We're Engaged!
Part 2

Recall…

Effective teachers attend to the "Big 5":

    1) Maximize Structure

    2) Clarify Expectations

    3) Reinforce Appropriate Behavior

    4) Respond to Disruptions

    5) _____ _____

    <u>Engagement</u> – A strategy that invites _____ students to participate during instruction

        → i.e., *Everyone* will _____ it, _____ it, _____ it

    2 Parts to "Say It:"

             Choral Response | Partner Talk

        1 – Choral Response –

            Having all students respond in unison…

                - to emphasize _____ or _____ ideas

                - in order to _____ or _____ understanding

                e.g.,

                            habitat

                  (the place where something lives)

        2 – Partner Talk –

            Having all students discuss in pairs…

                - the _____ or _____ ideas

                - in order to _____ understanding

                e.g.,

                "What would be difficult about living in a desert habitat?"

I. The "Why"

    VIDEO: Partner Talk

    What might be the advantages of having all students respond in pairs?.

Win 1 – ALL students have the opportunity to participate.

→ i.e., _____

Win 2 – Decreases downtime within the lesson

→ i.e., reduction in _____

Win 3 – It extends understanding for advanced students and solidifies ideas for struggling students

→ i.e., _____

Win 4 – It adds variety and interest to learning

→ i.e., increase in _____

Win 5 – It further develops oral language abilities

→ i.e., _____ _____

II: The "How"

Before: _____ pair students according to ability

1

2

3

Then, put the following components into place…

1) Ask an _____ question

→ recall: this is where students will _____ content

→ i.e., questions that invite a _____-word explanation

Which category? (**C** [Choral Response] or **P** [Partner Talk])

Which word means the place where something lives?

Would you rather visit a rainforest or the Safari?

Which digraph says /k/ after a short vowel?

Why should I use "ck" at the end of this word?

Who is someone you admire and why?

[math]: What did I do wrong in this problem?

Is 6 + 7 a doubles +1 fact?

What do you think will happen to the princess?

    OR:

What do you think will happen when the queen realizes the girl is a princess?

Quick Crucial Tip:

Give students a sentence _____ to begin the discussion

Which stem might work?

Would you rather visit a rainforest or the Safari?

Why should I use "ck" at the end of this word?

Who is someone you admire and why?

[math]: What did I do wrong in this problem?

What do you think will happen when the queen realizes the girl is a princess?

2) Assign who goes _____

→ for even numbers:

→ for odd numbers:

Q: If this is not assigned, what do students do instead?

A: _____ or _____

Quick Tip: Don't tell partners when to _____

3) Require that students use a _____ voice

→ i.e., only their _____ can hear them

(Not doing this step is the fastest way to cause teacher _____)

Q: How do I train them to use a low voice?

A:

4) Have a _____ signal

  (e.g., face forward, mouths closed)

      Q: Why would you want students to show you when they're done talking?

      A: So that…

        - they _____ talking

        - you know they're _____

5) Have a _____ signal

  (e.g., "Time's up in 3, 2, 1 and done.")

      Q: Why would you want to signal to students that it's time to stop talking?

      A: So that they quit _____

      Q: When do you give the signal?

      A: When _____ are done

      Q: What do I do with students who are done talking?

      A: Quick _____

      Q: How do I ensure that students really do become quiet at my signal?

      A: Through a _____ contingency

6) Draw sticks to _____ out

  e.g., "Time's up in 3, 2, 1 and done; if this person is sitting ready, my stick says…"

      From Research:

      I have observed classrooms in countless schools, and what I see are teachers routinely calling on students with their hands _____ - a dead giveaway that teachers don't understand the _____ of a good lesson.

                                         (Schmoker, 2016)

      Q: What would be the benefits of having students share out ideas?

      A: It…

        - creates _____

        - allows _____ to teach each other

        - gives teacher a chance to _____

Quick Crucial Tip:

Teacher's role during share out is to:

_____

_____

_____

For example…

T: What would be difficult about living in a desert habitat?

S: It's hot

T: Repeat – Right, the desert is hot.

Clarify – It's hot, and you think being hot would make someone miserable?

Extend – Right, and when you're hot, you're more thirsty, so now there's two problems.

Q: How many sticks do I draw?

A: Enough to _____ the idea (usually 3 – 5)

VIDEO: Setting up Partners (Practice)

Why would it be helpful to do a practice session first?

VIDEO: Partner Talk in a Lesson

Notice how all the TTYP components are in place to make this interaction successful.

□ Open-ended question

□ Assigned first speaker

□ Use of low voices

□ "We're done" signal

□ "You're done" signal

□ Sticks to share out

Q: What did you like or learn about using partners in the classroom?

A:

PARTNER TALK CHECKLIST

Rationale: Partner talk is a way for every student to participate during instruction. It is especially useful when teachers want to ask questions that require more than a one-word answer or when students will have differing ideas/opinions. Academically, partner talk increases understanding (especially of complex or abstract ideas). Behaviorally, partner talk reduces disruptions by allowing students to engage more fully during instruction. Socially, it increases the connection students feel with each other and their teacher.

Checklist:	✔
Ask an open-ended question (e.g., Tell your partner a time when someone might be frantic.)	
Provide a sentence stem (e.g., Say, "Someone might be frantic when…")	
Tell students which partner will speak first (A or B, 1 or 2, etc.)	
Have students show a "we're done" signal (use this to adjust "talk time" as needed)	
Call students back together when 80% of students are done discussing	
Repeat the question (e.g., Tell us a time you said someone might be frantic.)	
Draw sticks to allow students to share out	
Remind students to speak in complete sentences (using sentence stems as needed)	
Give students feedback as appropriate:	
Clarify (student response is inaccurate or unclear; teacher provides explanation)	
Repeat (student is soft spoken or unintelligible; teacher re-states answer)	
Extend (student gives idea; teacher expands on and springboards from idea)	
Close discussion by restating main ideas	

Research: Archer (2008); Feldman (2012); Kamps et al. (1994); Kinsella (2012); Haydon et al. (2012); Quaglia & Corso (2014); Simonsen et al. (2010)