

# **Introduction to Intensive Intervention**

## **Module 6 Workbook**

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### **Supporting Practices**

**Using effective methods to  
elicit frequent responses**

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# Activity Checklist

Section	Assignment	Complete in Workbook	Complete Online	Complete with Coach
<b>Intro</b>	Video		<input type="checkbox"/> Watch Module 6 Intro Video Presentation	
	Reading		<input type="checkbox"/> Read Himmele & Himmele (2012)	
	Activity 6.1	<input type="checkbox"/> Stop & Jot: <i>Solidify your Understanding</i>		
<b>Part 1</b>	Video		<input type="checkbox"/> Watch Module 6 Part 1 Video Presentation	
	Activity 6.2	<input type="checkbox"/> Stop & Jot: <i>Consider your Classroom</i>		
	Activity 6.3	<input type="checkbox"/> Pause & Process: <i>Solidify your Understanding</i>		
	Activity 6.4	<input type="checkbox"/> Analyze a Curriculum Example: <i>Apply your Knowledge</i>		
	Activity 6.5		<input type="checkbox"/> Discussion Board Post: <i>Module 6 Part 1 Application</i>	
	Activity 6.6		<input type="checkbox"/> Quiz: <i>Module 6 Part 1 Quiz</i>	
<b>Part 2</b>	Video		<input type="checkbox"/> Watch Module 6 Part 2 Video Presentation	
	Activity 6.7	<input type="checkbox"/> Pause & Process: <i>Apply your Knowledge</i>		
	Activity 6.8	<input type="checkbox"/> Stop & Jot: <i>Solidify your Understanding</i>		
	Activity 6.9	<input type="checkbox"/> Analyze a Video Example: <i>Apply your Knowledge</i>		
	Activity 6.10		<input type="checkbox"/> Journal Entry: <i>Module 6 Part 2 Application</i>	
	Activity 6.11		<input type="checkbox"/> Quiz: <i>Module 6 Part 2 Quiz</i>	
<b>Part 3</b>	<b>Video</b>		<input type="checkbox"/> Watch Module 6 Part 3 Video Presentation	
	Activity 6.12	<input type="checkbox"/> Stop & Jot: <i>Consider your Classroom</i>		

	Activity 6.13	<input type="checkbox"/> Analyze a Curriculum Example: <i>Apply your Knowledge</i>		
	Activity 6.14	<input type="checkbox"/> Partner Work: <i>Module 6 Part 3 Application</i>		
	Activity 6.15		<input type="checkbox"/> Quiz: <i>Module 6 Part 3 Quiz</i>	
<b>Part 4</b>	Video		<input type="checkbox"/> Watch Module 6 Part 4 Video Presentation	
	Activity 6.16	<input type="checkbox"/> Stop & Jot: <i>Solidify your Understanding</i>		
	Activity 6.17	<input type="checkbox"/> Analyze a Curriculum Example: <i>Apply your Knowledge</i>		
	Activity 6.18	<input type="checkbox"/> Analyze a Video Example: <i>Apply your Knowledge</i>		
	Activity 6.19		<input type="checkbox"/> Discussion Board Post: <i>Module 6 Part 4 Application</i>	
	Activity 6.20		<input type="checkbox"/> Quiz: <i>Module 6 Part 4 Quiz</i>	
<b>Part 5</b>	Video		<input type="checkbox"/> Watch Module 6 Part 5 Video Presentation	
	Activity 6.21	<input type="checkbox"/> Stop & Jot: <i>Solidify your Understanding</i>		
	Activity 6.22	<input type="checkbox"/> Analyze a Video Example: <i>Apply your Knowledge</i>		
	Activity 6.23	<input type="checkbox"/> Pause & Process: <i>Solidify your Understanding</i>		
	Activity 6.24	<input type="checkbox"/> Analyze a Curriculum Example: <i>Apply your Knowledge</i>		
	Activity 6.25		<input type="checkbox"/> Journal Entry: <i>Module 6 Part 5 Application</i>	
	Activity 6.26		<input type="checkbox"/> Quiz: <i>Module 6 Part 5 Quiz</i>	
<b>Closing</b>	Video		<input type="checkbox"/> Watch Module 6 Closing Video Presentation	
	Classroom Application		<input type="checkbox"/> Journal Entry for Classroom Application: <i>Module 6 Classroom Application Prep</i>	<input type="checkbox"/> Classroom Application: <i>Module 6 Classroom Application</i>

# Completion Timeline

Week 1	Week 2	Week 3
Start Module	Continue Module	Complete Module

# Module 6 Guided Notes & Activities

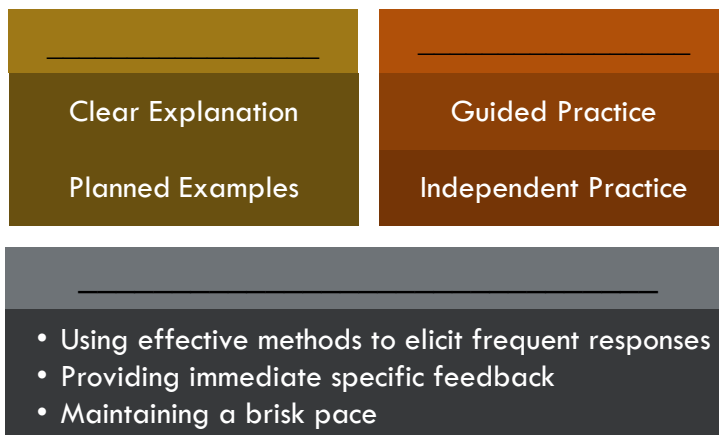
## Objectives

By the end of this module, you should be able to:

