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# **Active Participation: Engaging Them All**

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## **National Reading First Comprehension Conferences 2007**

**Anita L. Archer, Ph.D.**  
archerteach@aol.com  
503-295-7749

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## Active Participation

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- Think Pair Share
  - What are ways that students can respond in a lesson?
    - 1.
    - 2.
    - 3.
    - 4.
    - 5.
    - 6.
    - 7.
    - 8.

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## Active Participation

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- Think
  - Have students think and record responses.
  - As students are writing, move around the classroom and record their ideas and their names on an overhead transparency.
- Pair
  - Have students share their ideas with their partners. Have them record their partner's best ideas.
  - As students are sharing, continue to record ideas on the overhead.
- Share
  - Use the transparency for sharing with the class.

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## Video - Active Participation

(Segment 1: Active Participation - 2nd)

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- What active participation procedures were directly taught?

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## Video - Active Participation

- What other good instructional practices did you observe?

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## **Active Participation - Choral Responses** *(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.
- Lower your hands as you say, “*Everyone.*”

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

- Point to the stimulus.
- Ask a question.
- Give thinking time.
- Tap for a response.

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## **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.
- Have students put up their thumbs to indicate enough thinking time.
- If students don’t respond or blurt out an answer, repeat.

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## **Active Participation - Partners** *(Use when the answers are long or different.)*

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### ■ **Partners**

Assign partners.

- Pair lower performing students with middle performing students.
- Give the partners a number (#1 or #2).
- Sit partners next to each other.
- Utilize triads when appropriate.

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## **Active Participation - Partners**

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### ■ **Other hints for partners**

- Teach students how to work together. LOOK, LEAN, AND WHISPER.
- Have students come to the “rug area” with their desk partner so that new partners do not have to be assigned.
- To facilitate partners at small group tables, tape cards on the table with the numbers #1 and #2 and arrows pointing to each partner.
- Change the partnerships occasionally (every three to six weeks).

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## **Active Participation - Partners**

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### **Uses of partners.**

1. Say answer to partner.
2. Retell content of lesson using a graphic organizer.
3. Review content (**Tell, Help, Check**).
4. Brainstorm (**Think, Pair, Share**).
5. Explain process, strategy, or algorithm using examples.
6. Read to or with partner.

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## **Active Participation - Partners**

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### **Other Uses of partners.**

1. Monitor partner to see if directions are followed.
2. Share materials with partners.
3. Assist partners during independent work.
4. Collect papers, handouts, assignments for absent partners.
- 5.
- 6.
- 7.
- 8.

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## Active Participation - *Individual Turns*

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### ■ **Less desirable practices**

#### **#1. Calling on volunteers.**

##### **Guidelines:**

- \*Call on volunteers when the answer is a product of 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.**

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## Active Participation - *Individual Turns*

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### ■ **Individual Responses**

#### ■ **Option #1**

- Have students share answers with their partners.
- Call on a student.

#### ■ **Option #2**

- Ask a question.
- Raise your hands to indicate silence.
- Give thinking time.
- Call on a student.

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## Active Participation - *Individual Turns*

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- **Procedures for calling on students to insure that all students are involved.**

**Procedure #1** - Call on students in different parts of the room.

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

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## Active Participation - *Individual Turns*

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- **If a student is called on and says “I don’t know.” Scaffold his/her response.**

**Procedure #1** - Have student consult with his/her partner.

**Procedure #2** - Have student refer to his/her book.

**Procedure #3** - Have student tell the “best” of previous answers.

**Procedure #4** - Tell student an answer.

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## Active Participation - *Written Responses*

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### ■ **Written response**

- Gauge the length of the written response to avoid “voids”.
  - Make the response fairly short OR
  - Make the response “eternal.”
- To keep students from “sneaking” ahead.
  - Expose limited items on the overhead. OR
  - Have students put their pencils down to indicate completion OR have them turn their paper over.

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## Active Participation - *Other Responses*

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### ■ **Touch stimulus.**

- Increases attention.
- Allows monitoring of attention to stimulus.

### ■ **Act out.**

### ■ **Use hand signals.**

- Useful to share categorical responses.
- Carefully introduce and model hand signals.

### ■ **Display answer with 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.

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## **Video - Active Participation**

(Segment 2 - Read Aloud- Wolf! 2nd)

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- What active participation procedures were used to involve more students?

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## **Video - Active Participation Procedures**

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- What other good instructional practices did you observe?

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## Passage Reading Procedures

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- What are some disadvantages of “round-robin reading” when the group size is large?



## **Video - Passage Reading Procedures**

(Segment #3 - Alternative Passage Reading Procedures - 3rd)

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- What alternative passage reading procedures were used?

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## **Video - Passage Reading Procedures**

- What other good instructional practices did you observe?

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## Active Participation - *Passage Reading*

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### ■ Choral Reading

- Read selection with your students.
- Read at a moderate rate
- Tell your students, “Keep your voice with mine.”  
*(Students may silently read material before choral reading.)*

### ■ Cloze Reading

- Read selection.
- Pause on “meaningful” words.
- Have students read the deleted words.  
*(Excellent practice when you need to read something quickly.)*

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## Active Participation - *Passage Reading*

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### ■ 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.

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## Active Participation - *Passage Reading*

### ■ Partner Reading

- Assign each student a partner.
- **Reader** whisper reads to partner. Students alternate by sentence, paragraph, page, or time (5 minutes).
- **Coach** corrects errors.  
*Ask - Can you figure out this word?*  
*Tell - This word is \_\_\_\_\_. What word?*  
*Reread the sentence.*

### ■ Alternatives to support lowest readers

- Lowest readers placed on a triad and read with another student.
- First reader (better reader) reads material.  
Second reader reads the SAME material.
- Students read the material together.
- Partners allowed to say "me" or "we".

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## What passage reading procedures do you/will you use?

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

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