

Ensuring Every Minute Counts!

Engagement Strategies to Enhance Learning

Bellwork:

Student engagement is “a teaching arrangement that refers to small, heterogeneous groups working together to achieve a common goal. Students work together to learn and are responsible for their teammates’ learning as well as their own.”

--Spencer Kagan

Why Student Engagement?

- ★ Keeps all students on-task
- ★ Has minimal preparation time
- ★ Helps build relationships
- ★ Creates a positive classroom atmosphere
- ★ Holds all students accountable
- ★ Is a quick check for understanding
- ★ Kids pay attention, are motivated, learn more, and learning sticks!

Think & Respond:

1. What are some other benefits of using engagement strategies like these (see packet for *Additional Engagement Strategies*)?
2. What does an engaged classroom look like to you?

Attributes of Cooperative Learning

Positive Interdependence

Occurs when gains of individuals or teams are positively correlated.

Individual Accountability

Occurs when all students in a group are held accountable for doing a share of the work and for mastery of the material to be learned.

Equal Participation

Occurs when each member of the group is afforded equal shares of responsibility and input.

Simultaneous Interaction

Occurs when class time is designed to allow many student interactions during the period.

Video Reflection:

While watching the video, identify each attribute of cooperative learning you observe:

Positive Interdependence:

Individual Accountability:

Equal Participation:

Simultaneous Interaction:

Grouping Students

Grouping is essential to cooperative learning!

The most widely used team formation is:

- ◆ **Heterogeneous Teams:** Contain a high, two middle, and a low achieving student
- ◆ **Mix:** Gender and ethnic diversity
- ◆ **Heterogeneous Groups:** Produce the greatest opportunities for peer tutoring and support

Occasionally, random or special interest teams can be used to maximize student talents or meet a specific student need.

Keep students moving and thinking!

Students need to **pause, review, and reflect** every _____ minutes (depending on the age of your students).

For example, Kindergarten, pause every 5 minutes, third grade, pause every 8 minutes.

Take at least 30-90 seconds to **reflect and summarize learning.**

Closure:

Choose one engagement strategy we practiced today. Think of an example of how you can use it in your classroom when teaching a specific concept.

Summary of Strategies:

1. Think, Write, Round Robin
2. Buddy Buzz
3. Stand Up, Hand Up, Pair UP + Rally Robin
4. Numbered Heads Together
5. Rally Coach
6. Mix, Pair, Share + Timed Pair Share

Thank you for attending this session!

Megan Folkers

BT Assistant Director

folkersm@vailschooldistrict.org



Additional Engagement Strategies

Speaking (Overt – Observable)

- **Alphabet Summary** – At the end of an explanation or demonstration, give each student a different letter of the alphabet – ask them to think of one word or idea beginning with that letter that is connected to the topic just concluded.
- **Whip Around** – Teacher poses a question, problem or prompt; each student is given the opportunity to respond quickly.
- **Drill Partners** – Have students drill each other on facts they need to recall until they are certain both partners know and can remember them all. This works effectively with vocabulary terms, sight recognition of shapes, symbols, grammar, or basic facts.
- **Summing Up** – Organize students into groups of two or three and ask them to do one or all of the following:
 - Describe what they have just heard about a topic
 - Explain important points or distinctions to each other
 - Compare responses to a hypothetical situation
 - List the attributes of a condition or skill, or make up rules for governing a situation
 - Predict what will happen if
 - Estimate the consequences of
 - Identify patterns in
- **Turn to Your Neighbor and...** Turn to your neighbor and see if he or she agrees with the statement I have written on the board. If there is disagreement, how can you use last night's reading assignment to prove the point?
- **Prediction Pairs** – The teacher asks students to work in pairs as they listen to a short story read by the teacher. The teacher reads a short passage and then pauses to ask the prediction pairs to state what will happen next based on the story so far.
- **A-B Partner Teach** – Partner A, turn to Partner B. Tell your partner the two most important things you have learned so far about _____.

Writing (Overt – Observable)

- **Quick Write** – Teacher poses a question, problem or prompt, and everyone writes a quick answer.
- **K W L Trio** – Before a video, lecture or reading, have students work in threes to write down what they already know about the subject and what they want to know about the subject. Then show the video, deliver the lecture or engage the group in the reading. Next, have the trio circle the known information that was covered, put asterisks next to questions that were answered, and add other things they learned as a result of the video, lecture or reading.
- **Draw a Picture** – At the end of a segment of teacher-directed instruction, ask students to work in pairs to create a graphic summary of how they would organize information, reach a conclusion or interact differently, based on the demonstration you just provided.
- **Window Notes** – Students divide their paper into four parts and labels: facts/details, feelings, questions, and ideas. Students record information that matches the label and then share their notes to ensure they have recorded key ideas.

- **A Note to a Friend** – At the end of an explanation or demonstration, pass out a sheet of paper and ask each student to write a note to a friend explaining the process, rule or concept they have just learned.
- **Sort the Items** – The teacher asks students to write ideas, concepts or statements in categories defined by the teacher. Examples: Which statements were based on fact? Which statements were based on inferences?
- **Nonlinguistic Representation** – The teacher directs students to create a nonlinguistic representation (mind map, graphic organizer) of the learning.
- **Summarizing** – The teacher directs students to take information and condense it into one complete thought or sentence. The teacher can also ask students to summarize the information into twelve words or less.
- **Idea Wave**
 - Each student lists 3 to 5 ideas about the assigned topic.
 - A volunteer begins the “idea wave” by sharing one idea.
 - The student to the right of the volunteer shares one idea; the next student to the right shares one idea.
 - The teacher directs the flow of the “idea wave” until several different ideas have been shared.
 - At the end of the formal “idea wave,” a few volunteers who were not included can contribute an idea.

