

## Active Student Response Strategies

### Written Responses

**Guided Notes:** Teacher supplies students with notes for a lesson or independent reading. The notes include blanks in strategic places for students to write in key facts, concepts, and/or relationships. Teacher stops at intervals to check that students have filled in the blanks in the notes.

**Response Slates:** Teacher gives prompt or question. Students jot response and show. (Ex. List 2 synonyms for \_\_\_\_\_.; How much is 5 times 8?)

**Roundtable:** Teacher gives prompt. Students write and then put pencils down. On signal, paper is passed to person on right (or behind) who then adds to it. Keep passing papers within group. (Ex. Write a conversation between 2 characters in a story.)

**Think-Write-Pair-Share:** Teacher gives prompt or question. Students write a response. Pairs share answers. They may add to their written responses. Teacher calls on pairs to share with whole group.

**Time Trials:** Teacher explains the task and the time for responding. On signal, students begin writing answers. Teacher calls time and students put down pencils. Students chart progress.

### Action Responses

**Corners:** Teacher labels corners with relevant words or phrases. Teacher gives prompt or question. Each student writes a response and turns it over. On signal, students move to corner that corresponds with their responses.

**Response Cards:** Teacher gives prompt or question. Students show their response by using preprinted cards. (Ex. True/False; Yes/No; Noun/Verb/Adverb/Adjective)

**Show Me:** Teacher gives prompt or question. Teacher asks students to show understanding by signaling (thumbs up, down, sideways; hold up number of fingers, etc.)

### Oral Responses

**Choral Reading:** Teacher leads students in unison reading. Teacher sets the pace.

**Choral Response:** Teacher gives prompt or question. On signal, students respond in unison.

**Cloze Reading:** Teacher reads selection, pausing on “meaningful” words. Students read the next word(s). Continue until entire passage is read.

**Numbered Heads:** In teams, students number off 1-4. Teacher gives prompt or question. The team puts their heads together to discuss answer(s). Teacher calls out a number 1-4. All students with that number stand up. On signal, they show answer or share verbally the team’s responses.

**Inside-Outside Circle:** Teacher prepares index cards with relevant questions. Each student has a card. Students stand in 2 concentric circles facing each other. On signal, inside circle partner asks question and outside circle partner answers. Then outside circle partner asks question and inside circle partner answers. Partners exchange cards. Teacher gives signal to rotate and students in either inside or outside circle move number of places indicated. Repeat the process with the new partner.

**Paired Verbal Fluency:** In pairs, students letter off A and B. Teacher gives prompt or question and then indicates which partner will begin (ex. Talk about everything you know about \_\_\_\_\_. B's begin.) Teacher monitors time and signals when the next person should begin talking without repeating anything that has been said previously. Each round is shorter than the previous one for 3 rounds (ex. 45 seconds, 30 seconds, 20 seconds).

**Say Something:** Partners simultaneously read a "chunk" silently. When finished, they look up at each other. Each partner says something (key idea or concept, summary statement, connection or example, question). Partners continue the process until all "chunks" have been read.

**Think-Pair-Share:** Teacher gives prompt or question. Give wait time ("Think"). On signal, pairs share answers.

**Think-Pair-Share-Square:** Following a Think-Pair-Share, partners join another pair and share their answers.

**Timed Partner Reading:** Teacher assigns partners, explains the task, and indicates the time for reading. Each partner has a copy of the reading. On signal, first partner begins reading. The second partner follows along and marks any errors. Teacher calls time and students exchange papers. On signal, the second partner reads while the first partner listens and marks any errors. Teacher calls time. Students chart progress.