

# National Reading First Increasing Active Student Participation Nashville, July 2008

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

Dr. Anita Archer

[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  
(picture of three people stacked on top of one another's shoulders.)



# 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



# Starting with whole group...



- Think about it..

What happens when teachers call on one student to answer?

(Picture of people raising their hands.)

# 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?

# 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.**  
**What can you do with inattentive students?**

# 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 answered.

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

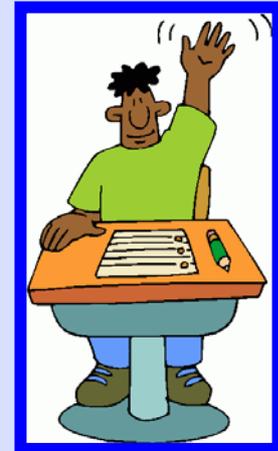
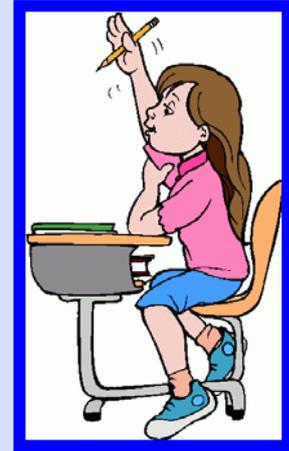
**Remember the 20/80 Rule**

# 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)
  - #3** - Prompt and Cue
  - #4** - Tell student the answer. Have student repeat answer and re-do later

# 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

## *Other Responses*

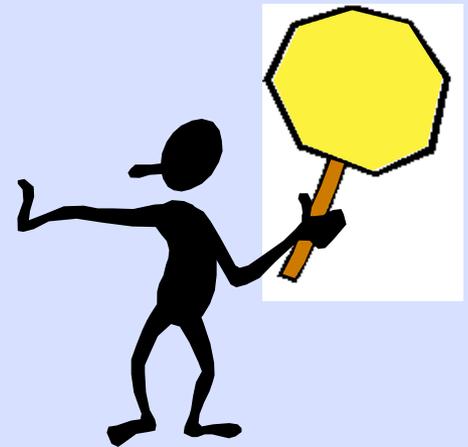


## **Response cards.**

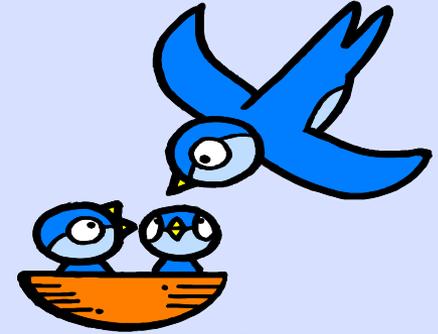
- Have students write possible responses on cards or paper.  
(e.g., vocabulary words, story grammar elements, grapheme).
- Ask a question. Have students display card or point to response
- Place answer on both side of cards
- Use laminated cards or dry erase boards so they can be used multiple times

# Response Cards Routine

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



# Let's Try It Out



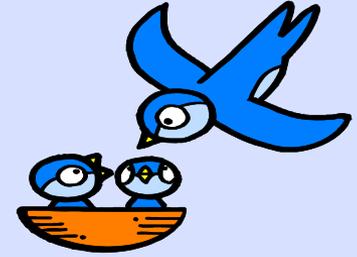
Take 2 cards - put true on both sides of one card and false on both sides of the other.

- 1.
- 2.
- 3.
- 4.
- 5.

Let's look at Response Card examples

Partner Share - what would be on your response cards?

# Response Boards



dog	ant	cup	dig

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.

- 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,...

– Call on individuals



# Whole Group Active Participation

Whole Group - Choral Response

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

Point.

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  
(Picture of men singing.)



# Whole Group Active Participation - *Choral Responses*

## Hints for Choral Response

- Think- what went wrong?
- Restate 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.

# Whole Group Response

- There are three types of rocks. The first type of rock is called Igneous. It means, 'made by fire'. There is a good reason for its name. Igneous rock begins to form deep in the earth when the melted rock, called magma, becomes trapped in small pockets. As these pockets of magma cool slowly underground, the magma becomes igneous rocks. Igneous rocks are also formed when volcanoes erupt. Here, the magma rises above the earth's surface and cools quickly. When magma appears above the earth, it is called lava.

