Total Participation Techniques: Every Student an Active Learner

Resource:
ASCD Publication

Total Participation Techniques: Making Every Student an active Learner
Himmele, Persida and William (2011)
Used consistently, TPT’s can function as formative assessments by affecting learning through providing teachers with ongoing data about what students understand and what they need.

What kinds of TPT’s can operate as formative assessment tools that can enhance teaching and learning in your classroom?
Building a TPT-conducive Classroom

* Requires intentionality
* Helps appreciate student differences
* Fosters student collaboration
* Builds Confidence especially in students that are typically those that do not participate if given a choice.
  * Research shows that those who participate more have a higher self-concept
  * Peer rejection has a direct connection to class participation... when peer rejection ceased, participation increased.

* Must build TRUST
* Students Trust themselves
* Must walk around and follow through
* Must move away from Right/Wrong.
The TPT folder/buckets:
* Laminated piece of light colored construction paper
* Flannel square or piece of sock
* Dry erase pen
* Hold up cards: True/Not True, MC, Emotion
* Appointment Agenda
* Processing Card
* Laminated content-related charts, i.e. periodic table, formula tables, writing process editing symbols,
* Extra Index Cards for responses
“You can have the best lesson and read the most intriguing stories, but if you’ve lost your students, your wonderful lesson wasn’t as wonderful as you had hoped. For me that was a huge wake-up call, that one math lesson where I looked up from the overhead and realized no one was with me. See, in my head, it was going great. But it was going great for me, not for them.”

* Courtney Cislo 5th grade teacher
On-the-Spot TPT’s

- On-the-Spot TPT’s allow teachers to quickly gauge the depth of student understanding of concepts being taught.
- They are activities that require little or no advance preparation.
- You can insert several in a lesson the minute you notice cognitive disengagement or disconnect.
- Or you can plan to insert them strategically in select spots within your lessons
On-the-Spot TPT’s

- Think Pair Share
- Quick Writes
- Quick Draws
- Chalkboard Splash
- Thumbs up When Ready
- Processing Cards
- Similes
- Ranking
- Numbered Heads Together
- Vote: Thumb Up/Down
Think, Pair, Share

* Ask students to reflect on a question or prompt.
* Give about 30 seconds to formulate a response individually
* Have students pair up or turn to assigned partner
* Ask them to discuss their responses
Quick Writes

- Brief activity that can be inserted at almost any point
- Does not have to take long—just enough time for students to stop and reflect in writing on what they are learning (three minutes)
- How it works…
  - Select a prompt
  - Give a specific amount of time
  - Follow up with a Pair-Share, a Networking session, A chalkboard Splash, or another TPT.
Quick Draws

* Can be used with any age group
* Opportunity to demonstrate understanding of an abstract term (i.e. renewable resource) or abstract concept (i.e. sustainability).

How it works:
* Select a big idea or major concept with in your lesson
* Ask students to reflect on the meaning of the concept and create a visual image that represents that concept.
* Have students share and explain their image with a partner, in a small group, or in a Chalkboard Splash.
Chalk Board Splash

- Used to allow the entire class to see the collective responses of their peers.

- How it works:
  - Create a sentence starter
  - As students generate responses, ask them to copy their responses onto random or designated places on chalkboards, white boards and or chart paper.
  - After recording responses, have students analyze peer responses for similarities, differences, and surprises
What have you noticed about yourself as a reader because of this unit?

What do you think the main character will wish for? What makes you think that?

What is the most important thing that you learned about today’s topic?

Which of these forms of pest management do you think is the best? Why?
This TPT allows students to take even a brief time to process their reflections to a prompt is critical if you want to get quality responses.

Ask students to reflect on your prompt.

When they have a thought, or are finished, they should put their thumb up as an indication that they are ready to move on or... use processing cards.

Still thinking... and when they are ready to share turn to Ready to share side.
Similes

* Similes compare two unrelated things
  * i.e. TPT’s are like safety nets in that they each protect students from falling through the cracks.

* Steps:
  * Create similes using some of the topics you are studying
  * Ask students to formulate an explanation for how the simile might be true
  * Ask students to share with their partners in small groups or in a Chalkboard Splash so all can see.
  * After modeled a few times, ask students to create their own similes based on the topics they are learning about.
* Requires students to analyze components of concepts then justify their reasons for assigning rankings.

