

# Leave No Learner Behind:

## 20+ Practical Strategies You Can Use From Day One!

The authors of Total Participation Techniques: Making every student an active learner, provide 37 + strategies designed to engage all learners from day one. This presentation will examine four categories and will provide basic information that you can take back to your STARTALK classrooms and use from day one! We hope you will investigate this resource further as it is full of helpful strategies!

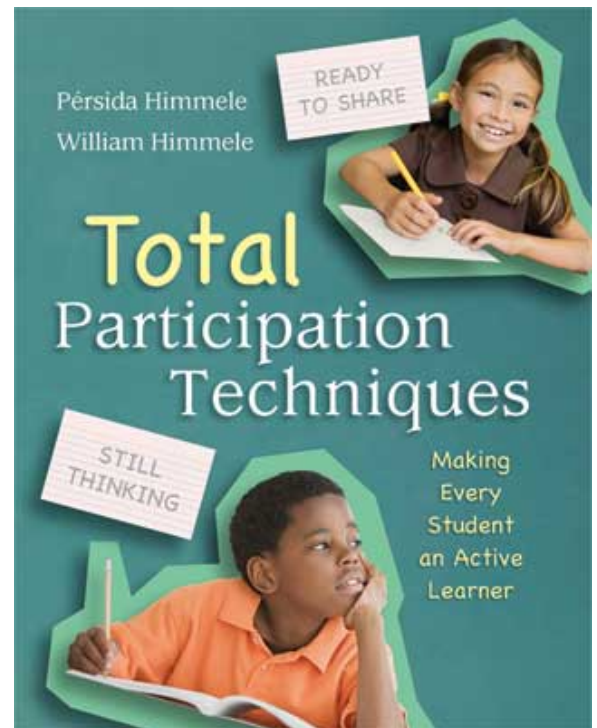
### Selected Techniques in this Workshop

#### #4 On-the-spot TPTs

- ☐ Think-Pair-share
- ☐ Quick-Writes
- ☐ Quick-draws
- ☐ Chalkboard splash
- ☐ Thumbs-up when ready
- ☐ Processing cards
- ☐ Similes
- ☐ Ranking
- ☐ Numbered heads together
- ☐ Thumbs Up/Down vote

#### #5 TPT Hold-ups

- ☐ Selected-response Hold-ups
- ☐ Number Card Hold-Ups
- ☐ True/Not True Hold-Ups
- ☐ Multiple-Choice Hold-ups
- ☐ Whiteboard Hold-ups



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#### #6 TPT Involving Movement

- ☐ Line-Ups and Inside-Outside 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
- ☐ TPTs During the Read- Aloud

## #4 On-the-spot TPTs

### Think- Pair – Share

1. Ask students to reflect on a question or prompt, Give them a BRIEF amount of time to form a response.
2. Have students turn to a partner
3. Have partners share their responses

### Quick Writes

1. Select a prompt that you would like students to address
2. Give students time to collect their thoughts and jot down a response
3. Follow up with a pair-share

### Quick Draws

1. Select a big idea or major concept in your lesson
2. Ask students to reflect on the meaning of the concept and create a visual image that represents that concept
3. Have students share and explain their image with a partner.

### Chalkboard Splash

1. Create a sentence starter, prompt, or question that you would all students to see the class' responses.
2. As students provide answers, have them put their response in a specific place on the chalkboard or SmartBoard.
3. Debrief with the students reading the different answers and jotting down differences, similarities, and surprises.
4. Ask students to share in small groups.

### Thumbs-Up When Ready

1. Ask students to reflect on your prompt
2. Explain when they are ready, they should put their thumb up
3. You can add a pair-share to allow demonstration of what they know.

### Ranking

1. Select items, concepts, steps, events, descriptions, etc.
2. Ask students to rank them according to criteria you have provided.
3. Ask students to provide justification for the way they chose to rank the concepts.

### Processing Cards

1. Give students processing cards (one side says thinking the other says ready to share)
2. Have students place the “still thinking” side up while they finish the task.
3. When they are complete with the task, students should turn the card to “ready to share”
4. Be sure to have an in between activity to give students who finish up early something to do. while waiting on their peers.

### Similes

1. Create similes using some of the topics you are studying
2. Ask students to formulate an explanation for how the simile might be true
3. Ask students to share with a small group
4. After they have been modeled, have students create their own.

