

**Guided Lecture** The teacher presents information by lecturing and the students take notes. Then they are given a short period of time to review their notes. After reviewing their notes, students share and discuss their notes in small groups to ensure they have recorded accurate information.

**5-2-1** As the teacher lectures for 5 minutes, the students take notes. After five minutes, the teacher poses a question based on the lecture for students to discuss in pairs or a in small group for two minutes. Then the whole class debriefs for 1 minute.

**Coding/VIP** Students read text and at the end of each paragraph they respond to the text by recording one of the following: + I already knew this; \* this is new to me or ? I have a question.

**Quick Write and Share** Teacher poses a question, problem or prompt and everyone writes a quick answer. Students then read their responses to other students.

**Whiteboards** Students write a response to a question posed by the teacher. After giving the students time to create a response on the whiteboard, the teacher has all students show their response on their whiteboard to him/her at the same time.

**Three Partner Read** Have students get into groups of three and have them number off 1, 2, and 3. The teacher states a question for the group to answer after reading the selected material. The student number one reads the selection out loud to the group, while student number two underlines in the selection the big ideas. After student number one completes reading the selection, the student number two shares with the group what he/she underlined. The student number three facilitates the discussion of the question.

### **Combination (Overt/Covert – Observable)**

**Trading Cards** Distribute numbered cards to match the number of students you want in a group (Example: If there is going to be 6 groups with 4 students in each group, students would receive the numbers 1, 2, 3 or 4 or students could receive the numbers 1, 2, 3, 4, 5 or 6. You ask students to quietly stand and trade cards. After a series of exchanges, have the students stop and form small groups. (Example: 6 groups and each group must have a 1, 2, 3, and 4 in the group or all ones, twos, threes, fours, fives, and sixes form groups.). Students are then given a task to complete as a group.

**Inside-Outside Circles** Organize students into groups of six, with three persons standing with their backs touching and facing out, and three persons forming a circle around them, facing inward toward the person in the center. The teacher directs each pair to exchange information related to previously taught material. Then the teacher asks the persons in the center to rotate, facing a new partner, and chooses a different topic for exchange.

**Jumbled Summary** The teacher writes key words or phrases from an explanation or introduction in a random order on the board or overhead. Following the presentation, the teacher asks pairs to unscramble the terms and reorder them in correct sequence.

**Think/Write/Share** Think about what you have just heard or learned. Write down three statements about it on an index card. Now exchange your responses with your partner. What were the most frequently mentioned ideas or terms?

**Four Corners** This is especially effective in situations where students encounter a controversial or thought provoking topic. The teacher states a situation or dilemma, then asks students to go to one of the four corners of the room which are marked Strongly Agree – Agree – Disagree– Strongly Disagree. There the students exchange their opinions or reasoning, and summarize their reasoning for the rest of the class.

**10 Sentences** Students are given ten sentences from the text they are about read. They are asked to read and put them in order making predictions about the text. The text is read and then students are asked to adjust their predictions to match the story.

**Writing Response Groups** Students read and respond to each other's written work by marking passages they think are effective with a star, and underlining what they don't understand or think is weak. Errors in grammar, usage, punctuation, spelling or format are circled. Then they discuss their observations with the writer.

**Numbered Heads Together** Students are grouped by teams. Each team member numbers off, so that each member has a number. After working jointly together, the teacher asks a question or presents a problem. The student must jointly agree on the correct answer. The teacher first calls out a number and then selects a team. The student with that number from the selected team must answer the question, and briefly explain why that answer is correct.

**Pairs Check** The teacher directs students to work in teams. One person in the pair works on task while the other serves as coach. Then they exchange roles for the second task. At this point, they ask another pair to check their work. If the second pair agrees with their responses, the first pair continues. If not, the pair tries to correct their work.

**Send A Problem** Each student on a team makes up a question or reviews a problem and writes it down on a flashcard. The author of each problem/question asks the question to his/her team members. If they do not have consensus of the answer, the group works on the problem or rewords it until everyone can explain/agree. Next, the team passes their stack of questions or problems to another team for review.

**Group Test Taking for Practice** The day before a test, put students in groups and give them copies of earlier versions of your test or questions similar to those that will actually be on the test. Tell them that tomorrow they will get a test like this as individuals, and there will be no team help. You can help each other all you want today to make sure your teammates get a perfect score.

**Give One, Get One** Students are given a number of questions or prompts to solve. Students individually record their responses. Students then move around the room and give one answer to each student they encounter. In return, that student gives them a response to record on their paper.

**Scouting** Students are working together in groups. Each group selects a scout to collect additional information when the teacher invites the scouts to move to another group. The scout returns to the original group to share the information collected.

