



## Effective Grammar School Teaching & Leadership with Lori Jill Keeler

### Lesson 10: Total Participation Techniques

#### Outline:

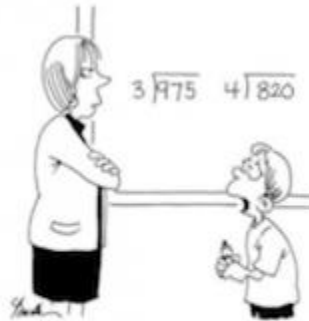
#### Total Participation Teaching

##### Introduction

- Improve your teaching by making sure every student is an active learner.
- Gauge how every student is doing in your class.
- Recommended Reading: Total Participation Techniques: Making Every Student an Active Learner by Persida and William Himmele
- In many schools, teachers only call on those who raise hands, etc., neglecting the others.

##### Assess the Real Picture in Your Classroom

- What is the real picture in your classroom? Often the majority of our students just sit, passively, having learned to “fly beneath the radar.”
- Unless you intentional plan for and require students to demonstrate active participation and cognitive engagement with a topic that you’re teaching, you have no way of knowing what students are learning until it’s too late to repair misunderstandings.



"IS THERE SOME PLACE I CAN SIGN UP FOR  
A "DO NOT CALL" LIST?"

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- Out of six hours of instruction in a day, what percentage of the time are students actively engaged and cognitively invested in what’s being taught in your classroom? What evidence do you have that your students are



- cognitively in tune with you? What deep critical thinking are you students missing out on because you are not requiring evidence of processing?
- For a variety of reasons, there are students who are not as engaged as they should be in our classrooms.
  - Total participation will require much intentionality on the part of the teacher.
  - It will help foster collaboration between you and the students, and among the students themselves.
  - Research shows that students who participate more have higher self-concepts and less peer rejection; when rejection decreases, participation increases. Therefore, work to have students work together.
  - You have to intentionally work at building trust. Circulate around the room; ensure all students are doing what you ask.
  - Total participation must go beyond yes/no or right/wrong answers.



- **Learning Pyramid**
  - Lecture: 10%
  - Reading: 10%
  - Audiovisual: 20%
  - Demonstration: 30%
  - Discussion: 50%
  - Practice doing: 75%
  - Teach others: 90%
  - In many of our classrooms, the main mode of communication is the lecture.
  - This model only helps students to recall about 10% of the information.
  - We should move to models that require demonstration, discussion, doing, or teaching.



## Two Types of Assessments

<b>Two Types of Assessments</b>	
<b>Formative</b>	<b>Summative</b>
For learning	Of learning
When: An ongoing process in the classroom	When: At the end of an instructional segment
Student-centered	Teacher-centered
Purpose: Provides students with timely, specific feedback and instructional correctives	Purpose: Measures student learning and gives grades

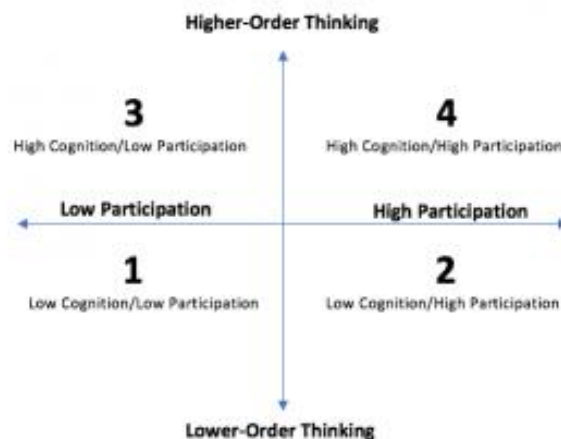
- “Far too many teachers give far too little formative assessments and then blame students when they bomb a summative assessment.”
- “How are you on a daily basis assessing what your students know and are able to do so that you can direct your instruction more effectively to them?”