* Steps:
  * Select concepts, events, descriptive paragraphs, or other things that can be analyzed and ranked.
  * Ask students to rank items to specified criteria
  * Next provide justification for the way they chose to rank.
  * Allow students to pair share or network.
Numbered Heads Together

- Allows all students to be held accountable for being able to relay information that was learned during a group activity.
- Steps:
  - Assign each student a number, ask them to county off.
  - Confirm student numbers by asking all Ones to stand, Twos, etc...  
  - Inform students that all group members will need to be able to present their groups information.
  - During debriefing call out the number for the team member who will be presenting.
Many teachers use this frequently to either agree or disagree.

How it works:

- Ask a question for which a yes/no or agree/disagree response is appropriate
- Ask students to put thumbs up if they agree or down if they disagree.
- FOLLOW THROUGH!!!! All student must vote don’t move on until they do.
- Finish with a Pair-Share in which students justify their rationale for voting the way that they did.
Hold-Ups are interaction-based activities that use response cards. Students interactively reflect on a prompt and hold up a card, paper, or whiteboard in response. Studies indicate that response cards are useful for improving participation and on-task behavior. Good strategy for a quick, formative assessment.
TPT Hold-ups

* Selected Response
* Number Cards
* True/Not True
* Multiple-Choice Hold-Ups
* Whiteboard Hold-Ups
Physical activity increases the number of capillaries in the brain thus facilitating blood transport... (David Sousa)

The need for movement may be even more important for boys than it is for girls. Page 59

The fact that most literary activities are done silently while sitting for long periods of time is a recipe for disengagement for our young men.

The “Child left Behind” in reading is very likely to be male, with the achievement gap growing the older the students get.

Whatever the reason... the use of movement within your lessons can enhance learning for your students while providing you with evidence of active participation and cognitive engagement.
TPT’s Involving Movement

- Line-Ups and Inside-Outsde Circles
- Three 3’s in a Row
- Networking Sessions
- Categorizing and Sorting
- Appointment Agendas
- Bounce Cards
- Mouth It, Air-Write it, or Show Me Using Your Fingers
- Acting it Out, Role Plays, and Concept Charades
- Simulations
- Cut and Pastes
- TPT’s During the Read-Aloud
Line-Ups and Inside/Outside Circles

Allows students to get out of their seats and share responses to prompts with a variety of people in the classroom.

How it Works:

* Prepare questions to prompts that allow for discussion. Allow time for students to see the questions, jot down notes, and bring books to the “line-up”
* Line students up facing each other in two parallel lines or two concentric circles.
* Ask students to refer to the first prompt and take turns discussing.
* Ring a bell and ask only one line or circle to move so students will be facing a new person.
* Listen as student interact to provide you with excerpts to focus a closing discussion with the larger group.
Three 3’s in a Row

Activity similar to Bingo, in which students interact with peers and get the peers feedback on what they should write in the boxes of their template.

* How it Works:
* Prepare nine questions based on the content and type them in the Three 3’s template
* Students walk around the room asking peers to explain one answer
* Students summarize their peers’ responses in their box. (Move about the room to ensure that students are processing the information for themselves.)
* Then students find another peer to answer another question and rotate through to a total of nine different peers.
* Go over answers as a class.
Networking Sessions

Allows students to get up and move around while interacting with a variety of students.

How it Works:

* Prepare one to four prompts or questions.
* Have students reflect on or quick-write responses to the prompts.
* Ask students to find someone with whom they have not yet spoken that day and discuss their responses.
* After a predetermined amount of time, signal the class to find someone else to whom they haven’t spoken that day.
* With their new partner, ask students to respond to a different teacher-selected prompt.
Categorizing and Sorting

* How it Works:
* Give students a list or a specific number of items. Ask them to sort them into like piles and create category title based on the features in the groups they made.
* Ask students to prepare a rationale for describing their category.
* For sorting, provide the names and features of the groups then provide the items or lists to sort.
* Ask students to prepare a rationale for describing their category.
Students use a chart to create appointments with different students.

Once agendas are filled in, you can use this as a pairing tool.

Time appointment is only one of many options.

Baseball, NSEW, Elem./Middle/High
Bounce Cards

* Used as conversation starters
* Bounce Cards give students, especially the more reserved students, something to say.
* Provide a bounce card for every student. Revise as necessary per individual content.
Additional Ways to Get Evidence of Learning

- Mouth It, Air-Write it, or Show Me Using Your Fingers
  - More appropriate for younger students
- Acting it Out, Role Plays, and Concept Charades
- Simulations
- Cut and Pastes
  - Still important for Secondary
When students process and repackage what they hear using notes that are in the form of a summary or a visual, they perform better than when they take notes verbatim.