### **Signaling (Overt – Observable)**

**Colored Sticks** Popsicle sticks are colored coded and the teacher identifies the color it represents. Students use the sticks to provide appropriate responses.

**Fist to Five** Students respond with a fist to five fingers (five being highest) to a statement or reaction.

**Response Wheels** Students have a wheel with different sections of the wheel having different colors. The teacher identifies what the color represents such as blue for true, yellow for false, etc. Students use the wheel to provide appropriate responses.

**Response Cards** Cards are colored coded and the teacher identifies the color it represents. Student use the cards to provide appropriate responses.

**Fingers** Teacher identifies what one, two, three, four or five fingers represents. Students use fingers to provide appropriate responses.

**Ring of Cards** Punch a hole in the left corner of a suite of cards and put them on a ring. Students use the ring of cards to provide appropriate responses.

### **Performing (Overt – Observable)**

**Role Playing**

**Dancing**

**Playing an instrument**

**Sky writing**

**Write the answer in the palm of your hand**

**Point to in the text or Follow along with your finger in the text**

**Demonstrating a skill**

### **Thinking (Covert – Not Observable)**

**Think Time** After asking a question, the teacher has all students think of an answer for at least 3 seconds with uninterrupted silence by the teacher and all students before the teacher asks for a response. If think time lasts at least 3 seconds, the following benefits occur (Stahl, 1990): the length and correctness of students' responses increases, the number of "I don't know" or no responses decrease, and student achievement increases. In addition, teachers' questioning strategies tend to be more varied and flexible, decrease the quantity and increase the quality of their questions, and ask questions that require more complex thinking. An observable (overt) student engagement activity should follow think time.

**Listen and be ready to respond**

**Craft an answer to this question in your mind**

**Organize your thoughts and be ready to share your ideas**

**Remember the steps in solving this problem**

**Look over here and...**

**Visualize or picture the answer to this question**

**Image**

**Think to yourself, what if.....**

**Review to yourself....**

**Think how would you solve or answer this question**

interact differently based on the demonstration you just provided.

**Roundtable** Students are put into teams. The teacher asks a question with many possible answers. Using one sheet of paper, students make a list, each person adding one item and then passing the paper to the person on their left.

**A Note to a Friend** At the end of an explanation or demonstration, pass out a sheet of paper and ask each student to write a note to a friend explaining the process, rule or concept they have just learned.

**Sort the Items** The teacher asks students to write ideas, concepts or statements in categories defined by the teacher. Examples: Which statements were based on fact? Which statements were based on inferences?

**Write a Synonym and/or Antonym** The teacher has students write a synonym (word or phrase) for a concept or vocabulary word. Then the students should write an antonym for the concept or vocabulary word.

**Nonlinguistic Representation** The teacher directs students to create a nonlinguistic representation of the learning.

**Fold a Piece of Paper** Have students fold a piece of paper into two, three, four or six equal parts. Have the students label or write a question for each section and have them write as much information as they can for each section.

**Index Card** The day before a chapter or end of a unit test, give each student an index card. Tell them to write as much information about the chapter or unit as they possible can, because they will be allowed to use that index card during the test.

**Summarize** The teacher directs students to take the information and condense it into one complete thought or sentence.

**Get the Gist** The teacher directs students to take the information and condense it into one complete thought or sentence with ten words or less.

**Advance Organizer** The teacher has students complete a handout as students are presented with information.

**Example-NonExample** Students write an example and a nonexample of what you are teaching.

**True-False** Teacher writes or states true and false statements. If the statement is true, students write T and what makes the statement true. If the statement is false, students rewrite the statement to make it true.

**Whip Around** The teacher poses a question, problem or prompt. In small groups, each student is given the opportunity to write a response quickly.

**What's Wrong With This Statement?** The teacher writes an incorrect statement, solution to a problem or a grammatically incorrect sentence. Students then must rewrite the statement, solution or sentence correctly.

**Double Entry Journal** Students divide a journal page in half. On the left side, they write notes from a given topic or lecture and on the right they illustrate the topic.

**Pro-Con Grid** Students divide their paper in half. On the left side, they write the pros and on the right side they write the cons on a given topic.

**Write it Up** Organize students into groups of two or three and ask them discuss and then write an answer to one or all of the following:

- Describe what they have just heard about a topic,
- List the attributes of a condition or skill,
- Make up rules for governing a situation, and
- Predict what will happen if.

### **Writing (Overt – Observable)**

**Quick Write** Teacher poses a question, problem or prompt and everyone writes a quick answer. As students are writing, the teacher walks around and reads what students are writing. The teacher then shares some of the ideas the students wrote with the class.

