

Active Participation Reference Sheet

Based on *Explicit Instruction: Effective and Efficient Teaching* by Anita L. Archer and Charles A. Hughes

<p>Choral Responses</p> <ul style="list-style-type: none"> T. Asks a question T. Gives thinking time T. Signals for response S. Say answer together T. Monitors responses T. Provides feedback 	<p>Partners - First</p> <ul style="list-style-type: none"> T. Asks a question T. Gives thinking time T. Designates #1 or #2 T. Provides sentence starter S. Share answer T. Randomly calls on students T. Provides feedback
<p>Partners - Think, Pair, Share</p> <ul style="list-style-type: none"> T. Gives a directive S. Think and record ideas T. Circulates and monitors T. Records ideas and names S. Share with partners, recording their best ideas T. Records ideas and names T. Displays ideas and names on screen and shares with class 	<p>Partners - Teach</p> <ul style="list-style-type: none"> T. Indicates which partner is teacher S. Teaches information on graphic organizer or Power Point slide OR S. Teaches process or strategy using corrected worked-problem
<p>Partners - Review</p> <ul style="list-style-type: none"> S. Study material (e.g., notes, text, handout) T. Indicates partner #1 or #2 S. Partner tells everything that is recalled S. Other partner helps by asking questions or Providing additional information S. Check with notes, text, handout 	<p>Partners - Monitor</p> <ul style="list-style-type: none"> T. Gives directive S. Follow directive T. Asks students to "Check your partner"
<p>Individual - Question First</p> <ul style="list-style-type: none"> T. Asks a question T. Gives thinking time T. Randomly calls on student S. Says answer T. Provides feedback 	<p>Whip Around or Pass</p> <ul style="list-style-type: none"> T. Asks a question T. Gives thinking time S. Think of answer (May share with partner) T. Starts at any location in room S. Up and down rows share answers S. Allowed to pass T. Provides feedback
<p>Discussion</p> <ul style="list-style-type: none"> T. Asks question or introduces task T. Gives thinking/response time S. Share with partners T. Randomly calls on students S. Share with class T. Provides discussion sentence starters S. Respond to class members' ideas T. Provides feedback 	<p>Written Responses</p> <ul style="list-style-type: none"> T. Gives a clear directive S. Write response to directive T. Circulates and monitors S. Put down pencil to indicate completion T. Provides feedback to individuals T. Provides feedback to group

<p>Response Slates (White Boards)</p> <ul style="list-style-type: none"> T. Gives a clear directive S. Write response on slate T. Circulates and monitors T. Provides feedback to individuals T. When majority of students are done, asks students to hold up slates S. Hold up slates T. Monitors responses T. Provides feedback to group 	<p>Response Cards (or Response Sheets)</p> <ul style="list-style-type: none"> T. Distributes cards with answers T. Asks a question S. Select correct answer T. Circulates and monitors T. Provides feedback to individuals T. Asks students to hold up correct card S. Hold up correct card T. Monitors responses T. Provides feedback to group
<p>Action Responses</p> <ul style="list-style-type: none"> S. Indicate answer by <ul style="list-style-type: none"> Touching stimulus Acting out Using gestures Using facial expressions 	<p>Hand Signals</p> <ul style="list-style-type: none"> T. Displays numbered items on screen or word wall T. Asks a question S. Form number of fingers that correspond to correct answer on their desks T. Circulates and monitors T. Asks students to hold up hand and display fingers corresponding to correct answer S. Hold up fingers T. Provides feedback to group
<p>Whisper Reading (Silent Reading)</p> <ul style="list-style-type: none"> T. Indicates amount to be read silently T. Gives pre-reading question S. Silently read material T. Asks students to whisper read S. Whisper reads to teacher T. Asks question 	<p>Echo Reading</p> <ul style="list-style-type: none"> T. Reads a word, phrase, or sentence S. Echo read the word, phrase, or sentence
<p>Choral Reading</p> <ul style="list-style-type: none"> T. Tells students “Keep your voice with mine” T. Reads selection orally with students at a moderate rate modeling expression/rate S. Read with teacher 	<p>Cloze Reading</p> <ul style="list-style-type: none"> T. Reads orally T. Deletes meaningful words S. Read deleted words
<p>Partner Reading - Narrative</p> <ul style="list-style-type: none"> T. Indicates how much students will read before alternating (e.g., sentence, page, specified time) S. Read quietly to partner S. Partner corrects any errors T. Circulates and monitors T. Provides feedback to partnerships on cooperative behaviors 	<p>Partner Reading - Expository</p> <ul style="list-style-type: none"> S. Read paragraph quietly to partner S. Partner corrects any errors T. Circulates and monitors S. Stop and Respond <ul style="list-style-type: none"> Retell content, answer partner questions, take notes, etc T. Provides feedback to partnerships on cooperative behaviors