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Active Engagement Strategies



Physical Responses (simple signals)



Students respond with a physical response so teachers can quickly check for understanding and misconceptions

- Explicitly model the physical response you want students to use
- Practice with simple questions (i.e., Thumbs up if you like this book. Thumbs down if you don't like this book.)
- Review your lesson plans and determine the best place to use Physical Responses as a tool for engagement during active reading activities

Thumbs up or thumbs down

(i.e., “Thumbs up if you agree, thumbs down if you disagree.”)

Spread Your Arms

(i.e., “Spread your arms to show how much you like the main character in this story.”)

Clap

(i.e., “Clap if you need more time to finish reading the page.”)

Raise hand up and down quickly

(i.e., “Raise hand up and down quickly when you are finished reading the paragraph.”)



Portable Response Board

Students respond with Response Boards so teachers can quickly check for understanding and misconceptions

- Explicitly model the expected behavior for using the response cards (i.e., Quietly choose and point to your response, wait for the teacher's signal to show response, when teacher gives signal, show response making sure the teacher can see your answer)
- Give students response cards and practice expected behavior with simple questions (i.e., “True or false: We come to school on Saturday.” Allow wait time and then give the signal for students to show their responses.)
- Continue practicing with simple questions until students demonstrate expected behavior with response cards
- Review your lesson plans and determine the best place to use Response Cards as a tool for engagement during active reading activities

YES

NO

TRUE

FALSE

AGREE

DISAGREE



Partner Response

Students discuss responses to a questions or prompt with a partner and share with the class

- Explicitly model partner response expectations for partner 1 and partner 2 with a student partner (i.e., Voice level of speaking partner and sharing expectations of listening partner)
- Practice expected behaviors while partner 1 responds to a simple question (i.e., What is your favorite food and why?) and partner 2 listens attentively. Then partner 2 shares partner 1's response with the class.
- Assign 1 and 2 partners and have students practice the expected behaviors for partner responses while answering simple questions. During this time, watch for expected and unexpected behaviors and reteach expected behaviors if necessary. Call on a few groups and have partner 2 share partner 1's response with the class.
- Continue practicing with simple questions until students are demonstrating expected behavior
- Review your lesson plans and determine the best place to use Partner Response as a tool for engagement during active reading activities



Think , Pair , Share

Following a question or prompt, students are given think time, discuss with a partner, and then share answers with the class

- Explicitly model the whole routine with a student partner. Begin with a think aloud of a response to a question independently. Then, model how to pair your thinking with a partner as both partners share and respond. This means either coming to a consensus or agreeing to disagree with reasoning. Then, share both partners' answers with the class.
- Match students with partners
- Have students practice the routine with partners by responding to a simple question (i.e., Is it a nice day to play outside?)
- Once students have mastered the routine, have them use Think, Pair, Share to respond to reading or class discussion. Students can also write their answers and turn into the teacher for the share portion of the activity.
- Review your lesson plans and determine the best place to use Think, Pair, Share as a tool for engagement during active reading activities



Jigsaw



Students are assigned parts of a reading to become experts about and share their knowledge with their groups while learning from their expert peers

- Explicitly model steps outlined in this routine
- Group students into groups of 4 (base group)
- Assign a section of text to each student
- Each student takes notes on important details, key events, big ideas, characters etc. in their section
- Students meet with their expert groups (other students assigned the same section of text) to consolidate important information
- Students go back to base group and share their knowledge
- Class discussion of the entire reading follows
- Review your lesson plans and determine the best place to use Jigsaw as a tool for engagement during active reading activities



Piece O' Pizza



Following the Jigsaw activity, students are given a piece of pizza to decorate to further share information about their assigned reading while assembling an information pizza

- Explicitly model steps outlined in this routine
- This is a follow up activity for Jigsaw
- Give each student a slice of a circle
- Students decorate their slice with information, illustrations etc.
- Pizza is reassembled as groups share their information to get complete "piece o' information"
- Review your lesson plans and determine the best place to use Piece O' Pizza (i.e., after a Jigsaw activity) as a tool for engagement during active reading activities



