

# Increasing Active Student Participation in Elementary Classrooms Albany, New York July 2009

Presented by  
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Based on the Research of

Dr. Joe Torgesen, [www.fcrr.org](http://www.fcrr.org)

Florida Center for Reading Research

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[www.childrenofthecode.org](http://www.childrenofthecode.org)

[www.centeroninstruction.org](http://www.centeroninstruction.org)

# Objectives

- Investigate ways to increase student engagement and collaboration.
- Understand pre-skills needed for students to successfully work together
- Learn whole-group and partner routines that can increase achievement and help eliminate the ‘achievement’ gap



# Research on Collaborative Learning



Levin, Glass and Neister (1997) examined the effectiveness of peer learning in terms of reading and math outcomes and found that peer learning produced twice as much achievement as computer-assisted instruction, three times more than reducing class size, and almost four times greater achievement than produced by lengthening the school day by one hour.



What does a classroom look like when it is centered around active participation and effective instruction that increases student achievement?

# A recent study of 1,500 classrooms found:

- 4% - evidence of a clear learning objective
- 2%-evidence of high-yield strategies
- 3% - evidence of higher-order thinking
- 35% - evidence of non-instructional activities

(Teachscape, 2005)

# Instructional Design

- **Model** I do
- **Guided** We do
- **Partners** We do
- **Individuals** You do
- **We re-do** Reinforcement



# Meet Toby Snell



# What's his secret?

## Motivating and Motivated

- Expectancy x Value = Motivation
- Perky Pace Energetic and Engaging

## Interesting and Interested

- Music, Soccer, Childhood Stories

## What do his kids say?

“He is funny, caring, exciting, we learn new things everyday, he makes you want to work, he makes us work together and he treats everyone with respect.”



# Toby's Reflective Questions

1. Did I offer my students a world class education today?
2. Did I give them something to “talk about”?
3. If I were a student, would I have wanted to be in my class today?



# 5 Types of Classroom Motivation

1. Achievement - nothing succeeds like success
2. Self - selected task (choice)
3. Response Cost  
What do I get if I do it.. If I don't..
4. Engagement- Active Learning
5. Teachers!



# Types of Active Participation

What are some ways that we can increase active participation?

Whole group (choral)

Individual

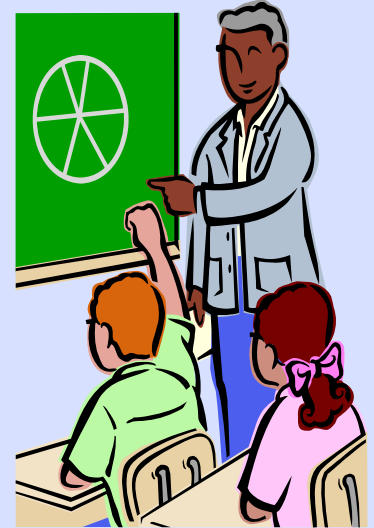
Partners

Cooperative Groups



# Effective Teaching Strategies

1. **Big Ideas**
2. **Teaching at instructional level**
3. **Explicit instruction**
4. **Systematic instruction**
5. **Many opportunities to respond**
6. **Immediate error correction**



# Starting with whole group...



- Think about it..

What happens when teachers call on one student to answer?

# Starting with individual turns...



- Try this
- Ask question
- Thinking..thinking..(hands up for silence)
- Repeat question plus name
- If correct yes.. Everybody?

What do we call a bird's home? Thinking..Thinking  
What do we call a bird's home?... Ronald... "a nest"  
Yes. A nest, everybody what do we call a bird's home?  
What do we call a lion's home?

Question

Wait Time 2-3

seconds

Re-state question...Name

Repeat Answer yes,...

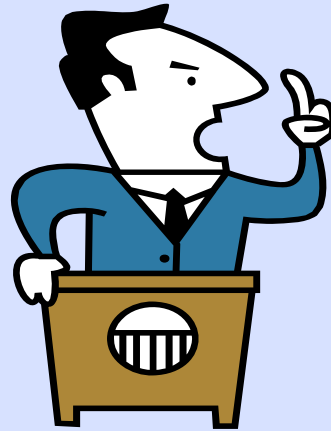
if incorrect, say, pause or listen to this



# Let's try it out

1. What part of speech is nation?
2. What do we call our planet?
3. What is an example of a liquid?
4. Who wrote Horton Hears a Who?

Because... what happens  
when the teacher responds by  
asking someone else?



