

D. Part 2

Overt Active Participation

Oral*
Written
Gesture

Lesson Design Component

Anticipatory Set*
Check for Understanding*
Closure*

Think- Pair- Share

All students receive individual time to formulate an answer, pair up with a partner to discuss and then share out to the class.

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Response Boards

Students use mini whiteboards/chalkboards or laminated construction paper to write ideas and answers. They hold them up for the teacher to see when prompted.

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Hand Signals

Students make a private gesture with hands to signal an answer. Example: thumbs up/down, numbered fingers, open/closed fist, arms crossed/uncrossed.

Active Participation Cards

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4 Corners

Teacher designates 4 corners of the room to represent answers to a question. At teachers signal, students move to the corner they choose as their answer. Great for checking multiple choice!

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Whip Around/Pass

Teacher whips around the room until getting an oral answer/comment from every student. Students have the option to pass the first time around.

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Give and Take

Students partner up. For each summary statement given to the student, the partner gives one back.

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A- B Partner Teach

Teacher prompts students beforehand that they will be responsible periodically throughout the lesson to reteach a portion of the content to a partner. Designate who is A/B in the pair.

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Mix- Freeze- Match

Students mingle (mix) until teacher says, "Freeze" and they share with the closest person (match).

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Attentive Lecture

Students are not allowed to take notes as the teacher is giving content information. Every 2- 3 minutes teacher stops giving instruction and students write the crucial information down in their notebook.

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Post- it

Students use sticky notes with their initials to vote or comment and put it up on a designated area of the whiteboard or poster.

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Word Summary

At any point in the lesson, the teacher asks the students to summarize their learning in 20 words or less, can be written or oral.

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Graphic Organizers

Use graphic organizers to activate prior knowledge and/or summarize learning, or to take notes during the lesson.

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Simulated DOL

During Daily- Oral- Language activities, students use different gestures to represent each punctuation or editing change.

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SOAPS

Speaker-Occasion-Audience- Purpose- Subject
Students use this analytical process to understand an author's craft by identifying and discussing the SOAPS.

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Roll the Dice

Students are in groups of six and are designated a number 1 -6. When their number is rolled on the dice they share their information or answer.

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Pass the Q & A

The teacher asks the first student in each row a question. The students respond by answering the question orally, rephrasing the question in their answer. The student then turns and asks the same question to the student behind them. Students continue the domino effect until they reach the back of the row.

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Numbered Heads

Students number-off in groups. All of the students in the group are responsible for an "answer," but only one in each group is designated to answer. (Use a spinner, number cards, dice, etc. to choose the designee)

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Snowball

Students write a summary statement on a piece of paper. Each student "wads" their paper up and throws it across the room. Students then pick up a "snowball." They read what has been written on the paper and add another summary statement. The process then continues

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Spectrum/Expert Line- up

This strategy is used when asking for student *opinions* on a topic or question, most important/least important *ideas*, greatest effect/least *effect*, student level of *expertise*... Place a line on the white board or on the floor and label each end:

STRONGLY AGREE

STRONGLY DISAGREE

MOST IMPORTANT

LEAST IMPORTANT

GREATEST EFFECT

LEAST EFFECT

EXPERT ON TOPIC

NON- EXPERT

Expert/Non- expert: Through conversation students decide who has the most expertise on a specific topic. This activity can match- up partners for an activity to be determined.

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Talking Chips / Gambit Chips

Each student receives a specific number of chips (small pieces of paper can also be used) to participate in class discussion. With each chip used, they must include praise, a paraphrase, summary or comment to another student's discussion point. Only the student who is using their "chip" may talk. Can be used in whole- class or group discussions. Can be easily modified...

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Gallery Walk

Using chart paper around the room with different questions or prompts, groups of students move around the room and read posters or add to posters. Time limits are essential! Great for vocabulary or math!

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What's the Difference?

Students identify and compare/contrast the differences between two or more items or ideas: verbs/adverbs, evaporation/absorption, hills/valleys, poems/songs

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What's the Same

Students identify and compare/contrast the similarities between two or more items or ideas : clouds/mist, leaders/followers, eating good food/exercising