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.

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.

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

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

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
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.

Tips

Choral Response

• Ensure that the teacher is monitoring the answers from students and providing appropriate support.
• Use a consistent wait signal.
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If these apply to many students then model process again and have entire class repeat.

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.

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

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.

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.

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)

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.

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.

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.

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.

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.

Tips

Numbered Heads

• Purposeful quads: combine two effective partner pairs for each quad.
• 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.

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.

Tips

Partner Response

• Purposeful partnering: partner high to mid students with mid to low students respectively.
• 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.

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.
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.

Tips
Post-It Reading

- 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.
- Set the expectation in the classroom that all students 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.

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.

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.
- Set the expectation in the classroom that all students 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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