Who can “help Samatha out”?

# Let's try it out

Pause, that answer) is\_\_\_\_\_.

Everybody?

Name?

Yes, the correct answer is\_\_\_\_\_.



What do we call the heavenly body that revolves around the Earth?

How far is the sun from the Earth?

# Active Participation - *Individual Turns*

- **Less desirable practices**

- #1. Calling on volunteers.**



- Guidelines:**

- \***DO** Call on volunteers when the answer is a product of a personal experience.

- \***Don't** call on volunteers when the answer is a product of instruction or reading. Instead expect that all students could answer your question.

- #2. Calling on inattentive students.**

# Active Participation - *Individual Turns*

- **Individual Responses**
- **Option #1**
  - Have students share answers with their partners.
  - Call on a student.

or

- **Option #2**
  - Ask a question.
  - Raise your hands to indicate silence.
  - Give thinking time.
  - Call on a student.

• • • •



# Active Participation - *Individual Turns*



Procedures for calling on students to insure that all students are involved.

**Procedure #1** - Check off list for students who have already answered.

**Procedure #2** - Write names on cards or sticks.  
Draw a name.

Remember the 20/80 Rule



# Active Participation - Correction Procedures



- If a student is called on and says “I don’t know” or gives a wrong answer

**#1** Have student consult with his/her partner.

**#2** - Have student refer to his/her book (with everyone)  
Everyone, let’s read that together again, then re-ask same student

**#3** - - Prompt and Cue

**#4** - Tell student the answer. Have student repeat answer and re-do later

**Students' rates of learning are proportional to the rate at which they respond correctly. Giving students more opportunities to respond is a way to increase their rates of learning.**

**A teacher can maximize student engagement by:**

- not calling on students with their hands raised
- asking a question and then calling on a student
- calling on low performers more often
- *using whole group response*



# Other ways to promote student engagement

- **Group Responses**

Thumbs up, Thumbs down  
Hands on shoulders/head  
Stand Up , Sit Down



- **Follow-up Responses**

Agree?/Disagree? Why?  
Who has a different idea?  
What makes you say that?

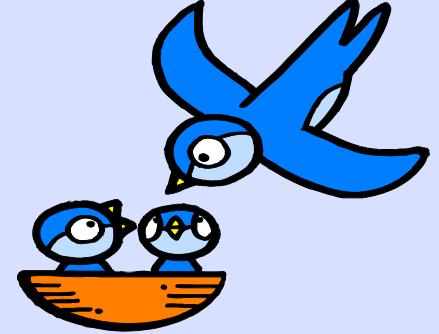


# Response Cards and Boards

1. Ask question two times
2. 2 second pause  
and then, say “Answers UP”
3. and repeat answer. Yes, \_\_\_\_\_
4. Call on Individuals
5. Application and Analysis
6. Answer must be on both of cards.



# Let's Try It Out



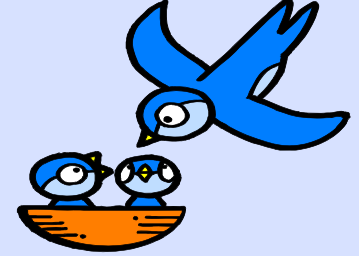
Take 2 cards - put true on both sides of one card and false on both sides of the other.

1. All birds fly.
2. A diamond is the hardest natural substance.
3. There are 9 planets in our solar system.
4. Water is one part hydrogen, 2 parts oxygen.
5. Igneous rock only forms on the earth's surface.

Let's look at Response Card examples

Partner Share - what would be on your response cards?

# Response Boards



dog	ant	cup	dig
Keep the same	+ s	+ es	+ ies

Use a penny or a bingo chip say = Question - think -Mark your card  
Partner Share - what would be on your response boards?

# Whole Group Active Participation

*(Use when answers are short & the same.)*

Choral Responses

Students are looking at the teacher.

- Pre-teach students to:
- Answer on Signal
- Say it so I can hear everybody



# Whole Group Active Participation

*(Use when answers are short & the same.)*

## Choral Responses Students are looking at the teacher.

- Ask a question.
- Put up your hands to indicate silence.
- Give thinking time. Pause 2-3
- Lower your hands as you say, “*Everyone.*”
- Repeat answer Yes,...

zzzz

- Call on individuals



# Whole Group Active Participation

Whole Group - Choral Response

**Students are looking at a common stimulus.**

Point to the stimulus.

Ask a question.

Pause 2-3

Tap for a response.