**Ticket to Leave** This is especially good when an activity concludes just before lunch or at the end of the day. Pass out a printed ticket about the size of a half sheet of paper. Ask each student to write down two additional questions about the topic that was just taught, explained or investigated. This reinforces the assumption that you are never finished learning, should continue to ask questions, and can be used as a review at the beginning of the next class.

**3-2-1** At the end of an explanation or demonstration, pass out index cards and on write down three important terms or ideas to remember, two ideas or facts they would like to know more about, and one concept, process or skill they think they have mastered. This activity can help make a transition to the next task and lets you check in quickly on their progress.

**K-W-L Trio** Before a video, lecture or reading, have students work in threes to write down what they already know about the subject, and what they want to know about the subject. Then show the video, deliver the lecture or engage the group in the reading. Next, have the trio circle the known information what was covered, put asterisks next to questions that were answered, and add other things they learned as a result of the video, lecture or reading.

**Window Notes I** Students divide their paper into four parts and label them as follows: (1) facts/details, (2) feelings, (3) questions, and (4) ideas. Students record information that match the label and then share their notes with other students to ensure they have recorded key ideas

1	2
3	4

**Window Notes II** Students divide their paper into four parts and label them as follows: (1) topic and key vocabulary words; (2) facts, details, and ideas; (3) questions, and (4) summary. In area one, students write the topic and then a synonym or short definition for each vocabulary word and in area two they take notes by writing the facts, details, and ideas on the topic. In each three they write questions they may have and in area four, students write a brief statement to summarize the learning.

1	2
3	4

**Note taking I** The teacher directs students to record notes in the following format during a lecture or presentation. Students take notes in section 1 and create a visual of the notes in section 2. In section 3, students write one sentence with 10 words or less that summarizes the learning from sections 1 and 2.

1	2
3	

**Note taking II** The teacher directs the students to record notes in the following format during a lecture of presentation. Students can only doodle in section 1 and in section 2 this is where they write questions they have while the teacher is lecturing or during the presentation. Section 3 is where the students take notes during the lecture or presentation. Periodically the teacher has the students draw a line across the page in order for them to summarize the notes in section 4.

4	3
1	2

**Draw A Picture** At the end of a segment of teacher directed instruction, ask students to work in pairs to create a graphic summary of how they would organize information, reach a conclusion or

# 85 Ideas to Engage All Students At the Same Time in Academic Learning

## Please Note

When using any of these ideas, it is the teacher's responsibility to simultaneously utilize all four of the following attributes of student engagement to ensure all students are engaged at the same time throughout the academic learning:

- Elicits students to be engaged in the academic learning;
- Elicits all students to be engaged in the academic learning at the same time;
- Makes student engagement mandatory for all students throughout the academic learning; and
- Maintains the engagement of all students throughout the academic learning.

## Speaking (Overt – Observable)

**Alphabet Summary** At the end of an explanation or demonstration, put students into small groups. Give each student a different letter of the alphabet and ask them to think of one word or idea beginning with that letter that is connected to the topic just concluded.

**Buddy Buzz** Teacher poses a question, problem or prompt and directs students to turn to another student and share responses.

**Whip Around** Teacher poses a question, problem or prompt. In small groups, each student is given the opportunity to respond quickly.

**Drill Partners** Have students drill each other on facts they need to recall until they are certain both partners know and can remember them all. This works effectively with vocabulary terms, sight recognition of shapes and symbols, grammar, and basic facts.

**Summing Up** Organize students into groups of two or three and ask them to do one or all of the following:

- Describe what they have just heard about a topic,
- Explain important points or distinctions to each other,
- Compare responses to a hypothetical situation,
- List the attributes of a condition or skill, or make up rules for governing a situation,
- Predict what will happen if,
- Estimate the consequences of, and
- Identify patterns in.

**Turn to Your Neighbor And . . .** Turn to your neighbor and see if he or she agrees with the statement I have written on the board. If there is disagreement, how can you use last night's reading assignment to prove the point?

**Three Person Jigsaw** Each person reads a separate page or portion of a longer selection. Then he or she teaches the main points to the two other members of their study group. Each then quizzes the other members to make sure everyone knows all parts thoroughly.

**Prediction Pairs** The teacher asks students to work in pairs as they listen to a short story read by the teacher. The teacher reads a short passage, and then pauses to ask the prediction pairs to state, what will happen next based on the story so far?

**Choral Response** Teacher asks all students to respond as one voice.

**Echo Reading** The teacher reads a section while students point to the words as she says them. Then all students point and read as a class or group the section out loud.

**Partner Reading** The teacher pairs students with similar reading levels and the first partner reads to the second partner for 5 minutes. The second partner then continues to read to the first partner for 5 minutes. The students are working on speed, accuracy, and expression.