

Elicit frequent responses - Why? Elicit frequent responses - What? **Opportunities to Respond** Opportunities to respond related to: Increased academic achievement Increased on-task behavior **Verbal Responses** Decreased behavioral challenges Written Responses Caveat **Action Responses** Only successful responding brings these results Initial Instruction - 80% accuracy Practice/Review - 90% or higher accuracy All Students Respond. When possible use response procedures that engage all students. 5 6 Elicit frequent responses -Elicit frequent responses -How can students respond in a lesson? Brainstorming **Verbal Responses** Think Have students think and record responses. As students are writing, move around the classroom and write down students' ideas and their names. Written Responses 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. **Action Responses** Share Display the ideas and names on the screen. Use this as the vehicle for sharing. 7 8

Elicit frequent responses **Preview** of Procedures Elicit frequent responses Verbal Response Procedures The active participation procedure should: Choral Partners Teams/Huddle Groups Match the **purpose** for eliciting the response 1. Individual Written Response Procedures Types of writing tasks Include all students 2. Whiteboards **Response Cards/Response Sheets Action Response Procedures** Be used routinely 3. Acting out/Simulations Gestures Facial Expressions Hand Signals 9 10 Verbal Responses - Choral Responses Use when answers are short & the same Use when recall and rehearsal of facts is desired Verbal Responses - Choral Responses Use for quick review of information Students are looking at teacher Students are looking at a common stimulus Ask guestion Put up your hands to indicate silence Point to stimulus Give thinking time Ask question • Lower your hands as you say, "Everyone" Give thinking time OR Tap for response Simply say "Everyone" 11 12

Verbal Responses - 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)

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 (#1 #2 #2)
- Effective secondary procedure Prepare a seating chart indicating names, partners, and numbers

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Verbal Responses - Partners

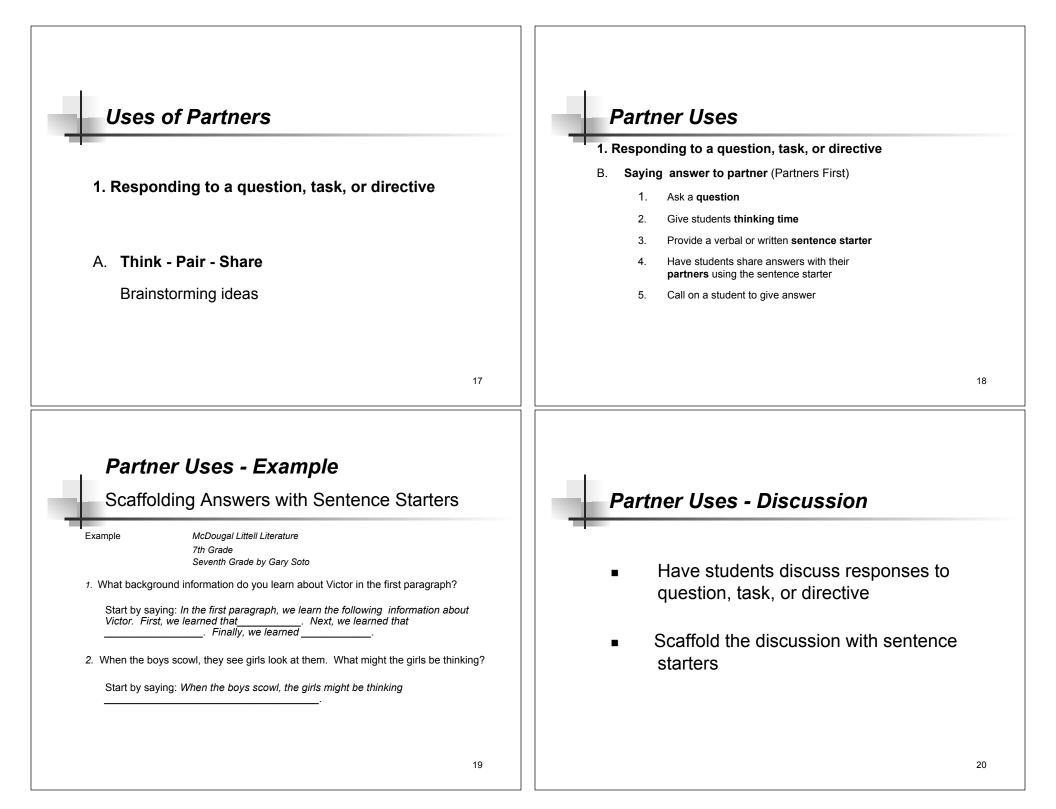
- Other hints for partners
 - Teach students how to work together Look, Lean, and Whisper or

Look, Lean, Listen, and Whisper

 Change partnerships occasionally (every three to six weeks)

Uses of Partners

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



	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	
	I have a different perspective from I think	
	My views are different from I believe	
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ssion	 2. Teaching information to a partner A. Teach information using: Graphic organizers, maps, diagrams, charts, Power Poir 	
ssion	2. Teaching information to a partner A. Teach information using:	
	21	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