## Total Participation Techniques

- These techniques can help you give more meaningful, helpful formative assessments and ultimately help student achievement.
- Even with the best lesson plan, if you have lost your students, your lesson won’t be as wonderful as you had hoped.
- Illustration: Lori Jill was giving an “amazing lesson” then turned and looked at the students and realized only three students were actually paying attention.
- A lesson that we enjoy and love might not be enjoyed and loved by our students; sometimes our love of the content keeps us from ensuring every student is engaged.

## Total Participation Engagement Model

- Try to shift to quadrant 4 as often as you can
- **Quadrant 1:** Sometimes you will have to be in Quadrant 1 (low cognition/low participation) for a while, but it is not where you want to rest.
- **Quadrant 2:** This is where you are when doing basic recall, such as reviewing math facts,





- grammar jingles, and chants—where students are all participating but not having to think deeply.
- **Quadrant 3:** High cognition but low participation. Example: when you are asking deep questions but only two or three students are engaged and thinking.
  - **Quadrant 4:** When students are thinking deeply—all are required to do it.
  - **Pause to Reflect:** Analyze one lesson you have taught. Place the lesson elements into the proper quadrants in the chart. What opportunities existed for your students to use higher-order thinking? What were the questions that you asked? How many of your students were required to show evidence that they had processed those higher-order questions? In a coming lesson, how could you improve to ensure every student does process higher-order questions?

## Specific Techniques

<b>On-the-Spot Total Participation Techniques</b>	
Think–Pair–Share	Similes
Quick-Writes Analogies	Quick-Draws Ranking
Chalkboard Splash	Numbered Heads Together
Thumbs Up When Ready	Thumbs Up/Thumbs Down Vote
Processing Cards	

- These are called “on-the-spot” because they require little advance participation.
- The minute you notice disengagement, you can throw in one of these techniques; it will allow you to quickly gauge the depth of student understanding.
- You can also strategically plan to use these techniques rather than using them “on-the-spot.”
- These techniques can be used by any teacher at any level.
- **Think-Pair-Share** (or Turn and Talk): Example: Why do you think Alexander the Great was called “great?” What are some things that made him “great” in his time and culture? Give students 5 seconds of time to think; then pair with your partner and share why you think he was great. Now every student is answering the question—making for total participation. Now, who wants to share with the whole class?
- **Quick-Writes:** Every student should have their own small whiteboard. Example: Students write why they Alexander was great on the whiteboard. Every student is engaged; helps the teacher as she looks around observing various students, noting particular student challenge.
- **Quick-Draw:** Every student draws what happened in a particular story.



- **Chalkboard Splash:** Question on the board: “What do you think the climax of the story was?” Then each student writes his or her answer on the board. Observe commonalities and differences.
- **Thumbs Up When Ready:** Students put their thumbs up when they think they have the right answer; helps the teacher to ensure that every student is engaged
- **Processing Cards:** Cards that are always on a student’s desk
- **Similes and Analogies:** Ask students to give similes—“Give me a simile for the reticular activating system.” “It’s like a spaghetti strainer....” “Ahab is to Jezebel as Macbeth is to whom?”
- **Ranking:** Helps students to analyze and justify. “Rank characters in a novel in terms of their importance.” Then students can do thumbs up or down to agree or disagree.

## Total Participation Technique Hold-Ups

<b>On the Spot Total Participation Techniques</b>
Selected Response Hold-Ups
Numbered Card Hold-Ups
True/Not True Hold-Ups
Multiple Choice Hold-Ups

- **Different colored cards or popsicle sticks:** Example: Different colored popsicle sticks represent different tenses in Latin and students hold up a stick to represent the proper Latin tense of a Latin verb.
- **Response Cards:** Example: North and South cards representing the north and south in the Civil War. Students hold up the proper card in response to questions about the Civil War.
- **Number Card Hold-Up:** Good to use in math classes
- **True/Not True Hold-Ups:** Students hold up one card or another in response to questions; they may be asked to tell their partner why something is true or not true.
- Hold-Ups are shown to be useful for participation and on-task behavior; great strategies for quick, formative assessments; a quick way the teacher can judge who is getting it and who is not.
- **Pause to Reflect:** How can you use either on-the-spot or hold-up participation techniques in your teaching? Talk to someone about why or why not they might not be effective.