### Numbered Heads Together

1. Have the students count off (1-4) so each group member is assigned a number. (Be sure to confirm student numbers)
2. Inform that all group members will have to report their group's information. Once group work is over, select a number to report out.
3. Call on a team and have the student with the selected number report out.

### Thumbs Up/Down Vote

1. Ask a yes/no or agree/disagree question
2. Ask students to give a thumbs up if they vote yes or a thumbs down if they vote no.
3. Be sure you have all students vote – so do not move on until they have all voted.

# #5 TPT Hold-Ups

## How they work:

Each Hold-Up works in the same way generally:

1. Ask students to think about and discuss their responses to a set of prepared questions
2. Before students hold up their cards, have them pair-share or confer in small groups. They should not hold up their cards until told to do so.
3. Give students a cue to show their cards, such as “hold it up”
4. Students hold their cards up. Selected students may provide the rationale they used to make their selection.

### Selected-Response Hold-Ups

Use a selection of relevant choices that are prepared beforehand. For example, could be facial expressions, seasons, school subjects, locations, etc.

### Number Card Hold-Ups

Numbered card may be used with sample math problems, multiple choice, or selecting form options provided at the onset. These should be created before hand.

### Whiteboard Hold-Ups

These can be used for students to write or draw their answer on a “whiteboard” or whiteboard like surface. They then hold up their white board to display their answer.

### True/Not True Hold-Ups

These cards can be used to check for understanding or with predictions. Statements must be carefully created before instruction to ensure they are clear and concise. You could also consider adding True with modifications and Unable to determine as options.

### Multiple-Choice Hold-Up

The teacher creates and projects questions. Students make a choice and when given the signal hold up the letter of their choice.

*Excerpts from Chapter 5  
Total Participation Techniques,  
Himmele & Himmele  
pgs.49-57*

# #6 TPTs Involving Movement

## Line-Ups and Inside-Outside Circle

1. Prepare questions before the activity.
2. Line students up in two parallel lines facing each other or in two circles (one inside the other)
3. Provide a signal, have partner A ask their question or provide their prompt. Partner B answers it.
4. Provide an aural signal to prompt ONE line or circle to take 2-3 steps to the right or left (you must tell them which direction to move and how many paces)
5. Be sure to monitor the group work.

## Three 3's in a Row (like Bingo)

1. Prepare nine questions based on content being learned and type them into a Three 3's template:


2. Students walk around the room asking peers to explain one answer or who the information refers to. (be sure students do not write on each others papers...this will yield a passive game)
3. Students repeat until someone gets a row of 3 (horizontal, diagonal, or vertical). They may use a peer only once.
4. Go over the answers as a class.

## Networking Sessions

1. Prepare up to four questions. Have students quick write or reflect on the prompts.
2. Ask students to partner with someone they have not partnered with to date and discuss their responses to a teacher selected prompt.
3. After a predetermined amount of time, signal students to move to a new partner and repeat.

## Categorizing and Sorting

1. Categorizing: give students a specific number of items or a list of items; ask students to sort them into piles and create categories based on the common characteristics.
2. Sorting: give students a list of names of categories. Have students sort the information within these categories. They can provide their rationale for why they placed them in each category as an extension activity.

## Appointment Agenda

1. Give students a blank agenda page or copy of a clock.
2. Ask them to make appointment with different peers for a set number of times.
3. Both partners should write the name on the respective clock.
4. If someone is missing a partner, have them triple up.
5. Once agendas are filled, use to pair and group students for classroom activities.

## Mouth it, Air-write it or show me using fingers

1. Ask students to *silently* mouth the response
2. Use a finger and write the answer in the air, or
3. ask them to hold up a number of fingers (ex. Hold up a number of fingers less than 4)

## Acting it Out, Role-Plays, Concept Charades

1. have students act out their comprehension of a concept
2. create a skit to demonstrate a concept
3. or act out a mystery concept to their peers while other groups guess.

## Simulations

- have students participate in a recreation of what it would be like to shop in a Chinese market, have a traditional dinner, etc.

## Cut and Pastes

- this is a hands-on activity of manipulating concepts, analyzing them, and moving them around would work whenever the students are begin asked to understand characteristics of concepts within distinct principles that apply to each.
- Example: if you were studying prefixes and suffixes, you could challenge your students to cut and paste as many answers as possible with the fewest root words.

## Read Aloud

- Beneficial for students learning academic language within a meaningful context.
- This is basically reading a story aloud to students.