

# The Magic is in the Instruction

## Getting Them All Engaged Active Participation

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- 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 explicit instruction can be found on this website: [www.explicitinstruction.org](http://www.explicitinstruction.org)
- *Active Participation DVD Series: Elementary Level*  
Pacific Northwest Publishing
- *Active Participation DVD Series: Secondary Level*  
Pacific Northwest Publishing

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### The Magic is in the Instruction: Getting Them All Engaged

**Description:** Do you have students who are not attending or participating during your lessons? In this session, Dr. Archer will present research-validated procedures for actively involving ALL students in instruction including the use of verbal responses (e.g., choral, partner, team, and individual), written responses (e.g., response slates and response cards), and action responses (e.g., acting out, gestures, hand signals).

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## Active Participation — Why?

Why is it important to frequently elicit responses from students?

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## Feedback

Why is it important to frequently elicit responses from students?

**Active Participation makes Learning VISIBLE.**

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## Feedback

Why is it important to frequently elicit responses from students?

### Contributes to a positive learning environment

- increases **engagement**
- increases **on-task** behavior
- increases **accountability**
- promotes **desired behaviors**
- reduces **inappropriate behaviors**
- keeps class **moving** along

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## Feedback

Why is it important to frequently elicit responses from students?

### Embedded formative assessment

#### Check for understanding

- allows the teacher to
  - **monitor** understanding,
  - **adjust** the lesson based on responses
  - provide **feedback** to students
- allows a student to
  - **monitor** understanding,
  - **adjust** understanding, attention, concentration

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## Feedback

Why is it important to frequently elicit responses from students?

### Promotes learning

- **focuses** students' attention on critical content
- provides **rehearsal** of information and concepts
- provides **practice** of skills and strategies
- allows **for retrieval practice** of critical content

**Rehearse – Retrieve - Retain**

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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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## Preview of Active Participation Procedures

### Verbal Response Procedures

Choral  
Partners  
Teams/Huddle Groups  
Individual  
Discussion

### Written Response Procedures

Types of writing tasks  
Whiteboards  
Response Cards/Response Sheets  
Writing Frames

### Action Response Procedures

Acting out/Simulations  
Gestures  
Facial Expressions  
Hand Signals

### Reading Procedures

Whisper Reading (Silent)  
Echo Reading  
Choral Reading  
Cloze Reading  
Partner Reading

### Technology Responses

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## Elicit frequent responses

The active participation procedure should:

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

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## 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

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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*”

*OR*

Simply say “*Everyone*”

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## 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*)

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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 (#1 #2 #2)

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## Verbal Responses — *Structured 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)

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## Partner Uses

Responding to a question, task, or directive

### 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

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## 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.**

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## 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

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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
5. Provide feedback on answer

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## 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.

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## Discussions

### How to optimize participation in discussions

- a. Provide a **well-designed question** or prompt to direct the discussion.

**Prompt Example:** Our 7<sup>th</sup> President, Andrew Jackson, in his election campaign, called himself the "President of the Common Man." Do you agree or disagree that Jackson was the President for the Common Man? Please plan your argument using evidence from the chapters.

- b. Have students **plan** their responses to the prompt before the discussion. A **written plan** is most effective.

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## Discussions

- c. Have students share their ideas with their **partners** before the discussion.
- d. Scaffold the discussion with sentence starters.
- e. Discuss in groups of four to six members.
- One person shares their answer.
  - Others respond with agree or disagree OR
  - Others ask clarifying questions

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## Discussions

### 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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## Discussion sentence starters

Adapted from presentation by Kate Kinsella, Ph.D.

### 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 \_\_\_\_\_.

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## Discussion sentence starters

Adapted from presentation by Kate Kinsella, Ph.D.

### 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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## Written Responses

### Materials

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

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## 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

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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

- **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.

*Note:* If iPad tablets are used by students, a “virtual white board” app can be used.

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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: . ? ! ,
- Parts of Speech: Noun, Verb, Adjective, Adverb
- 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; 1 2 3 4; yes no; agree disagree

*Note:* Use *clickers* or *plickers*.

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## Action Responses

- **Gestures**
  - Students indicate answers with gestures
  - Example: Adding gestures when teaching narrative paragraphs.

“Add a paragraph when there is a change in the speaker, setting, situation, or time.”

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## Action Responses

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

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## Action Responses

- **Hand signals**
  - Students indicate answer by holding up fingers to match numbered answer
  - Level of understanding – **Fist to Five**
    - Students display fist (no understanding) to five (clear understanding) fingers

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## Action Responses

### Hand signals

1. Display numbered items on the screen  
*Example:*
  1. intention
  2. reluctant
  3. enthusiastic
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 – Choral Reading

### Choral Reading

- Read selection with students
- Read at a moderate rate
- Tell students “Keep your voice with mine”
  
- *Possible Uses:* Chorally read wording on slide, directions, steps in strategy, narrative or informative passage

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## Passage Reading - Cloze Reading

### Cloze Reading

- Read selection
- Pause and delete “meaningful” words
- Have students read the deleted words
  
- *Possible Uses:*  
When you want to read something quickly and have everyone attending.  
  
Rereading of passage.

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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 or page

**Informational text** - Partners alternate by paragraph

**Read - Stop - Respond**

**Respond by:** *Highlight critical details, retell content, or answer questions*

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## Passage Reading - *Partners*

### Partner Reading

**Partner** 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

- 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”

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## Learning is not a spectator sport

Many responses  
Many responders

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## May you thrive as an educator

How well you teach = How well they learn

Teach with Passion  
Manage with Compassion

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