Repeat answer Yes,...

Call on individuals



# Types of Active Participation - *Choral Responses*

- **Choral Responses**

**Students are looking at their own book/paper.**

- Ask a question.
- Use an auditory signal (“Everyone.”).

- **Hints for Choral Responses**

- Give adequate thinking time.
- If students don't respond or blurt out an answer,
- state expected behavior, then repeat



# Whole Group Active Participation - *Choral Responses*

## Hints for Choral Response

- Repeat expectation then re-do
- I need to hear everyone, let's try that again
- Remember, wait for my signal, let's try that again.



Always repeat the correct answer and call on individuals.

# What happens when we put students together to work as pairs or in teams?

- create a list of behaviors exhibited by students when they are asked to work together.



# Here's what needed

1. Accepting a partner -Look, Lean and Smile
2. Greet + Meet + Handshake
3. One **M**outh **M**oving at a time
4. Use your “Down Voice Down” DVD voices
5. Be very very very very nice



# Pre-teach expected behaviors

- Teach the required behaviors as you would academics:
- Assign partners.
  - Pair lower performing students with middle performing students.
  - Give the partners name or number #1/#2 Partner A and Partner B
  - Sit partners next to each other.
  - Utilize triads when appropriate.



# Teaching Students to Work Together

- Model the Steps
- What will it look like?
- What will it sound like?
- Remind, Reinforce and Monitor

# Instructional Design

- **Rationale** -What does it look/sound/feel like?
- **Model** I do (with a student)
- **Guided** 2 students model to the class
- **Partners** Pick 3-4 pairs to model
- **1/2 time** 1/2 class does it with feedback then switch
- **Whole Class** with lots of Reinforcement



# Let's try it

1. Accepting a partner -Look, Lean and Smile
2. Greet + Meet + secret handshake
3. One Mouth Moving at a time
4. Use your DVD Down-voice-Down
5. Be very very very very nice

Look	Sound	Feel

# Active Participation - *Partners*

- **Other hints for partners**

- Use three for a group where one member is often absent
- At small group tables, tape cards on the table with the numbers #1 and #2 and arrows pointing to each partner.
- Change the partnerships occasionally (every three to four weeks).
- Teach children that if their partner is not in school, they can meet and greet and group with someone else.
- We can switch partners as soon as I see everyone working well together.

# Active Participation - *Partners*



Other points of partners. Monitor as partners work. Say, “Keep working until I tell you to stop”

1. Wampa
2. Jills
3. Mastin
4. Phishermin
5. Conjustive

- Now I am going to call on some of you, listen for your name.
- Point- Ask – wait 2-3 – call name

# What is needed for us to understand this?

- One day a farid came upon a very large capid. The capid held in its hands a microfang and a picofang. “Would like a microfang or a picofang?” asked the capid. “OH!” said the farid, “Any farid knows that a capid is wampa and that they have capidtors. I know that if I took a picofang or microfang from you then I would be very exised.”

# Teaching Script

- This word is \_\_\_\_\_ Say it with me
- What part, what part, what word? Yes,
- \_\_\_\_\_ means \_\_\_\_\_
- What does \_\_\_\_\_ mean? *Flip Flop*
- Listen to this sentence.....
- What's another way of saying (repeat sentence)
- *Flip Flop Sentence*
- Personalized comment or thinking question
- Partner Question



# Select Words to Teach

- The enormous wolf howled for joy. It was winter season and he was hungry. A small mouse huddled under a nearby bush. He could hear the wolf sniffing the air as he prowled nearby. The timid mouse was curious about what the ferocious wolf was going to do next.

# I do it. We do it. You do it

## Explicit instruction

*Touch the word then Say it by parts*

- *This word is enormous*
- *Say it with me enormous*
- *What part? What part? What part? What word?*
- *What word everyone..... (enormous)*
- *Enormous means very large.*
- *What does enormous mean? (very large)*
- *What does very large mean? (enormous)*
- *Listen to this sentence... An elephant is enormous.flip flop*
- *What's another way of saying an elephant is enormous?*
- *Personalized comment*
- *Tell your partner something that is enormous in this room. Remember to use the word enormous.*

# Explicit instruction-*timid*

This word is \_\_\_\_\_

- Say it with me \_\_\_\_\_
- What part.. what part.. what word?..... (*response*)  
Yes,
- \_\_\_\_\_ means \_\_\_\_\_.
- What does \_\_\_\_\_ mean? (*response*)
- *Flip Flop* And What does \_\_\_\_\_ mean?  
(*response*)
- *Listen to this sentence...*
- *What's another way of saying...? And flip flop*
- Make personal connections.
- *Tell your partner .....*

