

## Choral Response

Ask the Question  
Give a Signal  
Give Wait Time  
Say, "Everyone..."  
Initiate Signal

### Example:

**Question:** "The color of the sun is \_\_\_?"

**Signal:** Raise your hand

**Wait:** Hold hand up

**Say:** "Everyone..."

**Initiate Signal:** Lower hand

Everyone says, "Yellow."

*Purpose: Perfect practice (repetition for mastery) for all students.*

Same and Short Answers

## Common Stimulus

Point to Reference  
Ask the Question  
Give Wait Time  
Give a Signal (tap, snap, clap)  
Everyone Answers

### Example:

**Point:** Place finger on the state of Montana

**Ask:** "Everybody, the state is what?"

**Wait:** Continue to point

**Signal:** Tap finger on the state of Montana. Everyone answers, "Montana."

*Purpose: Perfect practice (repetition for mastery) for all students.*

Same and Short Answers

## Written Responses: Same Answers

Ask the Question  
Students Write Answer on White Board  
Give Wait Time  
Say, "Everyone..."  
Students Hold up White Board

### Example:

**Question:** "The three branches of government are \_\_\_\_\_?"

**Write:** Students write answer on white board

**Wait:** Walk around and monitor.

**Say:** "Everyone..." Students hold up white board with answers.

*Purpose: Perfect practice (repetition for mastery) for all students.*

Same and Short Answers

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Everyone says, "Yellow."

*Purpose: Perfect practice (repetition for mastery) for all students.*

Same and Short Answers

## Tips Common Stimulus

- Ensure that the teacher is monitoring the answers from students and providing appropriate support.
- Use a consistent wait signal.
- Use a consistent response signal.
- Set the expectation in the classroom that all will participate.
- Create a positive learning environment.

**Blurters:** Have students hide answers until you ask for their response...remind blurters to wait for your signal.

**Avoiders and Repeaters:** Have students respond individually. Monitor each response carefully. Reteach and preteach skill in small group or one-on-one.

If these apply to many students then model process again and have entire class repeat.

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## Tips Written Responses: Same Answers

- Ensure that the teacher is monitoring the answers from students and providing appropriate support.
- Ensure that student answers are “private” until reveal.
- Set the expectation in the classroom that all will participate.
- Create a positive learning environment.

**Blurters:** Have students hide answers until you ask for their response...remind blurters to wait for your signal.

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## Think-Pair-Share

Pair Students

Ask or Write the Question

Give Think Time

Students Share Answer with a Partner

Then, Students Share Partner's Answer with Another set of Partners or Whole Group.

### Example:

**Pair:** Partner #1 and Partner #2

**Ask:** "What is the main conflict in the story?"

**Wait:** Provide wait time for partners to share answers.  
(Partner #1 share, then Partner #2 share)

**Share:** Partner #1 share Partner #2's answer with a new student or whole group. Partner #2 share Partner #1's answer with a new student or whole group

*Purpose: All students responding, processing information, & being held accountable.*

### Variation: Think-Write-Pair-Share

Include Writing answer before sharing with partner.

Longer and Varying Answers

## Written Responses: Varying Answers

Ask the Question

Students Write Answer on White Board or Paper.

Give Wait Time

Check Answers with Partners

Randomly Call on Individual Students

### Example:

**Question:** "List the main events that led to the Civil War."

**Write:** Students write down answers.

**Wait:** Walk around and monitor

**Check:** Partners check answers with each other and make necessary changes.

**Call:** Randomly call on individual students to share partner's written response.

*Purpose: All students responding, and processing important information.*

Longer and Varying Answers

## Partner Response

Pair Students

Ask Questions

Provide Wait Time for Partners to Confer

Randomly Call on Partners for Answers

### Example:

**Pair:** Partner A and Partner B

**Ask:** "What is the main conflict in the story?"

**Wait:** Provide wait time for partners to confer

**Call:** Randomly ask sets of partners for their answers.

*Purpose: To involve all students in comprehending text.*

**Variations:** Have partners write their responses on white boards or paper.

Have partners confer with another set of partners and write or say one common response (Think-Pair-Share)

Longer and Varying Answers

## Numbered Heads

Place Students in Groups of Four

Form Two Sets of Pairs Within Group

Ask a Question

Pairs Discuss Answers

Both Pairs Confer and Agree on One Answer

Call Out a Number 1-4 and Randomly Call On

### Example:

**Group:** Place four in group and # students (1,2,3,4)

**Pair:** Form partners within group (1&2, 3&4)

**Ask:**

**Discuss:** Partners discuss answer

**Pairs Confer:** Group discusses and agrees on one answer that everyone in group knows

**Call:** Randomly call #'s (1-4) and ask individual students to read question and group's answer

*Purpose: All students responding, processing information and being held accountable.*

Longer and Varying Answers

## Tips

## Tips

### Written Responses: Varying Answers

- Ensure that the teacher is monitoring the answers from students and providing appropriate support.
- Ensure that partner work for making necessary changes is “healthy.” Each partner needs to be a contributing member as much as possible.
- Remember the purpose of this activity is to maximize learning and create a positive experience for all.
- Encourage collaboration and minimize competition.
- Set the expectation in the classroom that all will participate.
- Create a positive learning environment.

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**Avoiders and Repeaters:** Have students respond individually. Monitor each response carefully. Reteach and preteach skill in small group or one-on-one.

If these apply to many students then model process again and have entire class repeat.

## Think-Pair-Share

- Purposeful partnering: partner high to mid students with mid to low students.
- Ensure that the teacher is monitoring the answers from students and providing appropriate support.
- Set the expectation in the classroom that all students will participate.
- Create a positive learning environment.

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## Tips

### Numbered Heads

- Purposeful quads: combine two effective partner pairs for each quad.
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## Tips

### Partner Response

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## Post-It Reading

Pair Students

Give Each Pair 6-8 Post-Its

Select Predetermined Text

### Example:

**Pair:** Partner #1 and Partner #2

**Read:** Partner #1 reads text for 1 minute

**Time:** Partner #2 times Partner #1 for 1 minute and says stop.

**Place:** Partner #1 places post-it on last word read.

**Read:** Partner #2 reads text for 1 minute

**Time:** Partner #1 times Partner #2 for 1 minute and says stop.

**Place:** Partner #2 places post-it on last word read.

**Repeat:** 3 to 4 times

*Purpose: To demonstrate the importance of rereading to increase fluency and comprehension.*

**Variation:** Have partners retell what they read after the first and final read.

Post-It Ideas

## Post-It Retelling

Pair Students

Give Each Pair Several Post-Its

Select Predetermined Stopping Places in Text

Students Read Text and Retell at Post-Its

### Example:

**Pair:** Partner #1 and Partner #2

**Place:** Students place post-its at predetermined stopping places

**Read:** Partner #1 reads out loud to Partner #2 to first stopping point and then retells what has happened in the text.

**Read:** Partner #2 reads out loud to Partner #1 to the second stopping point and then retells what has happened in the text.

**Read:** Continue process through text alternating readers as appropriate.

*Purpose: To demonstrate the importance of rereading to increase fluency and comprehension.*

**Variation:** Have partners summarize verbally or in written form the stopping places throughout the text. The post-its can be used for note-taking.

Post-It Ideas

## Tips Post-It Retelling

- Purposeful partnering: partner high to mid students with mid to low students respectively with *pretaught* and *rehearsed text*.
- Purposeful partnering: partners that are at similar independent reading level will get appropriate *independent level text*.
- Ensure that the teacher is monitoring the answers from students and providing appropriate support.
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