# Whole Group Response

QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

- » Simple answer (short and same)
- » T - What is melted Igneous rock deep in the earth called?
- » *Think*

- *Everyone (hand signal)*
- *Reinforce, Yes, melted Igneous Rock is called*
- *magma*

# Think-Pair-Share

- Simple Response

T - What are the 2 different ways that Igneous Rock form?

*Think*

*Partner 1 - Tell one way*

*Partner 2 - Tell the other way*

*+ group check*

T - Which type of Igneous rock would cool faster? Why?

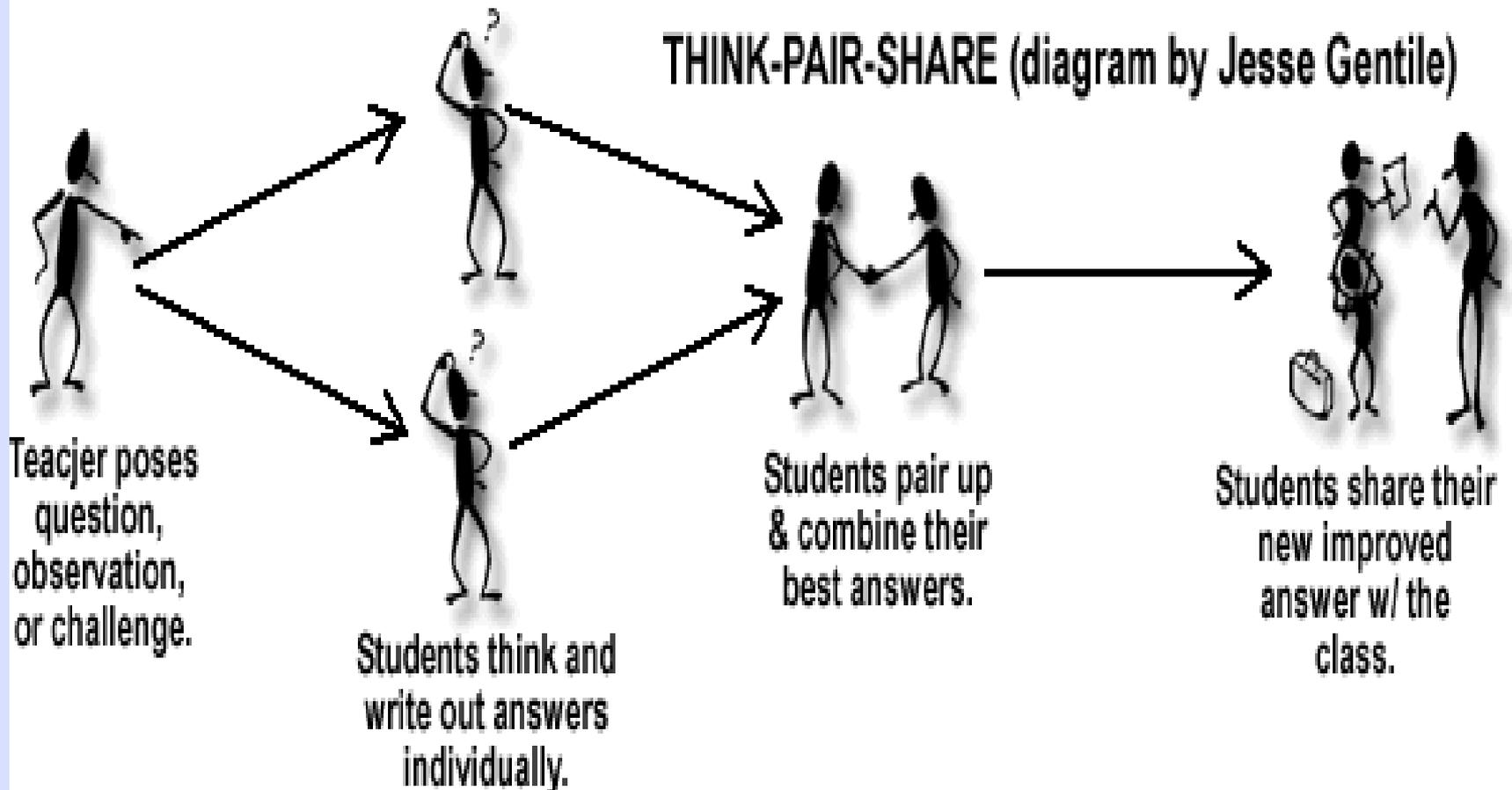
*Think - Pair - Share + group check*

- Provide students many opportunities to stop and paraphrase or rephrase big ideas in the text. They should stop and **THINK**, then **PAIR**, then **SHARE** with a partner.



