

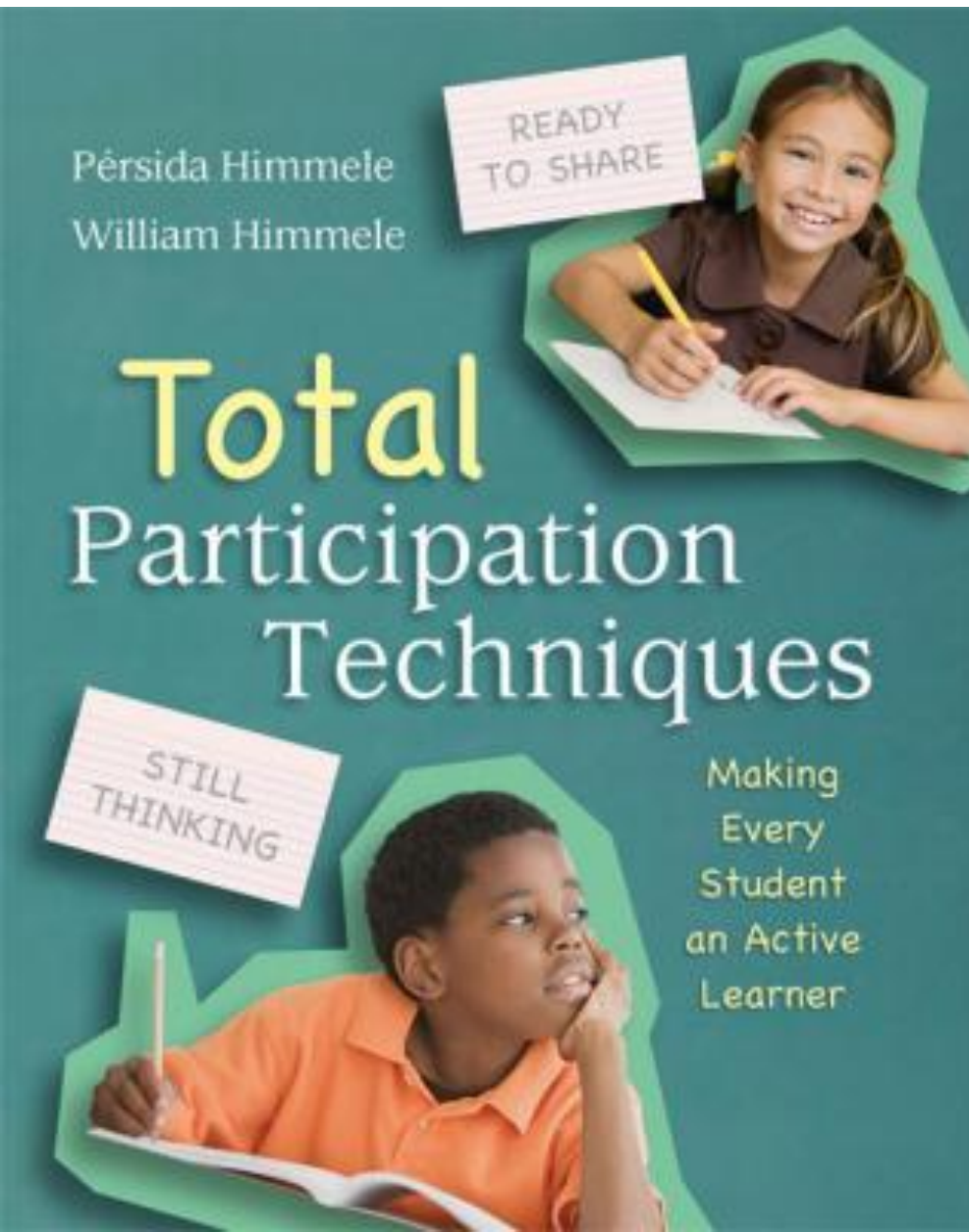
BELIEVE

IN

Total Participation Techniques (TPTs): Making Every Student an Active Learner

By Persida & William Himmele

The Definition....



