

## **35 Ideas to Engage All Students at the Same Time in Academic Learning**

From [Teach for Success \(T4S\)](#)

### **Speaking (Overt- Observable)**

#### ***Whip Around***

Put students into small groups. Pose a question, problem or prompt. Each student is given the opportunity to respond quickly to the topic stated or question asked.

#### ***Drill Partners***

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 words, 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, or
- Identify patterns in.

#### ***Turn to Your Neighbor And....***

Have students turn to their neighbor and see if he or she agrees with a statement written on the board. Students must justify their answer with evidence.

#### ***Think-Pair-Share***

Put students into pairs and determine who will be partner A and partner B. Tell the students the question or the topic you want them to discuss and state which partner goes first.

#### ***Test Protocol***

Display a multiple-choice question. Give the students one minute to individually choose the best answer and the answer that is most incorrect. Students then pair and share their answers for one minute. After one minute, the teacher shares with the class the best answer and the answer that is most incorrect.

#### ***Triad Activity***

Put students into groups of 3 and have them number of (1, 2, 3). Divide a given activity into three parts and assign each part of the task to a number. Set a time for the triad to complete the activity Example of Triad Read: 1 will read the text to the group as others highlight, 2 will read and facilitate a discussion on the first question and 3 will read and facilitate a discussion on the second question.

#### ***Choral Response***

Students respond verbally as one voice.

#### ***Echo Reading***

Students repeat what was read or stated.

## Writing (Overt - Observable)

### **Quick Write or Draw**

Pose a question and have students write or draw an answer to the question in 1 to 2 minutes. After 1-2 minutes, students pair and read what they wrote or explain what they drew to each other or share. As students are sharing the teacher walks around and chooses 1 to 2 to share with the class.

### **Ticket to Leave**

Pass out an index card or a half sheet of paper. Pose a question(s) for students to complete before they exit the classroom. As they leave the room, the index card or half sheet of paper is collected.

### **3-2-1**

At the end of an explanation, lecture or class, pass out index cards and tell students to 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.

### **Window Notes**

Students fold a piece of paper into four parts and label them as follows: (1) objective and key vocabulary words; (2) facts, details, and ideas; (3) questions, and (4) summary. In area one, students write the objective of and 1 to 2 vocabulary words from the lesson. As the teacher gives a synonym or short definition for each vocabulary word, students record that information. In area two, students record the facts and details as the teacher provides this information. 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**

Students divide their paper into three parts (see below). In area one, students take notes. In area two, students create a non-linguistic representation based on their notes in area one. In area three, students write one sentence with 10 words or less that summarizes the learning from sections 1 and 2.

1	2
3	

### **Note Taking II**

Students divide their paper into four parts (see below). Area one is the only place where students can only doodle. In area two, students write questions they have while the teacher is lecturing or during the presentation. In area three, students take notes during the lecture or presentation. Periodically the teacher stops the lecture or presentation and has the students draw a line across areas 3 and 4. Students then write a summary in area 4 based on the information they wrote in area 3.

4	3
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1	2

### **5-2-1**

The teacher lectures or provides information for up to 5 minutes and the students take notes. After 5 minutes, the teacher directs the students to write an answer to a question based on the lecture. Then the teacher directs students to share their answers with a neighbor or partner. At the end, the teacher shares the correct answer.

### **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.

### **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 possibly can, because they will be allowed to use that index card during the test.

### **Get the Gist**

Direct students to take the information and condense it into one complete thought or sentence with ten words or less.

### **True-False Statements**

The teacher writes or state true and false statements. If the statement is true, students write T and underlines what makes the statement true. If the statement is false, students write F and rewrite the statement to make it true. Each statement is worth two points.

**Write it Up** Organize students into groups of two or three and ask them to 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.

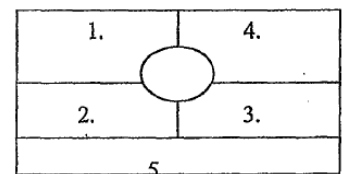
### **Directed Reading**

State or write the question(s) on the board. The text is read. Give students one minute to write the answer to the question(s). Students pair and give them one minute to read what they wrote. The teacher circulates the room and asks 1 to 2 students who have the correct answer to share with the class or the teacher shares the correct answer.

### **Teaching a Vocabulary Word in Less Than Five Minutes**

When teaching a vocabulary word unfamiliar to students, using the Frayer Model provides a structured format to teach the new word to students in five minutes for less. Write the word in the middle circle.

Area 1: The teacher provides definition of the word and students write it. Area 2: The teacher provides synonyms or other words familiar to the students that are similar to the word and students write that information in this area. Area 3: The teacher provides antonyms or other words familiar to the students that are different to the word and students write that information in this area. Area 4: Students do a quick draw or create a nonlinguistic representation of the word in this area. Area 5: Students individually or collaboratively write the word in a meaningful sentence in this area.



### **Jumbled Summary**

On the overhead or board, the teacher writes scrambled words in random order from an explanation or definition. Students work in pairs to unscramble the words and reorder them into a meaningful sentence.

## **Signaling (Overt – Observable)**

### ***Colored Sticks or Crayons***

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

### ***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 color 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 represent. 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. The teacher identifies what each card represents and students use the ring of cards to provide appropriate responses.

### ***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.

## **Performing (Overt - Observable)**

### ***Sky Writing***

With the teacher, the students write a response in the air.

### ***Palm Writing***

Students write a response to a question with their index finger in the palm of their other hand.

### ***Point to it***

The teacher directs students to point or put their finger on something in the text.

### ***Follow Along with your Finger in the Text***

As text is being read out loud, students are directed to follow the text with their finger.

### ***Inside-Outside Circles***

Organize students into groups of six, with three persons standing with their backs touching and facing out, and three persons fanning 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.

From [\*Teach for Success \(T4S\)\*](#)