# ferocious

*This word is \_\_\_\_\_*

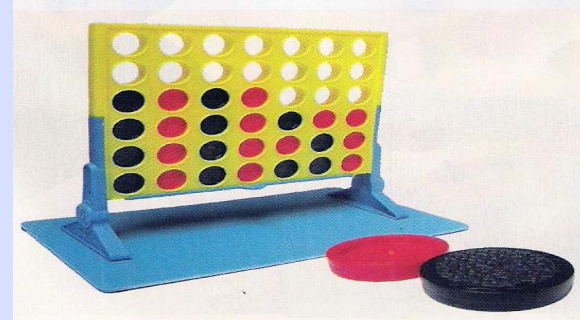
- *Say it with me \_\_\_\_\_*
- *What part What part What part What word?.....  
(response) Yes,*
- *\_\_\_\_\_ means \_\_\_\_\_.*
- *What does \_\_\_\_\_ mean? (response)*
- *Flip Flop And What does \_\_\_\_\_ mean?  
(response)*
- *Listen to this sentence... say it with me..*
- *What's another way of saying.. Repeat sentence.*
- *Personal connections*
- *Ask partner question*

# Let the Games Begin...

- FLIP CHARTS
- CONNECT 4
- OOPS AND YEA!



# Connect 4



- **1. Each player gets a set of same color of red/black checkers.**
- **2. Place playing cards in the CARDS pocket.**
- **3. Players take turns answering cards.**
- **4. If correct, player gets to place a game piece anywhere on the game board.**
- **5. If incorrect, partner says, “Sorry the correct answer is \_\_\_\_,” and that card gets returned to the original stack, placed in the middle so that it comes up again.**
- **6. The first one to have 6 game pieces in a row across, down, or diagonally wins.**

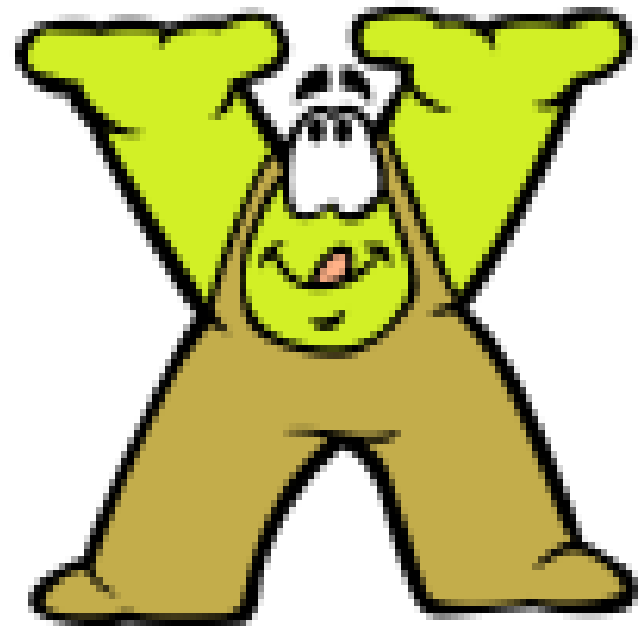
# CONNECT 4


USED  
CARDS

(correct answers)

*CARDS*

# One More Idea: Let's play Oops and Yea!



1. Cards with answers face down
2. Partner 1 asks all question to Partner 2
3. Correct- place in Yea pile Incorrect say:  
Sorry partner, the correct answer is ... say it 3 times  
and place in Oops pile
4. When pile is complete- re-visit Oops cards for a re-  
do
5. Partner 2 gives same cards to Partner 1
6. When BOTH partners are finished, they pick  
another set of cards and start again.

# FLIP CHARTS

Question on Front  
Answer inside



# Let's play...



- Fact or Fiction?
- Fold your paper to make 4 sections
- Write a fact in each section about you
- Make one fact false and the other true
- See if your partners can guess which fact is false and why.