Signaling (Overt – Observable)

- **Colored Sticks** – Popsicle sticks are color coded and the teacher identifies the color each represents. Students use the sticks to provide appropriate responses.
 - **Fist to Five** – Students respond with a fist to five fingers (five being highest) to a statement or reaction.
 - **Response Wheels** – Students have a wheel with different sections of the wheel having different colors. The teacher identifies what the color represents – such as blue for true – yellow for false, etc. Students use the wheel to provide appropriate responses.
 - **Spectrum** –
 - Use a spectrum when asking for student opinion on a topic or question.
 - Place a line on the chalkboard or masking tape on the floor in front of the room.
 - Label one end of the line “Strongly Agree” and the other end “Strongly Disagree.”
 - Students line up according to their opinion on the topic.
 - Other label ideas: Most Important/Least Important; Greatest Effect/Least Effect.
- Sort the Items – Ask students to place ideas, concepts, or statements in categories defined by the teacher, i.e., which statements are based on fact, which on inferences.

Performing (Overt – Observable)

- Role Playing
- Dancing
- Playing an instrument
- Sky Writing
- Point to in the text
- Follow along with your finger in the text
- Demonstrating a skill

Thinking (Covert – Not Observable)

Remember to include think time or wait at least three seconds, and an observable (overt) student engagement activity should follow a thinking (covert) activity.

- Listen and be ready to respond.
- Craft an answer to this question in your mind.
- Organize your thoughts and be ready to share your ideas.
- Remember the steps in solving this problem.
- Look over here and...
- Visualize or picture your answer.
- Imagine...
- Think to yourself, what if...
- Review to yourself.
- Think how would you solve or answer this question.

Combination (Covert/Overt – Observable)

- **Trading Cards** – Distribute numbered cards to match the number of groups to be formed. Ask a question and students meet in rotating pairs to share responses, trade cards, and move on. After a series of exchanges, students form small groups based on the cards they are holding.
- **Popsicle Sticks in a Can** – Put names of students on popsicle sticks and place them in a can. Teacher poses a question to the entire group, gives wait time, and tells all students to listen and be ready to respond to the student's answer; then the teacher selects a name stick from the can. After the student has responded, the stick is returned to the can and the teacher pulls another stick to have students respond to the answer.
- **Inside-Outside Circles** – Organize students in groups of six, with three persons standing with their backs touching and facing out, and three persons forming a circle around them, facing inward toward the person in the center. The teacher directs each pair to exchange information related to previously taught material. Then the teacher asks the persons in the center to rotate, facing a new partner and the teacher chooses a different topic for exchange.
- **Jumbled Summary** – The teacher writes key words or phrases from an explanation or introduction in a random order on the board or overhead. Following the presentation, the teacher asks pairs to unscramble the terms and reorder them in correct sequence.
- **Think, Pair, Share** – Think about what you have just heard or learned. Write down three statements about it on an index card. Now exchange your responses with your partner. What were the most frequently mentioned ideas or terms?
- **10 Sentences** – Students are given ten sentences from the text they are about to read. They are asked to read and put them in order, making predictions about the text. The text is read and then students are asked to adjust their predictions to match the story.
- **Writing Response Groups** – Students read and respond to each other's written work by marking passages they think are effective with a star, and underlining what they don't understand or think is weak. Errors in grammar, usage, punctuation, spelling or format are circled. Then they discuss their observations with the writer.
- **Pairs Check** – The teacher directs students to work in teams. One person in the pair works on a task while the other serves as coach. Then they exchange roles for the second task. At this point they ask another pair to check their work. If the second pair agrees with their responses, the first pair continues. If not, the pair tries to correct their work.

- **Send a Problem** – Each student on a team makes up a question or reviews a problem and writes it down on a flashcard. The author of each problem/question asks the question to his/her team members. If they do not have consensus of the answer, the group works on the problem or rewords it until everyone can explain/agree. Next, the team passes their stack of questions or problems to another team for review.
- **Group Test Taking for Practice** – The day before a test, put students in groups and give them copies of earlier versions of your test or questions similar to those that will actually be on the test. Tell them, “Tomorrow you will get a test like this as individuals, and there will be no team help. You can help each other all you want today to make sure your teammates get a perfect score.”
- **Give One, Get One** – Students are given a number of questions or prompts to solve. Students individually record their responses. Students then move around the room and give one answer to each student they encounter. In return, that student gives them a response to record on their paper.
- **Scouting** – Students are working together in groups. Each group selects a scout to collect additional information when the teacher invites the scouts to move to another group. The scout returns to the original group to share the information collected.
- **Guided Lecture** – The teacher presents information by lecturing and the students take notes. Then they are given a short period of time to review their notes. After reviewing their notes, students share and discuss their notes in small groups to ensure they have recorded accurate information.
- **Coding/VIP** – Students read text and at the end of each paragraph they respond to the text by recording one of the following: + for I already knew this; * for this is new to me, or ? for I have a question. For “VIP,” mark three very important points in each paragraph.
- **Quick Write and Share** – Teacher poses a question, problem or prompt and everyone writes a quick answer. Students then read their responses to other students.
- **Whiteboards** – Students write a response to a question posed by the teacher. After giving the students time to create a response on the whiteboard, the teacher has all students show their response on their whiteboards to him/her at the same time.