B. Teaching information to partner using worked problems Example #1. What percent of 120 is 90? $p \cdot 120 = 90$ p = 90 = 0.75 So 90 is 75% of 120 120	3. Studying with a partner
Example #2. small living room small, dark bedroom famous movie star mysterious, twinkling star	 A. Study content area information using: 1. Textbook, notes, handouts, etc 2. Study - Tell - Help - Check
Verbal Responses- Partners	Verbal Responses - 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

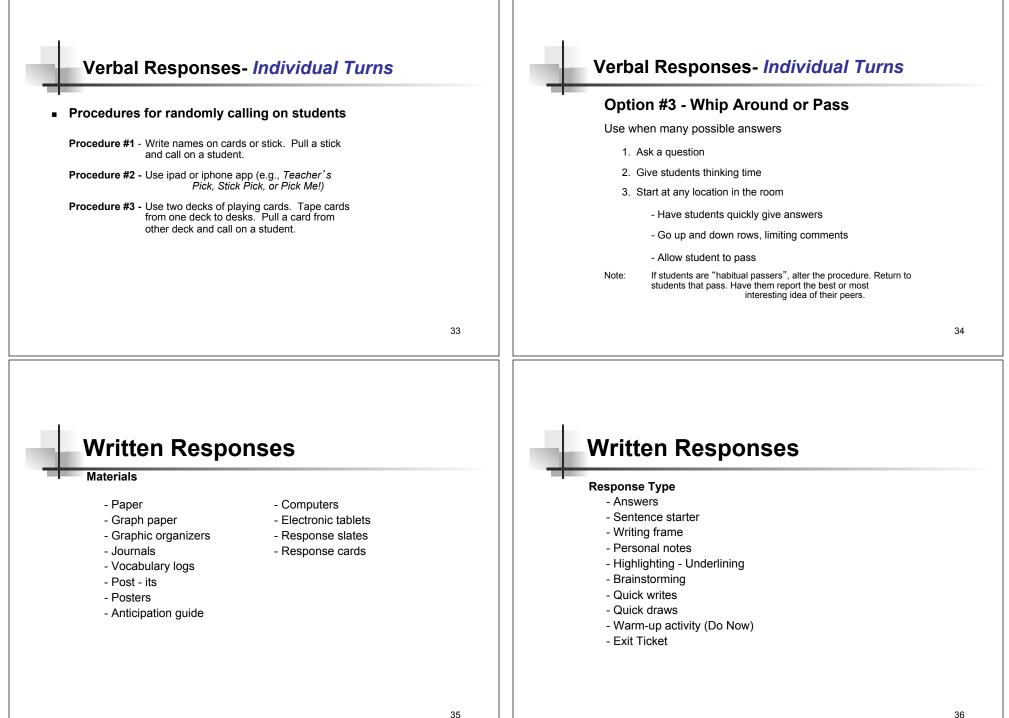
- 1. Ask a question
- 2. Give students thinking time
- 3. Provide a verbal or written sentence starter
- 4. Have students share answers with their **partners** using the sentence starter
- 5. Call on a student to give answer
- 6. Engage students in discussion using discussion sentence starters

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
- 5. Provide feedback on answer OR
 - Engage students in a discussion

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Written Responses Written Responses Written response Response Slates (white boards) Give directive Gauge length of written response to avoid Have students write answers on individual whiteboards "voids" When adequate response time has been given, have students Make response fairly short OR display slates Give feedback to students Make response "eternal" *Note*: "Virtual white boards" can be created using heavy sheet protectors or plastic plates. Note: If ipad tablets are used by students, a "virtual white board" app can be used 37 38 **Action Responses** Written Responses **Response cards** Have students write possible responses on cards or paper or provide Act out prepared cards Examples: Students act out historical event. Simple responses: Yes, No; True - False; a.b.c.d., I.2.3.4 Punctuation Marks: . ? ! , " ' vocabulary term, concept, or process Branches of Government: Legislative, Executive, Judicial Math Vocabulary Terms: perimeter, area Ask a question Have students select best response card Students participate in simulation Ask students to hold up response card Monitor responses and provide feedback Example: Stock market Note: Utilize a Response Sheet. Label sides: True, False; 1 2 3 4; yes no; United Nation abcd. 39 40

Action Responses

Gestures

Students indicate answers with gestures

Facial expressions

- Students indicate answer with facial expression
- Example: "Show me <u>despondent</u>." "Show me <u>not</u> <u>despondent</u>."

Hand signals

 Students indicate answer by holding up fingers to match numbered answer

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Passage Reading Procedures

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

Hand signals

Action Responses

- 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

Delivery of Instruction -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.
 - Needs to be faded as students grow in reading skills.