# My Facts

1. I love to cook.
2. I've been to Egypt.
3. I play tennis.
4. I have 3 grandchildren.



# Some free resources that may help....

240 student learning activities

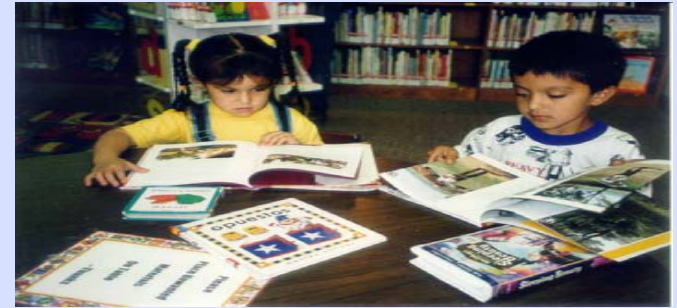
K-1 classrooms

170 student learning activities

2-3 classrooms as well as activities for 4-5

[www.fcrr.org](http://www.fcrr.org)

Select “For teachers” look for listed center activities



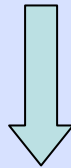
+ Teacher resource manual with directions for classroom management during small group instruction

+ 70 minutes of video training.

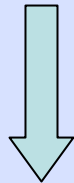
Listed under “professional development” in the teacher section.

# Progression of Active Engagement

**Individual Response**



**Choral Response**



**Partner Share**

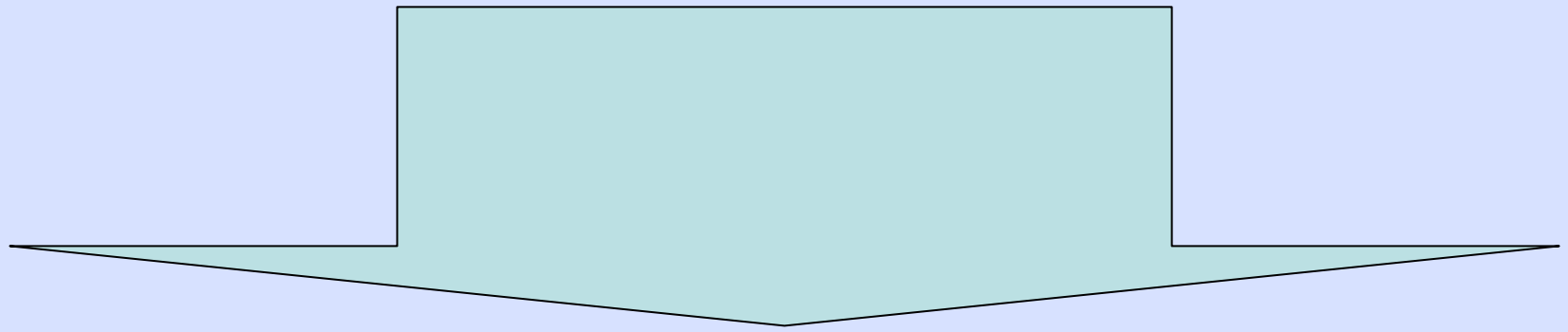


# Partner Games



**I do- We do- We do- You do and if  
We need to, We re-do**

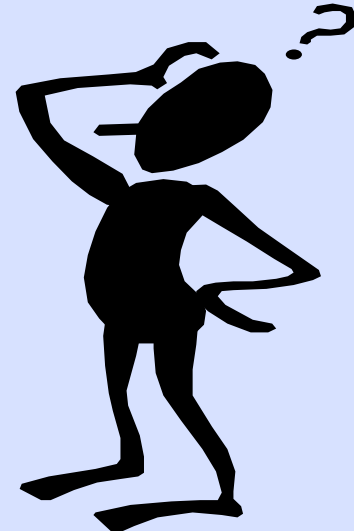




# STUDENT ACHIEVEMENT

# Your Reflective Questions

1. Did I offer my students a world class education today?
2. Did I give them something to “talk about”?
3. If I were a student, would I have wanted to be in my class today?

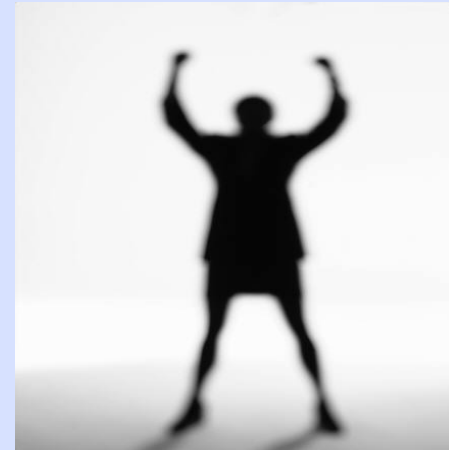




The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.

*Michelangelo*

From today's conversation,  
what can you "take back" with you?



- THANK YOU!
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