

# Getting Them All Engaged

## Inclusive Active Participation in Elementary Schools

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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](http://www.explicitinstruction.org)

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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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## 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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## Active Participation Procedures

1. Match the **purpose** for eliciting the response
2. Include **all students**
3. Make procedure a **routine**

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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*”

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

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## Verbal Responses - *Structured 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 - *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

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## Verbal Responses - *Structured 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)

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## Uses of Structured Partners

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

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## Verbal Responses- *Structured Partner Uses*

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

#### A. **Think - Pair - Share**

Brainstorming ideas

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## Verbal Responses- *Structured 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 \_\_\_\_\_.

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## 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

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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- *Partner Uses*

### Studying with a partner

#### B. Study content area information using:

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

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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 - *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

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## 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

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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

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## 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.

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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

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## Written Responses

### Materials

- Paper
- Graph paper
- Graphic organizers
- Journals
- Vocabulary logs
- Post - its
- Posters
- Computers
- Electronic tablets
- White boards (slates)
- Response cards

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## Written Responses

### Response Type

- Answers
- Sentence starter
- Writing frame
- Personal notes
- Highlighting - Underlining
- Brainstorming
- Quick writes
- 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

### ■ 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

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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

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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: . ? ! ,

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

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## 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

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## 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

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## 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

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## 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

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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 - 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

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## Passage Reading - Cloze Reading

### Cloze Reading

- Read selection
- Pause and delete “meaningful” words  
(OR delete meaningful phrase at end of sentence)
- 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

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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*

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### 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

## Learning is not a spectator sport

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Many responses

Many responders