facial expressions**
  - Students indicate answer with facial expression
  - Example: "Show me glum." "Show me not glum."

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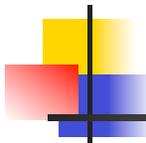
Action Responses

Hand signals
- Thumbs up/thumbs down to indicate yes/no or agree/disagree

- Level of understanding
  - Students place hand to indicate level of understanding (high-forehead, OK-neck, low-abdomen)

  - Students display one (no understanding) to five (clear understanding) fingers
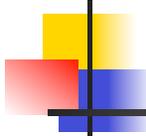
Action Responses

Hand signals

1. Display numbered items on the screen

   Example: 1 concentrate 2 absurd 3 enemy

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
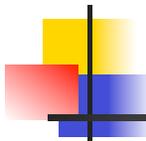
Passage Reading Procedures

- What are some disadvantages of "round-robin reading" when the group size is large?
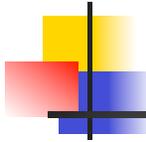
Passage Reading *- Silent Reading*

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
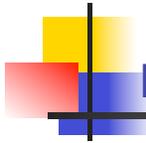
Passage Reading *- Echo Reading*

- **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
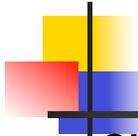
Passage Reading - *Choral Reading*

Choral Reading

- Read selection with students

- Read at a moderate rate

- Tell students "Keep your voice with mine"

- *Beginning Readers:* Chorally read text after silent reading

- *Older Readers:* Chorally read wording on slide, directions, steps in strategy, initial part of story/chapter
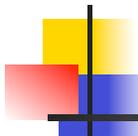
Passage Reading - *Cloze Reading*

Cloze Reading

- 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
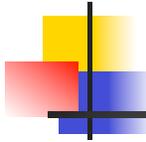
Passage Reading - Individual Turns

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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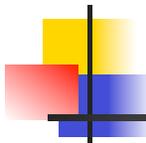
Passage Reading - *Partners*

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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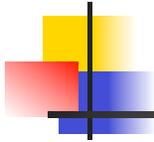
Passage Reading - *Partners*

Scaffolding lowest readers

- Lowest reader placed on triad and reads with another student

- First reader (better reader) reads material
  Second reader reads the SAME material

- Students read the material together

- 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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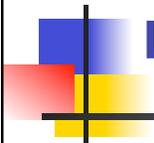
Learning is not a spectator sport

Many responses
Many responders

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