- Partner or table group sharing with incremental **CHUNKS** of texts will enable students to hold onto big ideas and connect background experience.

## THINK-PAIR-SHARE (diagram by Jesse Gentile)



# 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 + \_\_\_\_\_
3. One M&M at a time



4. Use your DVD
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 slightly higher performing student
  - Give the partners name or number #1/#2 Partner A and Partner B
  - Sit partners next to each other (not across).



# 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

Use 3 in 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 or have partners wear their numbers around their necks

Change the partners occasionally (every three to four weeks).

Teach children 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 \_\_\_\_\_.

# Active Participation - What else can partners do?

## Uses of partners.

1. Say answers to partner.
2. Summarize
3. Question
4. Think, Pair, Share
5. Think, Write, Share
6. Read to or with partner.
7. Write to or with partner.





# Rachel Carson: Environmental Pioneer

- Listen to this Story
- Write down 5 facts that you hear
- Partner A...
- Partner B...

# Active Participation - Hints for Partners



1. Monitor as partners work.
2. Say, “Keep working until I tell you to stop”

**Example: Partner A read these words to Partner B**

**Partner B read them Keep reading and switching until I ask you to stop.**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**WHY?**

# Active Participation - *Passage Reading*

- **Lead Reading** Read selection with your students.

Read at a moderate rate

Tell your students, “Keep your voice with mine.”

Keep your voice slightly louder than your students

Students can “whisper read” with you

Must pre-read or re-read silently or with a partner

- **Cloze Reading**

- Read selection.

- Pause on “meaningful” words.

- Have students read the deleted words.

- A moon is a small object that goes around or orbits around a planet. Earth has just one moon. It is over 200,000 miles away from Earth. Moons don't make any light. They just reflect the sun's light, like a mirror. The sun shines on the moon, and its light bounces off the moon's rocks and dust.
- The Earth's moon goes around the Earth every 28 days. The same side of the moon points toward Earth all the time. We see the moon in different shapes at different times. This is called the 'phases of the moon.'

# Active Participation - *Passage Reading*

- **Individual Turns**

- Use with small groups.
- Call on an individual student.
- Call on students in random order.
- Vary the amount of material read.

- **Silent Reading**

- Pose pre reading question.
- Tell students to read a certain amount.
- Ask them to reread material if they finish early.
- Monitor students' reading. Have them whisper-read to you.
- Pose post reading question.



- **RAS**
- **READ** underlined words
- **AND**
- **SEE** if they form a **SUMMARY**

- **CAS**
  - **COVER** the paragraph
  - **AND**
  - **SUMMARIZE**
- Try to remember important ideas/details

- A moon is a small object that goes around or orbits around a planet. Earth has just one moon. It is over 200,000 miles away from Earth. Moons don't make any light. They just reflect the sun's light, like a mirror. The sun shines on the moon, and its light bounces off the moon's rocks and dust.
- The Earth's moon goes around the Earth every 28 days. The same side of the moon points toward Earth all the time. We see the moon in different shapes at different times. This is called the 'phases of the moon.'

# Which Strategies Should Students Know?

## Reciprocal Teaching

Palincsar and Brown

1. Ask questions about the meaning
2. Clarify unknown words
3. Make passage summaries
4. Predict what will happen next



# Whole Group Active Participation Vocabulary Development



# 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 you like a microfang or a picofang?” asked the capid. “OH!” said the farid, “Any farid knows that capids are wampa. I know that if I took a picofang or microfang from you then I would be 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



farid

capid

micropang

picopang

wampa

exised

# 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

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

# Tier 2- I do it. We do it. You do it

## 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...?
- 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!

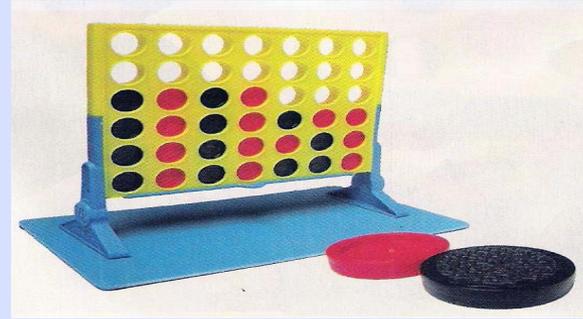


# FLIP CHARTS

Question on Front  
Answer inside



# 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 Yoal

QuickTime™ and a  
decompressor  
needed to see this picture.

