



# **STUDENT ENGAGEMENT:**

THE ROAD TO INCLUSIVE PRACTICES FOR ALL STUDENTS

It's not what we do or say that ultimately matters.. it **IS** what we get the students to do as a result of what we said and did that counts.

Feldman



# OVERVIEW

- STRUCTURES
- CLASS IN SEAT TECHNIQUES
- CLASS TEAM BUILDING
- CLASS LEARNING GROUP
- PARTNER ING
- BRAIN BREAKS



# TRUISM'S

The amount of time in which students are successfully engaged in responsive instruction or practice directly relates to academic gains (i.e. not silent seat work).

Instruction must be language rich and interactive, i.e. . students should make many responses by saying, writing, and doing things.

Students benefit from systematic, explicit, strategy rich instruction.

Explicit instruction should include demonstration, guided practice, and checking for understanding.

**I do it.**

**We do it.**

**You do it.**

Drs. Anita Archer and Kevin Feldman



# NO OPT OUT

Use for the students who doesn't know or wont' answer.

- Student doesn't know answer
- Turn to a student who does
- They answer
- Return to the student who did not know the answer



# FIND SOMEONE WHO

Teacher prepares a worksheet or questions for the class

1. Students mix in the class, keeping a hand raised until they find a partner.
2. Pairing up, partners greet each other. Partner A asks a question from the worksheet; Partner B responds. Partner A records the answer.
3. Partner B asks a question; Partner A responds and B records answer
4. Raise hand to find a new partner and then moves on until the entire worksheet is finished.

Kagan: class building



# EXPLICIT INSTRUCTION

[explicitinstruction.org](http://explicitinstruction.org)

Active participation instruction: 2cnd grade



# EXPLICIT INSTRUCTION

[explicitinstruction.org](http://explicitinstruction.org)

Vocabulary instruction 6<sup>th</sup> grade language Arts

What explicit instruction /student engagement techniques do you see?





# CHIA SEEDS

Informational text



# QUIZ – QUIZ - TRADE

- Stand up
- Pair up
- Greet
- Student A reads card
- Student B answers
- Student B reads card
- Student A answers
- Students trade cards and finds another partner
  
- \*students may coach each other if needed

Kagan



# INSIDE OUTSIDE CIRCLE

1. Students form pairs in a circle
2. Class is now in two concentric circles
3. Inside student asks a question. Outside student answers. (30 seconds)
4. Each group rotates clockwise – can move to music or to a timer.
5. Outside circle asks questions – repeat



# FIND THE FICTION

- Team mates each write 3 statements;: two true, one false, they attempt to trick their teammates
- One students on each team stands , and reads his/her statement to teammates
- Without consulting teammates, each student writes down his/her own best guess which statement is false.
- Teammates Round Robin and defend their “best guess”
- Teammates announce their guess (es).
- The standing student announces the false statement.
  
- Can be used for review
- Can be used as fact or fiction: students state their true or false statement and team decides if it is fact of fiction.

Kagan



# TRIANGLE TAG/TEAM BUILDING/BRAIN BREAK

- Form a group of 5
- Three hold hands
- One student chases the other
- No tagging below the waist
- No going through legs.
- Group of 3 work together to keep the non “it” person safe

# CHEERS

- Cheese Cheer
- Golfers clap
- Ketchup applause
- Raise the roof
- Roller coaster
- Seal of approval
- Two snaps and a clap
  
- Kagan/ Teach like a Champion

# TALKING CHIPS

- Teacher provides a discussion topic and provides think time
  - Any student begins the discussion, placing one of his/her chips in the center of the table.
  - Any student with a chip continues discussion using his/her chip
  - Cannot talk unless they have a chip
- 
- Best used for review

Kagan



# RESOURCES

Archer , A. & Hughes, C., (2011). *Explicit Instruction* . New York: Guilford Press

Kagan, S. & Kagan, M., (2009). *Kagan Cooperative Learning*. San Clemente: Kagan Publishing

Lemov D., (2010). *Teach Like a Champion*. San Francisco: Jossey-Bass