TPTs are teaching techniques that allow for **all students** to demonstrate, **at the same time**, active participation and cognitive engagement in the topic being studied.

1) Think-Pair-Share

- How it works:
 - Ask students to reflect on a question/prompt. Give 30 seconds to formulate a response.
 - Ask students to pair up.
 - Ask them to discuss their responses
- How to Ensure Higher-Order Thinking
 - Use prompts that require students to analyze various points of view or the components that are inherent in your target standard. Ask students to explain how these components fit together or affect one another.



Multiplying numbers usually results in larger numbers.

Using words and pictures, explain why multiplying by a fraction will always result in a smaller number.

30 seconds to formulate your response.

Turn to an elbow partner and THINK-PAIR-SHARE.

30 seconds to share in your pair.

2) Quick Writes

- How it works:
 - Select a prompt that you would like students to address.
 - Give students a specified amount of time to collect their thoughts and jot down a response (3-5 minutes).
 - Follow this up with a Pair-Share, Networking Session, or Chalkboard Splash.
- How to Ensure Higher-Order Thinking
 - Ask students to make connections between the concepts and their effect on the world around them. Use wide-open questions.*

***The Q-Chart (provided) is helpful in formulating these types of questions...**

Quick Writes

- **In what ways have you used TPTs to engage students?**
- Use your EAGLE pad (or other scratch paper) for this quick write.

One minute to write down your experiences.

We are going to couple this Quick Write with a Networking Session...

18) Networking Sessions

- How it works:
 - Prepare 1-4 prompts or questions. Ask students to reflect on or quick-write responses to the prompts.
 - Ask students to find someone with whom they have not yet spoken that day and discuss their responses to a teacher-selected prompt.
 - After a predetermined amount of time, ring a bell or signal the class to find someone else to whom they haven't spoken that day.
 - With their new partner, ask students to respond to a different teacher-selected prompt. Repeat the process until all prompts have been discussed.
- How to Ensure Higher-Order Thinking
 - Use prompts and questions that require higher-order thinking. Go beyond factual questions and instead delve into the implications of the concepts for the world around us. Provide students the opportunity to personalize the responses by applying them in their own worlds.

Networking Session

- Find someone you haven't spoken to this morning.
- **Share with each other the different types of TPTs you have used (or would like to use) in your classroom next week.**

Two Minutes to network and share your TPTs.

3) Quick Draws

- How it works:
 - Select a “big idea” or major concept within your lesson.
 - Ask students to reflect on the meaning of the concept and create a visual image that represents that concept (allow 3-5 minutes).
 - Have students share/explain their image with a partner, small group or in a Chalkboard Splash.
- How to Ensure Higher-Order Thinking
 - The thinking processes that occur when you ask students to demonstrate an abstract concept in the form of a drawing lend themselves to the analysis of the different components that make up the meaning of the concept, as well as to the synthesis of these components into a visual representation.

Quick Draw

- Use your EAGLE pad to depict the term *VULNERABILITY*.

Two Minutes to complete your Quick Draw.

We're going to couple this Quick Draw with a Chalkboard Splash.

4) Chalkboard Splash

- How it works:
 - Create a sentence starter, prompt, or question for which you would like all students to see all of their peers' responses.
 - As students generate responses, ask them to copy their responses onto random or designated places on the chalkboard (whiteboard, chart paper, etc.).
 - Debrief by asking students to walk around, analyze, and jot down similarities, differences, and surprises.
 - Ask students to get into small groups and share what they noticed in terms of similarities, differences, and surprises before asking for volunteers to share.
- How to Ensure Higher-Order Thinking
 - Chalkboard Splashes are great for addressing the big picture and the relevance factor for the topic you are teaching.

Chalkboard Splash

- Take your Quick Draw and post it on the Chalkboard Splash poster by the door.

30 seconds to post your Quick Draw.

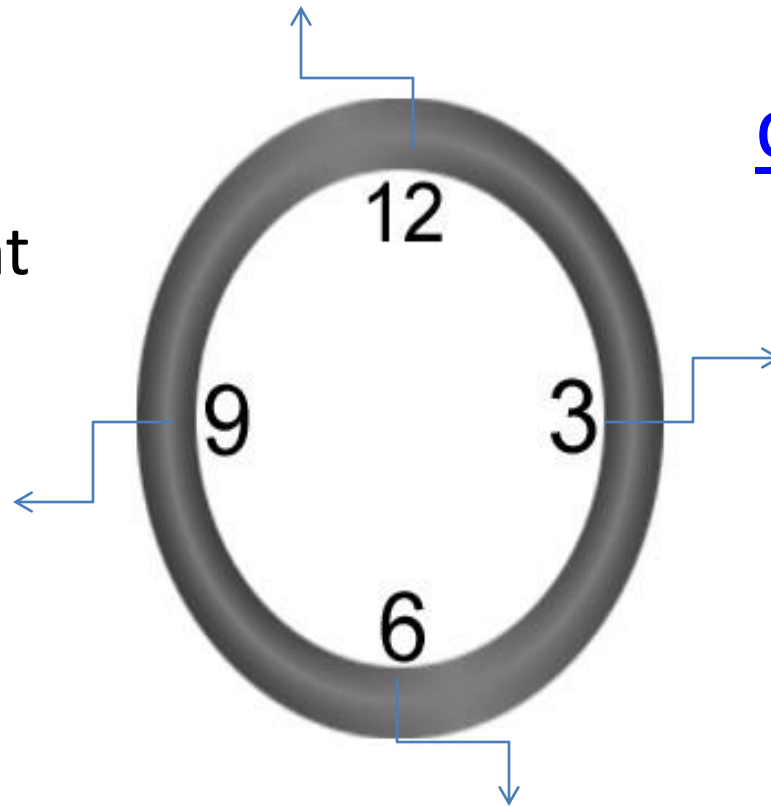
20) Appointment Agendas



- How it works:
 - Provide students with a copy of an Appointment Agenda with various time-slot options.
 - Ask them to walk around the room and make “appointments” with various partners.
 - Both partners should select a time that is open and write each other’s name in the time slot.
 - If someone remains without a partner, have that person triple up with an existing pair.
 - Once the agendas are filled in, you can use this as a pairing tool.
 - Partners should appear only once on an agenda.
- How to Ensure Higher-Order Thinking:
 - Steps for ensuring higher-order thinking will depend on the activity that you choose to do once partners meet.

Appointment Agenda (Clock)

Take your clock and fill it with 4 appointments, one appointment for each hour designated.



3 minutes to complete your clock.

1 minute to share your response with your appointment.

Find your 9:00 Appointment and discuss this:
How do you feel about student engagement?

An average person loses how
many eyelashes
each year?



Hold-Ups: An Overview

- How it works:
 - Each Hold-Up works generally in the same way:
 - Ask the students to think about and discuss their responses to a set of prepared questions.
 - 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.
 - Say “Hold it up” or a phrase of your own choosing.
 - Students hold up their cards. Select students to share their group’s rationale for their choice.
- How to Ensure Higher-Order Thinking
 - Move away from simply looking for the right answer. Use wrong answers as teachable moments., and try your best not to provide quick answers for students who hold up the wrong card. Instead, provide students with an opportunity to explain their thinking, hear opposing responses, and come to their own conclusions through a revote.
 - It is important that you intentionally create and embed questions that require higher-order thinking in your Hold-Ups. Use questions that require students to analyze and make connections between various components inherent in the concepts you’re teaching. Get students used to defending their responses.
 - Which of the three branches of government would you say plays the biggest role in ensuring a balance of power?

12) Numbered Card Hold-Ups

- It is recommended that each student have 1-3 sets of numbered cards (0-12 or higher for TSMHS).
- Number Card Hold-Ups offer an added bonus in providing students with increased exposure to vocabulary specific to mathematics.

13) True/False Hold-Ups

- T/F Hold-Ups allow students to interact and come to a consensus on whether a content-based statement is *True, Not True, True with Modifications* or whether students are *Unable to Determine* the truth using what they have learned so far.
- Carefully crafted statements can really lead students to understanding the importance of critical analysis. Because very few things in life are black and white, many responses actually end up being true with modifications – especially in social studies, where history is subject to historians' personal perspectives.
 - The American Revolution was caused by the British taxation of the Colonists. (T/F?)

14) Multiple-Choice Hold-Ups

- For this option, teachers must create and project questions onto a screen. Students make a choice, confer with their peers, and at your signal, hold up their choice of A, B, C, or D.
 - Which would you say would be the most practical unit to use in measuring your pet?
 - Depends on the pet, right?
- What makes any of the Hold-Ups meaningful is the interaction that ensues as students analyze and debate their choices and defend their rationales for selecting their choices.

15) Whiteboard Hold-Ups

- For this option, students would have their own whiteboards.
- Individual whiteboards allow for the possibilities for choice responses to be much wider (short answer or show work).
- Creating your own is as simple as:
 - Laminating light colored sheets of construction paper.
 - Using white plastic disposable plates.
 - Getting a large sheet of white board and getting home improvement store to cut it into smaller pieces.

6) Processing Cards

- How it works:
 - Give students Processing Cards (index cards folded into “tents”) that say on one side “Still Thinking” with a yellow highlight or yellow circle/square and “Ready to Share” with a green highlight or green circle/square.
 - Ask students to place the card on the edge of their desk, with the “Still Thinking” side facing up (or out).
 - As soon as students have completed their task, they should flip the card over so that the side that says “Ready to Share” is facing up (or out).
 - Decide on an in-between activity that gives students who finish early an opportunity to apply or extend their learning.
- How to Ensure Higher-Order Thinking
 - Your prompt or task will determine whether or not this activity requires lower-order or higher-order thinking skills.
 - Ask students to justify their responses and to give the basis for their justification.
 - Are they justifying responses based on personal experiences or learned concepts? Depending on the activity, both may be valid.

Give yourself a break...



*It takes 43
muscles to frown*

*It takes 17 muscles
to smile*





It takes 0 muscles to sit
there with a blank look on
your face.

Find your 3:00 appointment and share a smile!



It takes 0 muscles to sit
there with a blank look on
your face.

Find your 3:00 appointment and share a smile!

5) Thumbs Up When Ready

- How it works:
 - Ask students to reflect on your prompt.
 - Explain that when they have a thought, or are finished, they should put their thumb up as an indication that they are ready to move on.
- How to Ensure Higher-Order Thinking
 - Your prompt or task will determine whether or not this activity requires lower-order or higher-order thinking skills.
 - Ask students to justify their responses and to give the basis for their justification.
 - Are they justifying responses based on personal experiences or learned concepts? Depending on the activity, both may be valid.

7) Similes

- How it works:
 - Create similes using some of the topics you are studying.
 - Ask students to formulate an explanation for how the simile might be true.
 - Ask students to share with their partners in small groups or in a Chalkboard Splash so that all can see.
 - After similes have been modeled a few times, ask students to create their own similes based on the topics they are learning about.
- How to Ensure Higher-Order Thinking
 - Students are being asked to compare components within both terms. In doing so, they are analyzing the topic for which you've asked them to create a simile.
 - This helps to ensure students are understanding the intricacies or the big picture of whatever you are teaching.
 - Adaptations are like bank accounts in that _____.
 - TPTs are like safety nets in that they each protect students from falling through the cracks.

8) Ranking

- How it works:
 - Select items, concepts, steps, events, descriptive paragraphs, or other things that can be analyzed and ranked within your unit or lesson.
 - Ask students to rank them according to specified criteria.
 - Ask students to provide a justification for the way they chose to rank the concepts.
 - If students are working on their own, allow them to pair-share or network regarding how they ranked items and how they justified their rankings. Allow them to process what their peers shared and to change the order of their rankings if they've had a change of heart based on new information.
- How to Ensure Higher-Order Thinking
 - Require students to justify their reasoning.
 - Students might make connections to earlier symbols and metaphors used throughout the book and in book-related lessons.
 - Ranking, and the justification of rankings, requires that students review and then analyze learned concepts together, a higher-order thinking process. Students have to understand concepts beyond the literal in order to effectively justify their rankings.