## Total Participation Techniques Involving Movement

Total Participation Techniques Involving Movement
Line-Ups and Inside/Outside Circles
Three 3s in a Row
Networking Sessions
Categorizing and Sorting
Appointment Agendas
Bounce Cards

- **Kids need to move.** Too many teachers expect students to sit all day at their desks. The need for movement is even greater for boys. Too many boys get into trouble because they can't sit at a desk all day.
- We were designed to talk with one another. Just as techniques that allow students to talk with one another is helpful, so too will techniques that allow students to move about. Students are also designed to move. Movement will increase blood flow to the brain and help thinking.
- Most literary activities, reading activities are done sitting for long periods of time “and that is a recipe for disengagement.”
- **Line-Ups and Inside/Outside Circles:** Prepare a question for a pair of students. Two parallel lines or two concentric circles. One student will engage the student opposite him and discuss the question you have prepared. Ring a bell when the time for discussion is over. Then take two steps to face another partner and discuss with the new partner. The teacher moves within and around and listening to the discussion to acquire a sense of how students are thinking and to give you an idea of what question you might ask as a closing question with the larger group.
- **Three 3s in a Row:** Like Bingo; good to use as a wrap up with a unit or book. Prepare nine questions (on a 3×3 grid) based on the content being learned. Students will walk around the room asking for just one answer per student until they have interviewed nine other students. Students will then summarize what their peer answered in a box. Then review answers as a class.
- **Networking Sessions:** Appointment schedules with 16 times (from 8 am until midnight). Teachers make 16 appointments. Look at your appointment schedule. “Today I want you to discuss this question with your 4 pm appointment.” This helps build rapport with the class.
- **Categorizing and Sorting:** All of the students who want to work on x, go to this side of the room.
- **Appointment Agendas**
- **Bounce Cards**
- **Pause to Reflect:** Think about an assignment when you could create a three 3s in a row.



## Total Participation Techniques for Note-Taking

Total Participation Techniques for Note-Taking	
Confer, Compare, and Clarify	Lecture T-Chart
Graphic Organizers	3 Sentence Wrap-Up
Anticipatory Guides	A-Z Summaries
Picture Notes	Pause/Star/Rank
Debate Carousel	

- Students perform better when they process by taking effective notes that are not verbatim notes; we should take time to train note-taking skills
- **Confer, Compare, and Clarify:** Ask students to write one sentence that is a summary of the most important information about a topic or character; then compare a student will compare his summary with that of another; then the two students will seek to clarify the summary
- **Graphic Organizers:** Example: Compare Hamilton and Jefferson’s points of view (government, elections, voting).
- **Anticipatory Guides:** Questions for a coming lecture or video (this is what you should be looking and listening for).
- **Picture Notes:** How to use symbols
- **Lecture T-Chart:** Similar to the Cornell Method: Summarize in one part of the notes, when students go home they can reduce and reflect further.
- **A-Z Summaries:** Go through the alphabet as a way of noting important information and summarizing.
- **Pause/Rank/Star:** Mark and annotate information based on rank and importance using stars.
- **Debate Carousel:** an enjoyable way students can learn.
  
- Resources on the Web
  - [ReadingQuest.org](http://ReadingQuest.org)
  - [ReadWriteThink.org](http://ReadWriteThink.org)

### Personal Application

- Write out your own “Three sentence wrap-up” summarizing the important information in this lecture.
- Pause/Rank/Star the total participation techniques that are most conducive to your teaching style that you will commit to implement regularly with your students.
- Image: The Total Participation/Engagement Grid



- Below is the model that Lori Jill uses to describe how teachers can increase the participation and engagement of every student in their classrooms. She suggests that we should keep our students in quadrant four most of the time.