QuickTime™ and a  
decompressor  
are needed to see this picture.

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.

# Which procedures discussed today will you use?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

## 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

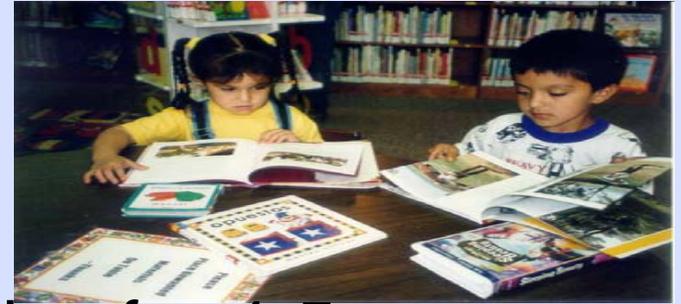
[www.fcrr.org](http://www.fcrr.org)

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.



**INTENSIVE READING INTERVENTIONS  
FOR STRUGGLING READERS  
IN EARLY ELEMENTARY SCHOOL**

*A Principal's Guide*



Guidance on essential procedures for implementing effective interventions with young children.

Download at

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



## TEACHING ALL STUDENTS TO READ IN ELEMENTARY SCHOOL

*A Guide for Principals*



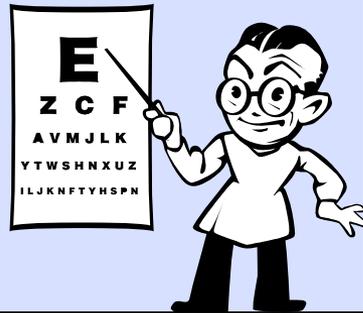
# Teaching Students to Read in Elementary School: A Guide for Principals

Download at

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

# and...

## A Shared Vision



## Administrative Support



## Seamless Implementation

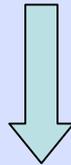


## Coaching and Monitoring

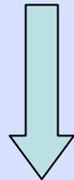


# Progression of Active Engagement

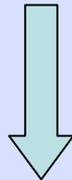
**Individual Response**



**Choral Response**



**Partner Share**



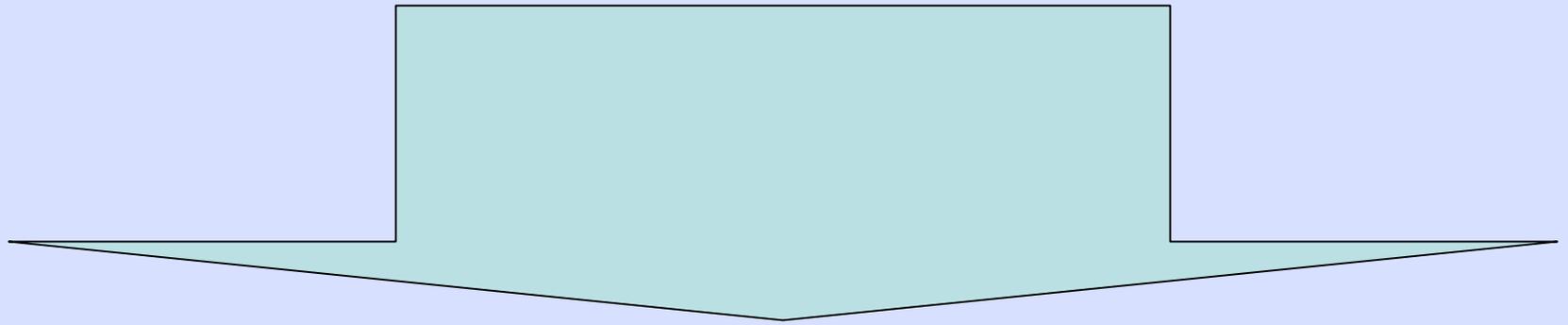
# Partner Games



**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 “write home about”?
3. If I were a student, would I have wanted to be in my class today?

(Picture of a person with a question mark.)





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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