Ranking Activity

- Rank the following TPTs in order from “Most Likely Implemented” to “Least Likely Implemented” in your classroom this year.
- Requirement: You must rank them from 1 (Most Likely) to 5 (Least Likely) – whether you plan to use them all or none of them. Use your Eagle pad to record your rankings.

Think-Pair-Share***Networking Session*****Hold-Ups**
Chalkboard Splash**Appointment Agendas**

- To use HO/CT skills, we could justify our choices to our 12:00 appointment...but we'll skip that today.

9) Numbered Heads Together

- How it works:
 - Before asking the group to begin their activity, ask them to count off, so that each member is assigned a number (like 1 – 4).
 - Confirm student numbers by asking all 1s to stand, then all 2s, and so on to prevent numbers not being assigned or being assigned twice within a group. Also this will help avoid possibility of swapping numbers.
 - Inform students that all group members will need to be able to present their group's information. Wait until after all group work is completed before informing students of the student 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. Because they don't know in advance which person in their group will be presenting the information, all group members are equally responsible for knowing the information discussed, as well as making sure that their peers know it equally well.
- How to Ensure Higher-Order Thinking
 - Higher-order thinking will depend on the activity that you choose to do once partners meet.
 - If you choose to create groups of four, you could also use a Hold Up with this TPT.

10) Thumb Up/Down Vote

- How it works:
 - Ask a question for which a yes/no or agree/disagree response is appropriate.
 - Ask students to put their thumb pointing up if the answer is yes, or if they agree. Ask students to put their thumb pointing down if the answer is no, or if they disagree. You can also give in-between options (for example, thumb sideways if they're not sure).
 - Don't forget to follow through. If you ask students to vote, don't move on until they have all done so.
- How to Ensure Higher-Order Thinking
 - Link your Thumb Up/Down Votes with a quick Pair-Share in which students justify their rationale for voting the way they did. Add in the in-between options. Rarely is anything black or white. Allow students to put thumbs at an angle or sideways to take the middle road. Practice creating statements that can be either true or false depending on the rationale.
 - The key is that students be able to justify why they selected that response, even if it was a neutral response.

TPTs Involving Movement

16) Line-Ups and Inside-Outside Circles

- How it works:
 - Prepare questions or prompts that allow for discussion by a pair of students. Allow time for students to see questions, jot down notes, and bring their books to the Line-Up as a reference.
 - Ask students to stand in two parallel lines of the same length, or in two concentric circles. Ask students to turn and face the person across from them in line or opposite them in the circle. You may choose to do an Inside-Outside circle if you have a large class and students can more easily interact in circles.
 - Ask students to refer to their first prompt and take turns talking it over.
 - Ring a bell or use a signal to get everyone's attention. Ask students to thank their line-mate, and then ask only one of the lines or circles to move two steps to the left so that each person is now facing a different person.
 - As the students are interacting, be sure to move along the lines/circles listening to student interaction. to help you assess levels of understanding and provide you with excerpts on which to focus a closing discussion with the larger group.
- How to Ensure Higher-Order Thinking
 - Steer clear of literal or factual questions. (Your Line-Up will absolutely flop!)
 - You want to hear the buzz of student conversations, opinions, and personal or content-based judgments.
 - Use questions and prompts that require discussion, connection-making, and a justification for student rationales.
 - In what ways has X affected Y?

22) Mouth It, Air-Write It, Show Me Using Your Fingers

- Good for Foreign Language Teachers
 - Sounds, blends, decoding skills
 - Choral responses without the sound, “mouthing” it or “air-write” it
 - Pay attention to shape of mouths
 - Saying “CAT” and saying “SEE”
 - Saying “FOUR” versus saying “THREE”
 - Model what it looks like to silently mouth a word or number
 - Remind students to wait for you to signal them to respond
 - Hold up fingers next to chest to provide insurance that students are not holding up the number of their neighbor

What do LINE-UPS look like in Bruckeville?