Choral Responses



Students respond to a question or prompt in unison

- Explicitly teach students steps in this routine
- Practice asking questions, giving think time, and cueing students to respond in unison after a given physical prompt by the teacher
- Ask students a question and give quiet think time
- Give physical cue for students to respond in unison (i.e., Point at the class when you are ready for them to respond)
- Give affirmation or corrective feedback as needed and move onto the next question
- Review your lesson plans and determine the best place to use Choral Responses (i.e., blending or fluency routines) as a tool for engagement during active reading activities



Written Responses

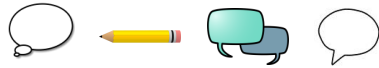


Students respond to a question or prompt in writing and show the teacher

- Explicitly model how to use materials
- Demonstrate with examples and nonexamples
- Model how to write answers to a problem or question on paper or wipe off boards and hold it up to reveal answers
- Practice simple questions with students (i.e., What is your favorite ice cream? Why?)
- Review your lesson plans and determine the best place to use Written Responses (i.e., When you are looking for one or similar answers from all students) as a tool for engagement during active reading activities



Think, Write, Pair, Share



Following a question or prompt, students are given think time, write a response, discuss with a partner, and then share answers with the class

- Explicitly model the whole routine with a student partner. Begin with a think aloud of a response to a question. Then, demonstrate how to record your thoughts in writing. Finally, model pair discussion with a partner and sharing responses with the group.
- Have students practice the routine with a partner by responding to a simple question
- Once students have mastered the routine, have them use Think, Write, Pair, Share to respond to reading or class discussion
- Review your lesson plans and determine the best place to use Think, Write, Pair, Share as a tool for engagement during active reading activities



30, 15, 5



All students get opportunities to share what they know by summing up their learning or an answer to a question

- Explicitly model the 30, 15, 5 strategy with a simple question.
- Demonstrate Partner 1 responding to the question for 30 seconds while Partner 2 listens, Partner 2 responding for 15 seconds while Partner 1 listens, and Partner 1 summing up both responses in 5 seconds.
- Practice simple questions with students (i.e., “Describe a game you play at recess.”)
- Review your lesson plans and determine the best place to use 30, 15, 5 (i.e., When students are responding to text.) as a tool for engagement during active reading activities



Talking Chips



Students are given an even number of tokens while working in small groups. When students answer a question, they place a token in the middle and once tokens are gone, they listen to other's responses.

- Explicitly model expectations for this activity
- Students are in small groups. Each student is given a certain amount of chips.
- The teacher can ask the questions, or the questions can be prepared ahead of time and given to each group
- When a student responds to a question, they place one of their chips in the center of the table
- Once a student's chips are gone, they need to sit quietly and listen to the students that still have chips remaining
- Review your lesson plans and determine the best place to use Talking Chips as a tool for engagement during active reading activities



Find Your Match



Students answer questions to develop surface level learning (understand, remember) in order to go into deeper learning (apply, analyze, evaluate)

- Explicitly model expectations for the activity
- Each student is given a card with information that matches another student's card (i.e., word & definitions, generals & battles, stories & characters)
- Students find matches by describing not reading what is on their card
- Review your lesson plans and determine the best place to use Find Your Match (i.e., bell ringers and exit tickets) as a tool for engagement during active reading activities



Four Squares

Students are grouped quickly and easily for a variety of purposes.

- Arrange groups of 4 and place a four-square chart on the table
- Explicitly teach the different partners and groups students will be working with (I do, we do, you do) and your expectations for the activity
- Shoulder partners (B, B & A, A) and Face-to-face partners (B, D & C, A)
- Group discussions (B, A, C, D) sets of partners mix up to form groups
- Once students have mastered the strategy, review your lesson plans, and determine the best place to use Four Squares as a tool for engagement during active reading, writing, and discussion activities

1 (B)	2 (B)
3 (D)	4 (D)
1 (A)	2 (A)
3 (C)	4 (C)
1 (B)	2 (A)
3 (C)	4 (D)



Appointment Clock

Students work with four different people throughout a day or week to ensure collaboration with many partners

- Explicitly model expectations for the activity
- Each person sets an appointment for 12:00, 3:00, 6:00 and 9:00 (i.e. If Debbie asks Rob for a 12:00 appointment, she writes Rob's name on her 12:00 appointment clock and Rob writes Debbie's name on his 12:00 appointment. You can set up appointment clocks ahead of time based on questions and tasks that will be asked. Think of student ability when setting up appointment clocks to differentiate and scaffold instruction.)
- Students can practice meeting with people on their appointment clock with simple questions
- Once students have mastered the strategy, review your lesson plans, and determine the best place to use Appointment Clocks as a tool for engagement during active reading, writing, and discussion activities

12:00	3:00
9:00	6:00



Sticky Notes



Students use sticky notes to respond to reading and discussion

- Have sticky notes or cut up pieces of paper at each table or in a basket for students to access
- Explicitly model how to use the sticky notes
- Demonstrate with examples and nonexamples
- Use for Think, Write, Pair, Share and other active engagement strategies
- Use for placing ideas in categories (Example: #1 priority, #2 priority, #3 priority, #1 detail, #2 detail, #3 detail)
- Use for exit tickets at the end of activities and/or end of day to gauge knowledge and determine next steps for support
- Review your lesson plans and determine the best place to use Sticky Notes as a tool for engagement during active reading, writing, and discussion activities



Gallery Walk

Students rotate from project/assignment to project/assignment to leave feedback for individuals, partner work, and group work

- Explicitly model how you want students to complete the Gallery Walk (i.e., individual students, partners or groups, rotate clockwise, time at each project, what and how to discuss (guiding questions, use of rubric), feedback (positive and/or constructive)
- Students start at first project/assignment
- Students discuss
- Students leave feedback (e.g., sticky notes, feedback document, rubric scoring with positive and/or constructive feedback)
- Teacher gives signal for time to rotate
- Students rotate to the next project/assignment
- Students rotate through as many projects as teacher determines
- Students take time to go back to their project/assignment to read the feedback
- Teacher identifies next steps (e.g., use feedback to revise project/assignment, use the feedback to improve upon your next project/assignment)



Brain Dump



Students get down all of their ideas as quick as they can

- Explicitly model this activity by having students watch you and provide feedback (i.e., What do I do when I get stuck? What if I am out of ideas? May I look at someone else's paper?)
- Teacher identifies a topic or main idea and sets a timer (i.e., You have 1 minute to write down all of the ways climate change impacts us)
- Students write for allotted time
- Students compare with partners or group
- Students add ideas to their list
- Students use the ideas for an upcoming activity (i.e., discussion, writing assignment, quiz)
- Review your lesson plans and determine the best place to use Brain Dump as a tool for engagement during active reading, writing, and discussion activities



Mingle and Check

Students answer questions to develop surface level learning (understand, remember) in order to go into deeper learning (apply, analyze, evaluate)

- Explicitly model this activity in a fishbowl. Explain it to the class and then have about 6 students complete Mingle and Check while the rest of the class is watching (fishbowl). Have the class provide feedback on what the group did well and what could be improved.
- Students mingle around the room (set boundaries of where and how they can mingle)
- Teacher gives a signal (i.e., timer, whistle) and students stop and find for the closest person next to them
- Teacher or another student asks a question, students check their answers with the person closest to them
- Students begin to mingle again

Variations:

- Check for individual turns after partners have checked with each other. Student that gets the answer correct, asks the next question...becoming the teacher. This allows the teacher more opportunities to monitor and provide feedback.