Passage Reading - Silent Reading		Oh and Deadlan
 Augmented Silent Reading (Whisper Reading) Pose pre-reading question Tell students to read a certain amount and to rereat material if they finish early Monitor students' reading Have individuals whisper-read to you Pose post- reading question 	ıd	 Choral Reading Read selection with students Read at a moderate rate Tell students "Keep your voice with mine" <i>Possible Uses:</i> Chorally read wording on slide, directions, steps in strategy, initial part of story/chapter
	45	
Passage Reading - Cloze Reading	45	Passage Reading - Individual Turns
Passage Reading - <i>Cloze Reading</i>	45	Passage Reading - Individual Turns
Cloze Reading	45	
Cloze ReadingRead selection	45	Individual Turns Use with small groups Call on individual student in random order
Cloze Reading	45	Individual Turns Use with small groups Call on individual student in random order Vary amount of material read
Cloze Reading Read selection Pause and delete "meaningful" words 	45	Individual Turns Use with small groups Call on individual student in random order

Passage Reading - Partners

Partner Reading

Assign each student a partner

Reader whisper reads to partner

Narrative - Partners alternate by page or time

Informational text - Partners alternate by paragraph

Read - Stop - Respond

Respond by: Highlight critical details, take notes, retell content, or answer partner's questions

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Passage Reading - Partners

Partner Reading

Coach corrects errors

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

Passage Reading - Partners

Partner Reading

Assign each student a partner

Reader whisper reads to partner

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Read - Stop - Respond

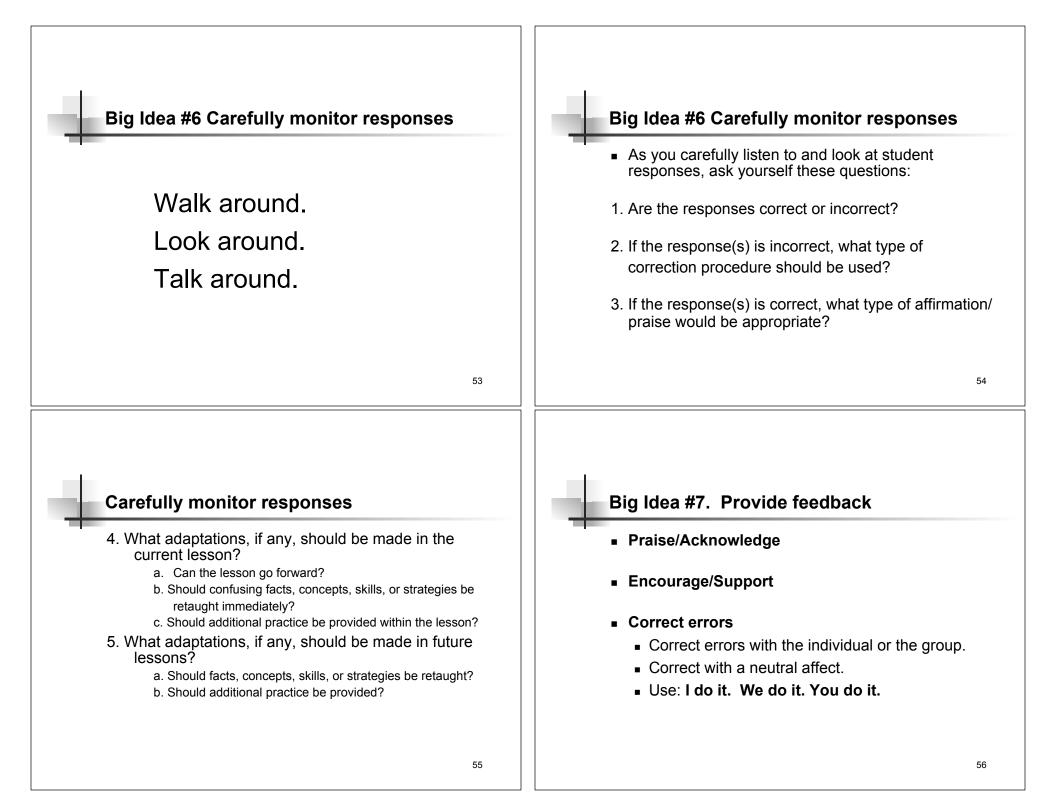
Respond by: *Highlight critical details, take notes, retell content, or answer partner's questions*

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Passage Reading - Partners

Scaffolding lowest readers

- Partners read material together
- Highest reader in partnership is given the #1 and lower reader is given the #2. Partner #1 reads material. Partner #2 rereads the same material
- Lowest reader placed on triad and reads with another student
- Partners allowed to say "me" or "we"



Provide feedback

Corrections are:

- Provided
- Immediate
- Specific and informative
- Focused on the correct versus incorrect response
- Delivered with appropriate tone
- Ended with students giving correct response

Provide feedback

Praise is:

- contingent (IF THEN)
- specific
- provided for noteworthy performance
- focused on achievement and effort rather than personality attributes
- comparing students to themselves rather than to other
- positive, credible, genuine

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Big Idea #8 Maintain a brisk pace

- Prepare for the lesson.
- Use instructional routines.
- When you get a response, move on.
- Avoid verbosity.
- Avoid digressions.

What we must do.....



Utilize all of our knowledge about excellent instruction

This will take careful planning ... Magic red shoes would help



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We will get to the destination



brains, hearts,

courage

and

But it will take

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TEACH WITH PASSION

MANAGE WITH COMPASSION

How well you teach = How well they learn