- Here we go: **COMPLETE THE NEXT STEPS SILENTLY**
 - Stand up and push your chair under the table
 - Divide the entire group in half **WITHOUT TALKING**
 - Now, each smaller group should **line up in order** from **shortest to tallest** and **clap twice** when **all members** are **in line in order** (come on, beat those slow pokes!)
 - Next, Brucke will move the lines to face each other.
 - Talk with your Line-Up partner about the following:
 - **What was the title of your summer reading book* and describe your favorite part of the book. *If you didn't have a summer reading book, make it up!**

PRIZE TIME!

Be the first to
shout out the
correct answer and
win a prize!



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17) Three 3's in a Row

- How it works:
 - Prepare nine questions based on the content being learned and type them in a Three 3's in a Row template.
 - Students walk around the room asking peers to explain one answer (only one answer) to them.
 - Students summarize their peers' responses in their box – Don't let students write in each other's template or you'll end up with a passive game of pass-the-paper. Only the owner of the template writes on his template.
 - Students then find another peer to answer another question and repeat the process. Students can use any particular peer only once.
 - Go over the answers as a class, by asking volunteers to share their responses.
- How to Ensure Higher-Order Thinking
 - Your activity will only be as good as the questions you ask. Not all your questions need to require higher-order thinking, but be sure to include some big questions that require students to analyze, synthesize, and evaluate components of the concepts.
 - Describe how TPTs can lessen the achievement gap.
 - Explain which TPTs, in your opinion, would do the most to ensure higher-order thinking.

19) Categorizing and Sorting

- How it works:
 - For categorizing, give students a specific number of items or a list of items. Ask them to sort them into like piles and create category titles based on the features inherent in the groups they made. Ask them to prepare a rationale for describing their category.
 - For sorting, determine the names and features of the groups and provide students with items or lists to sort within these piles. Ask them to prepare a rationale for how they sorted.
- How to Ensure Higher-Order Thinking
 - The process of Categorizing and Sorting lends itself to the analysis of components inherent in the concepts being taught.
 - Sort the Southern and Northern strengths during the Civil War.

21) Bounce Cards

- How it works:
 - Select a student with whom to practice modeling a conversation for the class to observe. Practice with that student before modeling this with the class.
 - Model the “wrong way” to hold a conversation. Demonstrate a conversation that ends quickly once both parties have shared their responses, with no back-and-forth dialogue between the two parties. Discuss the importance of conversational skills that allow ideas to bounce from one person to the next.
 - Discuss the following three approaches:
 - Bounce: Students take what their peers say and bound an idea off of it (or extend the idea)
 - Sum it up: Students rephrase what their peers say and comment on certain parts
 - Inquire: Students ask a question regarding what their peers say
 - Model a conversation using the Bounce Card sentence starters.
 - Allow the students to practice, using prepared topics or prompts.
- How to Ensure Higher-Order Thinking:
 - Getting students to feel more comfortable in the art of conversation with each other will have the potential of building community within the classroom and allow for deeper extended conversations regarding the content that we teach.
 - What is the relevance of developing these conversation skills for students and their everyday lives.

TPTs Involving Bodily Kinesthetic Evidence

- The next TPTs involve BK movements.
- Using these activities will depend on the subject you teach, but most can be used in a variety of different ways.

22) Acting It Out, Role-Plays, and Concept Charades

- Acting It Out

- Particle Theory of Matter

- Ask students to get into groups of three and use their bodies to demonstrate what the molecules might look like in a solid, then in a liquid, then in a gas.
 - Solid: tightly bonded, slowly vibrating
 - Gas: free-for-all
 - Act out what an archipelago looks like as opposed to a continent
 - Act out how igneous, metamorphic, or sedimentary rock is formed

