

Active Participation Instruction – 2nd grade

Grade Level: Second Grade

School: Roosevelt Elementary School

Location: Vancouver, Washington

Videographer: Dima Yaremenko

Elapsed Time: 6:12

Introduction: It is possible to have adopted an evidence-based core reading or intervention program and still not obtain the desired academic gains. The programs must be delivered in a matter that maintains student attention and engagement. In this video, Dr. Archer is teaching students how to respond during the lesson. Notice that she doesn't just tell students what she desires. She teaches the behaviors using the same instructional steps of modeling and guided practice used in teaching academic strategies.

Focus: As you watch this video,

- 1) Note the active participation procedures that are directly taught to the students.
- 2) Identify other good instructional practices.

Feedback:

- 1) Note the active participation procedures that are directly taught to the students.**

Dr. Archer taught the students two specific response procedures: saying answers chorally and to a partner. The following practices were modeled and then practiced.

Choral (Group) Responses

Use - Choral or group responses can be used when the answers are short and the wording of the answer is the same across learners.

Procedure – To signal a response, the teacher asked a question, raised her hands, gave “thinking time”, and then lowered her hands, and said “everyone” to cue a response.

Instruction – The teacher introduced the procedure, modeled the procedure, and then practiced until the students consistently responded.

Partner Responses

Use – Partner responses can be used when the answers are long and the wording differs across students.

Instruction on partners –

- a. The teacher assigned partners and gave the partners the numbers #1 and #2 to allow distribution of responses.
- b. The teacher checked to be sure that students remembered their numbers.
- c. The teacher introduced a partner strategy (Look, Lean, and Whisper), modeled the strategy, and had students practice the strategy as you monitored and coached.

2. Identify other good instructional practices.

Management

a. Anticipate and Remove

The teacher anticipated that the students might attend to the teachers sitting at the back of the room so she had the students turn and wave at the teacher and the cameraman.

b. Clear expectations

-The teacher set clear expectations for each segment of the lesson.

- The teacher introduced behaviors for the lesson (Sit up. Look at me. Look smart.), modeled the desired behaviors, and provided practice on the behaviors.

c. Room arrangement

- Students were moved so that they would be facing the teacher the lesson.

-Students were moved so that they were sitting beside their partners.

Attention

A number of factors supported student attention including:

- a. a perky pace,
- b. connection with students through use of smiles, names, eye contact, touch,
- c. use of cues to gain attention (“Eyes on me”),
- d. close proximity to the students,
- e. monitoring,
- f. and use of praise.