Signals/Attention Getters/Gestures:

- **Class/Yes**
  This is a choral response to get the class’ attention. Teacher says, “class.” Students respond in the same tone and manner with “yes.” Variations – Compound words Hot/Dog, Ice/Cream, Cheese/Burger, FOOD seems to work best.

- **Teach/OK**
  This is another choral response which signals students to *Turn and Talk* to their elbow buddy or partner(s) in order to summarize, review, or restate the learning.

- **Hands and Eyes (Used to make a BIG teaching point)**
  Clenching your fists and then folding your hands together, while simultaneously saying “hands and eyes.” The action and words signal students to get in their learning positions (folding their hands on their laps or desk and focusing both eyes on the speaker) and repeating chorally, “hands and eyes.” Now attention is focused.

- **Freeze/Melt**
  During a *Turn and Talk*, *Conversation Circle*, or other discussion group, the teacher calls out “freeze” and students momentarily suspend all talking. At this point the teacher may clarify a teaching point, summarize information, reinforce the teaching point, or give further instructions/feedback. When the teacher is ready for students to resume their conversations the teacher calls out “melt.”

- **Switch**
  This technique allows the chronic yackers and the chronic listeners to all have reasonable amounts of time to share. Assign a number/letter to each of the turn and talk partners – assign one student as “1/A” and the other as student “2/B.” Start with 1/As being the teacher and 2/Bs use listening techniques. After a reasonable amount of time, shout “switch.” Teach students to then suspend their speaking/listening and repeat “switch.” Then give signal to resume (i.e. *Teach/O.K.* ) at this point partners switch their roles.

- **Mirror**
  Mirror is one of whole brain teaching’s simplest and most powerful techniques. You say “mirror” and your students respond “mirror.” They then pick up their hands ready to mimic your gestures.
  
  *For additional student engagement when using mirror, add elements of silliness and exaggeration to you gestures. As a variation, say “mirror words” and your students respond “mirror words.” Then, speak slowly and match your arm movements to what you are saying. Your students repeat your words and mimic your gestures. Four brain activities are now involved, seeing (motor cortex), saying (Broca’s area), hearing (auditory cortex) and doing (motor cortex).*
• **Thumb it**  
Using thumb up, thumb to the side, or thumb down as an instant assessment/response from students. It also serves as a quick check for full student participation.

**Processing Techniques:**

• **Think-Pair-Share (Turn and Talk)**  
Wait time is given for thinking, then a pair of students (elbow buddies), sit knee to knee/eye to eye (face each other) and discuss a specific topic for approx. 1-3 minutes while the teacher listens in on various groups. Often times several pairs are select to share out for the benefit of the whole group.

• **Four Corners**  
Teacher presents a topic, statement, or open-ended question with four responses. Each corner of the room is allocated for one of the possible responses. Students move to their chosen response and discuss.

• **Two Sides**  
Teacher presents a topic, statement, or open-ended question with two responses. Each corner of the room is allocated for one of the possible responses. Students move to their chosen response and discuss.

• **Walk the Perimeter**  
A processing technique similar to *Turn and Talk*. Participants select or are assigned a partner. The partners stroll around the perimeter of the room or an outside area as content is reviewed or assigned topics are discussed.

• **Tiny Transfer Book/Foldables**  
Foldables are valuable tools for learning that allow students to organize, review, remember, and transfer new learning into their long term working memory. Paper is used to fold into a format that is relevant for writing or drawing the information needed to be retained. Many ideas for foldables can be found in the Macmillan/McGraw-Hill Social Studies *Foldables* book by Dinah Zike.

• **Look, Lean, & Whisper (variation of Turn and Talk)**  
Turn to your elbow buddy, look them square in the eye, lean forward, and whisper the requested response.

• **Micro Lecture**  
Teacher delivers instruction in small chunks of information (approx. 30 seconds) followed by student restatement or summarization of the learning.

• **Conversation Circle (1,2,3)**  
A group of three students is formed and seated in a circle. The circles are used to improve communication. The teacher assigns a specific topic or idea for discussion.  
1. Students assume 1, 2, or 3 names  
2. “1” starts talking and continues until given signal (i.e. *switch*)  
3. “2” continues with the topic until signal  
4. Then “3” picks up the topic until signal  
5. Continue rotating the “talker” until no more facts or ideas can be added to the topic or the time allotted is over.
• **Numbered Heads Together**
  After forming a group of 3-6, have students number off within the group. It is a good idea to confirm student numbers by asking all of the ones to stand or identify themselves, twos, threes, etc. This will avoid problems and confusion later. Inform the groups that all members will need to be able to present their groups information. Wait until all the group work is complete before informing students of the number that will be presenting. During the debriefing portion of the activity, call out the number for the team member who will be presenting for the group.

• **Line-Ups/Inside-Outside Circle**
  This is a fun activity that allows students to get up and out of their seats and share responses to prompts with a variety of people in the classroom. Each allows the students to be randomly paired with several peers during the length of the activity. Ask students to stand in two parallel lines of the same length, or two concentric circles. Have students turn and face the person across from them in the line or opposite from them in the circle. Ask students to refer to the prompt and take turns talking it over. Use the FREEZE technique to get students attention. Have them thank their partner. Have some students from one line move down to the other end to shift partners. Have the circles move around to music or until another signal indicates them to stop and face their new partner. Call out MELT to indicate that new student pairs can melt back into a conversation about the same prompt.

• **Quick Write/Quick Draw**
  A Quick Write or Quick Draw is a brief processing activity. Students are provided with a prompt to be addressed. Then are provided with a specified amount of time (three minutes is usually sufficient) to write or draw out their thoughts. This is often followed by a *Turn and Talk, Conversation Circle, Chalkboard Splash*, or another sharing technique.

