

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) _____

Engagement – 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

e.g.,

habitat

(the place where something lives)

e.g.,

“What would be difficult about living in a desert habitat?”

Today – “Show It”:

Having all students use _____ or _____ in order to
_____ understanding of _____ or _____ ideas

e.g.,

habitat

(create an action to remind you that habitat means
the place where something lives)

Quick Tip:

“Show it” is typically a _____ to partner talk

I. The “Why”

From Research...

Movement helps _____ ideas in procedural memory, which allows students to make _____ and _____ what they may not otherwise recall.

(Plotnik, 1999)

From Research...

Most people best remember what they have actually _____ about.

(Willingham, 2006)

VIDEO: The Dropping Rule

What additional benefits might come from having kids respond with actions?

Win 1 – Teacher can see at a glance who is participating.

→ i.e., _____

Win 2 – It extends understanding for advanced students and solidifies ideas for struggling students

→ i.e., _____

Win 3 – It adds variety and interest to learning

→ i.e., increase in _____

So what actions or movement should I use?

II: The “How”

1) _____ up or down

→ use when students need to _____ or _____

NOT:

Raise your hand: Is 51 greater than 15?

BUT:

Thumbs up or down if 51 is greater than 15.

Thumbs up or down (cont'd):

NOT:

Is “Nn” a vowel? Raise your hand.

BUT:

Show me thumbs up or down: Is “Nn” a vowel?

NOT:

Raise your hand if you can tell me a savory food.

BUT:

Thumbs up or down if you think this food would be savory.

2) _____ to

→ use to invite students to identify _____

On page:

NOT:

Who knows which clock shows half past the hour?

BUT:

Point to which clock shows half past the hour.

NOT:

Who knows which picture starts with /s/?

BUT:

Point to which picture starts with /s/.

In classroom:

NOT:

Who knows the initial letter of the alphabet?

BUT:

Point to the initial letter of the alphabet.

3) Use _____

→ use for showing _____ or _____

Quantity:

NOT:

Who knows how many more to make 10?

BUT:

Show me with your fingers how many more to make 10.

Meaning:

NOT:

Who remembers what savory means?

BUT:

Show me the action for what savory means.

NOT:

Who can tell me if 60° is cold or cool?

BUT:

Show me whether 60° would be cold or cool.

Try It!

Come up with an action to help you remember the three strategies for “show it.”
(thumbs up/down; point to; use fingers)

Practice:

Turn each **single-student** response into a non-verbal **group** response.

thumbs up/down point to use fingers

Not: “Who can tell me the final letter of the alphabet?”

But:

Not: “Who knows how many counters are in the 10-frame?”

But:

- thumbs up/down
- point to
- use fingers

Not: “Do you think a donut would be savory?”

But:

Not: “Who knows how much a nickel is worth?”

But:

Not: “Look at your paper and raise your hand if you can tell me which set has the most.”

But:

Not: “Would $6 + 7$ be a “doubles + 1” problem?”

But:

Not: “Who remembers what *squiggle* means?”

But:

Not: “Who can tell me something in the room that is shaped like a circle?”

But:

Not: “Raise your hand if you can tell me a word that rhymes with light.”

But:

Q: How could I use this strategy in all subjects?

Read Aloud (*Animal Helpers*, by Kathleen S Coleman):

Where would you take your pet if it was sick? You would go to a veterinarian. People call this kind of

doctor a vet. The vet will try to help your pet get better.

She will check your pet’s ears and eyes the same way a doctor would check yours. The vet will also listen

to your pet’s heart. Sometimes a vet will also take an X ray or give your pet a shot.

Quick Tip:

Non-verbal responding is often accompanied by _____ responding

Phonics:

Listen for the sound is the same at the end of each of these words: duck, stack, pick. Tell me what sound

was the same: /k/, /k/, k/.

The /k/ sound in these words is made by something called digraph ck. A digraph is when two consonants

come together and make one sound. When we put 'c' and 'k' together in a word, they say /k/.

Math:

We're going to learn about an idea called place value. Place value means that where you put a number in

these columns [refer to 100s, 10s, 1s chart] will tell you how many you have.

For instance, if I put a 5 in the 1s place, it means I only have five. If I put a 5 in the 10s place, it means I

have 5 groups of 10, or 50. But, if I put a 5 in the 100s place, it means I have 5 groups of 100, or 500.

Recall:

What are the three strategies for non-verbal responding?

Q: What did you like or learn about using non-verbal engagement?

A: