

# Two Key Active Engagement Strategies

## Choral Response

### When and Why

- answers are very short
- one word or short phrase
- one right answer
- allows all to respond
- gives teacher immediate feedback
- builds confidence
- reduces off task behavior

### How

- model the question and way to respond
- ask a clear question
- give clear signal to think
- give clear signal to respond
- scan to ensure all are responding
- give feedback
- perky pace

## Partner Talk

### When and Why

- answer is longer
- multiple answers
- answer takes more time
- answer needs complete sentence
- everyone responds
- develops oral language
- requires higher level thinking

### How

- model the procedures
- assign partners (#1, 2)
- give each partner a task
- give verbal stem (One way...)
- require 7-up sentence (7 words or more)
- alternate speaking jobs
- Monitor each partnership
- Call on 2-3 individuals after all have answered





Welcome

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Active Student Engagement

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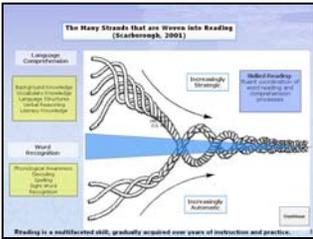
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Scarborough Rope

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Session Goal

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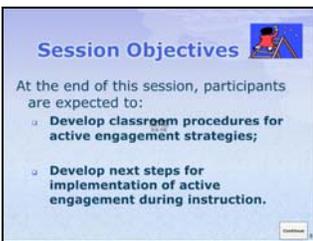
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Session Objectives

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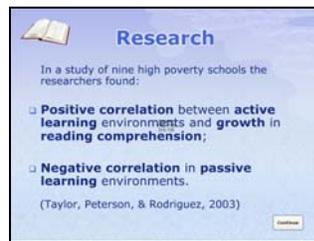
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Research

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**Definition of Student Engagement**

Student engagement is learning that occurs through interaction and reflection.

This occurs through:

- **Meaningful talk and listening**
- **Writing**
- **Reading**

Definition of Student Engagement

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**Choral Response**  
All students answer as a group.

<p><b>When and Why?</b></p> <ul style="list-style-type: none"> <li>-answers are very short</li> <li>-one word or short phrase</li> <li>-one right answer</li> <li>-allows all to respond</li> <li>-gives teacher immediate feedback</li> <li>-builds confidence</li> <li>-reduces off task behavior</li> </ul>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>-model the question and way to respond</li> <li>-ask a clear question</li> <li>-give clear signal to think</li> <li>-give clear signal to respond</li> <li>-scan to ensure all are responding</li> <li>-give feedback</li> <li>-perky pace</li> </ul>
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Choral Response

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**Partner Talk**

Students talk to a partner in response to a teacher prompt.

<p><b>When and Why?</b></p> <ul style="list-style-type: none"> <li>-answer is longer</li> <li>-multiple answers</li> <li>-answer takes more time</li> <li>-answer needs complete sentence</li> <li>-everyone responds</li> <li>-develops oral language</li> <li>-requires higher level thinking</li> </ul>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>-model the procedures</li> <li>-assign partners (#1, 2)</li> <li>-give each partner a task</li> <li>-give verbal stem (One way...)</li> <li>-require 7-up sentence</li> <li>-alternate speaking jobs</li> <li>-monitor each partnership</li> <li>-call on 2-3 individuals after all have answered</li> </ul>
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Partner Talk

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**Modeling (I Do It)**



Anita Archer  
Choose Active Participation 2nd Grade

Modeling

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**Active Engagement Procedures (We Do It)**

Determine procedures to signal students' **choral response**.

1. Ask a question
2. Give a signal for think time
3. Give a signal for response
4. Listen to responses and provide feedback

\*Take turns practicing your procedures with the group.

Active Engagement Procedures

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**Active Engagement Procedures (We Do It)**

Determine procedures for **partner talk**.

1. Ask students to "buddy up" (numbers, hallway and window partners)
2. Require 7 Up sentences (7 words or more)
3. Model a stem for the answer (One way...)
4. Listen and monitor student discussions

\*Take turns practicing your procedures with the group.

Active Engagement Procedures

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**Wrap-Up**

- Active learning environments lead to growth in reading comprehension.
- Active engagement provides more practice of correct responses, leading to automaticity.

Wrap-Up

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**Next Steps**

- How and when do you plan to use these two active engagement strategies?
- How will you know students are actively engaged during instruction?
- When do you plan to meet and discuss your progress implementing active engagement strategies?

Next Steps

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**References**

Scarborough, H. (2001). Connecting Early Language and Literacy to Later Reading Disabilities: Evidence, Theory, and Practice. S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of Early Literacy Research* (pp. 97-110). New York: Guilford Press.

Taylor, B. M., Pearson, P. D., Peterson, D. S., & Rodriguez, M. C. (2003). Reading growth in high-poverty classrooms: The influence of teacher practices that encourage cognitive engagement in literacy learning. *Elementary School Journal*, 104, 3-28.

References

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