Effective note-taking is a learned skill, and it’s important enough that we ought to take time to support students in developing note-taking skills.

The next few TPT’s can help you support students as they summarize content delivered through direct instruction.
TPT’s to Guide Note-Taking and Concept Analysis

* Confer, Compare, and Clarify
* Graphic Organizers and Prepared Packets
* Anticipatory Guides
* Picture Notes
* Lecture T-Chart
* The 3-Sentence Wrap-Up
* A-Z Sentence Summaries
* Pause, Star, Rank
* Key-Word Dance
* Debate Team Carousel
* Technology-Based TPT’s
  * Blogging
  * Classroom Clickers
Confer, Compare, and Clarify

* Allows students to read each other’s notes, make comparisons, and add to their own notes.

* How it works:
  * Pair students and ask them to
    * Confer—share a one-sentence summary of what they believe was the most important part of the presentation
    * Compare—what they recorded to other students
    * Clarify—record any questions they have regarding what was presented

* Have each pair join other pairs (4) and share questions
* Record questions that could not be answered in the larger groups of four on the board in a Chalkboard Splash, or on scrap paper or index cards.
* Address questions that were recorded before moving on.
Teacher prepared handouts with cues and spaces for students to fill in key information during a lecture.

Look at the following websites for examples of already prepared graphic organizers that might fit the lessons you are currently teaching.

* [www.readingquest.org](http://www.readingquest.org)
* [www.readwritethink.org](http://www.readwritethink.org)
Anticipatory Guides

* Way to introduce new material to students
* Easy to create, provide a pre-assessment for content being presented.
* How it Works:
  * Create true/false statements with a before blank and after blank. See example
  * Student read and predict the responses based on what they know about the topic.
  * Have students pair-share their responses and explain their rationales.
  * You can debrief with Thumbs Up/Down votes or address each statement as it comes up in your unit.
Picture Notes

* Excellent way for students to stop and process what they have learned.
* Meant to accompany written notes, not replace them.
* How it works:
  * Select pause points and ask students to process what they have learned and draw a picture that illustrates these concepts.
  * Share with a partner (Circulate to get a feel for whether or not students are comprehending the topics.)
  * Address any questions that emerge
  * Towards end of lesson ask students to consolidate what they’ve learned into a final drawing that captures the “Big Picture” along with a summary statement below the picture.
  * Debrief the “Big Picture” in a Chalkboard Splash and search for similarities, differences and surprises.
Lecture T-Chart

* Useful in allowing students to review their notes and sum them up on the right hand side of the T-chart.

* How it Works:
  * During presentation, students take notes in the left-hand column.
  * Stop at sever pause points to allow students to read over their notes and sum them up in the right-hand column
  * Allow time for pair-sharing summaries and recording questions on index cards or in a Chalkboard Splash
  * Allow time to answer any questions that students have.
The 3-Sentence Wrap-Up

* Requires students to sift out what is important and sum up their understanding in a concise way.
* May give a word limit as well.
* How it Works:
  * At the end of presentation, have student summarize it in three sentences or less
  * Have small groups get together to share and refine summaries. Use along with another note taking strategy to ensure that students are building the skills along the way to be able to summarize.
Create a sentence summary that begins with the letter given each group.

How it Works

- At the end of the presentation, assign students a letter of the alphabet
- Ask students to create a one-sentence summary of the presentation beginning their sentence with the assigned letter.
- Do a Chalkboard Splash, attaching the sentence and magnetic letter to the board so students can review their peers’ sentence summaries.
- Can add sentence starter... ”This is important because...” or “This affects us today because...”
Allows students to review their notes while the concepts are still fresh in their minds.

How it Works:

- Have students review their notes and place stars next to the most important concepts
- Select the three most important concepts and create a summary sentence.
- Rank the three in order of importance
- Allow students to share what they starred and ranked in small groups; then as a whole group or as a Chalkboard Splash.
Key-Word Dance

* Students select words that they feel are essential to understanding the concepts that have presented.

* How it Works:
  * Select 15-20 words that are important for understanding the content.
  * Students then create a Key-Word Dance
  * Share in small groups
  * Share as a whole group
Students debate a position from various angles as prompted on a template. It allows students to see various aspects of an issue and consider what the opposing and supporting arguments for a certain position might be.

How it Works:
- Create prom that requires students to use their judgment and the content presented to take a position. Record on board.
- Each student will need a template for every student, so that all are responding at the same time. Students will record opinion and supporting rational in box 1.
- Students will pass their papers the right and complete the second box supporting argument.
- Continue passing until all boxes are complete then back to the owner.