• **Chalkboard Splash/Chart paper Splash/White Board Splash**
  Areas, chalkboards, chart paper, whiteboards, bulletin boards, of the room are assigned for students to record responses to quick writes, quick draws, thoughts, etc for their peer students to analyze their responses for three things: similarities, differences, and surprises. Often times on a graphic organizer.

<table>
<thead>
<tr>
<th>SIMILARITIES</th>
<th>DIFFERENCES</th>
<th>SURPRISES</th>
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<tbody>
<tr>
<td></td>
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• **Bounce Cards**
  This processing technique is a version of ‘Accountable Talk’. Student pairs or groups discuss and respond to topics or questions using the following three approaches: Bounce, Sum it Up, and Inquire. This allows practice of conversational skills and an opportunity to process and synthesize new learning.

• **Gallery/Museum Walk –**
  A gallery walk is a way of reading, reflecting, and discussing thoughts, pictures, anchor charts, etc. in an active forum. Students walk around reading, writing, noticing and reflecting on the responses of other.
Checks for Understanding:

- **Fist of Five**
  Students use their fingers and thumb as a Likert scale, indicating their level of understanding. The scale can be posted on an anchor chart in the classroom.
  - 5 = I know it so well I can explain it to anyone
  - 4 = I can do it alone
  - 3 = I need some help
  - 2 = I could use more practice
  - 1 = I’m only beginning

- **Oral Cloze**
  The teacher gives a statement without completion or drops a word. Students chorally complete the thought or fill in the missing word.

- **Pinch Paper/Hold Up Cards**
  - **Face the Fact (Happy, Straight, Sad)**
  - **True/False or Fact/Opinion or Yes/No**
  - **Multiple choice**
  Students fold a sheet of paper in a hot dog (long and skinny) then continue to fold into the appropriate number of boxes for the above choices. Students will draw or write necessary symbol, letter, or word in each box. In response to the teacher’s question, students will hold up their column of paper and pinch the selected response.

- **White Board Responses**
  All students have a dry erase board, small chalkboard, or white paper on a clipboard and simultaneously respond or answer questions posed. Allow a reasonable amount of time for students to jot their response. Then signal students to display their response/answer collectively with a quick check by the teacher. The teacher reveals and discusses the correct response/answer.

- **Comprehension Check**
  As the teacher meanders around the room, he/she listens in on groups of students to check their level of understanding.

- **Clipboard Feedback (OHT/Paper)**
  While monitoring for comprehension, the teacher notates observations for specific feedback and/or further instruction.

Groupings:

- **Deck of Cards**
  Utilizing a standard deck of card, distribute in someway to students for grouping purposes: Group by color, suit, face cards, numbers, odd/even, etc.

- **Animal Sounds**
  Using an assortment of animal picture cards, distribute them to the group. Students determine their animal card and mill around the room making the sound that animal typically makes, finding the others making the same sound. Confirm with the picture on the card. Group is formed!
• **Three Musketeers**  
Teacher presents a topic for discussion or review. Students hold up their arm with the palm of their hand facing out. Students move around the room until two other palms are touching theirs, forming groups of three: “three musketeers.” The group of three engages in conversation around the topic until signaled.

**Motivators:**

• **Scoreboard – One Second Party**  
Draw a T Chart on the board or chart paper. Put on the top on one side a smiley face or music note with a smiley face and on the other side a frowny face. When students respond in the appropriate manner, tally a point under the smiley side. Simultaneously, students react with a *Mighty Oh Yeah!* When the response is not quite the expectation, mark under the frown side. Students respond with a *Mighty Groan!* When the “scoreboard” time period has ended, there can be a one-second party (OR students can earn a one-minute listening to an appropriate radio station or song of their choosing, extra recess time, pack up a minute earlier or loose recess time, loose time on the dance party, receive extra homework.

• **Mighty Oh Yeah!/Mighty Groan**  
Teacher requests a *Mighty Oh Yeah* when students deserve/earn a positive affirmation. Students respond by clapping their hands and throwing their arms over their head shouting, “Oh Yeah!” When students are not quite meeting the expectation, the teacher requests a *Mighty Groan.* Students respond by using their fists to model rubbing their eyes and whine “Awwww.”

• **Celebrations**  
When the class needs to acknowledge affirmation or success use one of the following whole group responses:
  o *10 Finger Wooo* – Throw up hands with all fingers spread like a fan and shout “WOOOOOO!”
  o *Looking Good* – As you are drawing the outline of a square with your index fingers…say “You’re . . .” (make a clicking noise as you make a pretend mirror around your face and fluff your hair), “. . . lookin’ good!”
  o *Silent Cheer* – Use arms to make cheering motions and cheer without making sound
  o *Fire cracker* – a strong clap followed by open fingers shooting out while making a “sh”ing sound
  o *Hip – Hip - Hooray* – The leader starts the cheer by slapping each hip as she says, “hip, hip” and the group says “hooray!”
  o *Superstar* – Stand up and go down on one knee extending arms out to the side shouting “SUPERSTAR!”
  o *WOW* – Make “W’s” with your first three fingers of both hands. Place the “w’s” on each side of your mouth using your mouth as the “O” spelling out WOW and say WOW!
Resources:
* Total Participation Techniques ASCD
* Teach Like a Champion
* Prepping the Brain

Additional Celebration Cheers:

Power Teaching (Chris Biffel):
www.youtube.com
http://www.powerteachers.net/

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