- Explain how the supporting practices maximize engagement
- Identify and describe various methods to elicit responses
- Use methods to elicit frequent responses that:
  - Maintain or check accuracy of processing
  - Match the learning outcome
  - Match student abilities
  - Match the desired response format
  - Maximize student involvement

## Introduction How do the supporting practices maximize engagement?

### Explicit Instruction Model

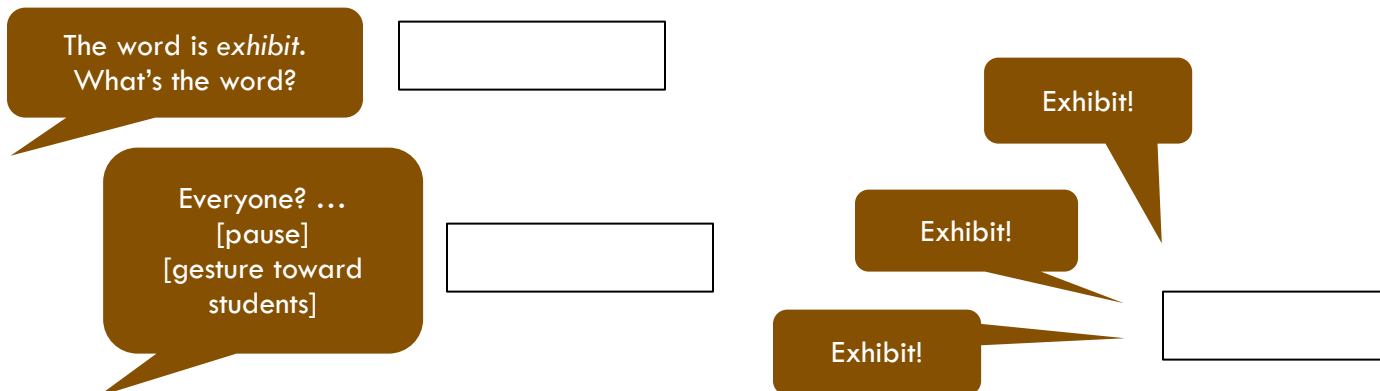


### Defining Engagement and Supporting Practices

- \_\_\_\_\_: when students' cognitive effort is focused on processing lesson content
- \_\_\_\_\_: evidence-based techniques to maximize student engagement
- If teachers don't use \_\_\_\_\_ effectively, it is likely that students will not be \_\_\_\_\_.

### Defining Elicit a Response

- Elicit a Response: a \_\_\_\_\_ for getting students to \_\_\_\_\_ a \_\_\_\_\_



## Using Effective Methods to Elicit Frequent Responses

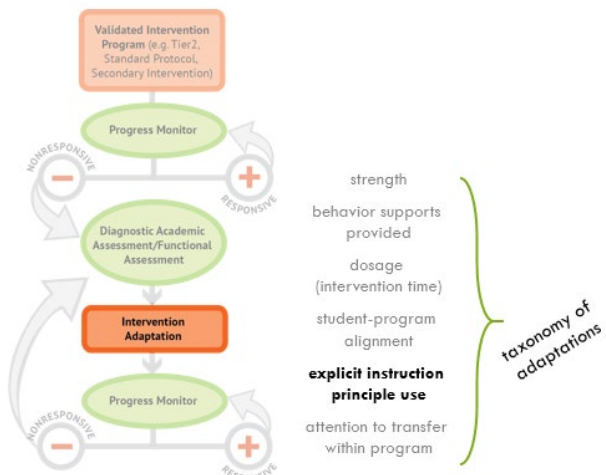
- Different methods are effective in different situations, but methods should \_\_\_\_\_ elicit responses that meet the checklist criteria.
- The method to elicit a response always involves either \_\_\_\_\_ a question or \_\_\_\_\_ an instruction.
- In order for students to be engaged, we need to elicit \_\_\_\_\_ responses to maximize opportunities to respond.
- There are a variety of types of responses that students might give. They might be \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_.

### Checklist

The methods used to elicit a response should:

- Maintain or check accuracy of processing
- Match the learning outcome
- Match student abilities
- Match the desired response format
- Maximize student involvement

## Module in the Context of the DBI Framework



Use effective methods to elicit frequent responses

- When we make an adaptation, we look at the \_\_\_\_\_.
- One important element of the taxonomy is to \_\_\_\_\_ the use of explicit instruction.
- Sometimes, programs don't always do a great job of providing those explicit instruction principles; we need to \_\_\_\_\_ that.
- Programs may not be explicit about how to elicit \_\_\_\_\_.
- We will give you ideas for how to use that part of explicit \_\_\_\_\_.



## Activity 6.1 – Stop & Jot

Solidify your Understanding  
Workbook

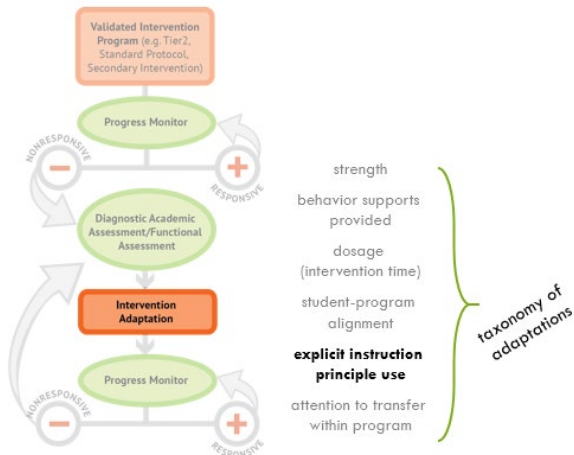
Why are the *Supporting Practices* that increase engagement and high quality instructional interactions so important?

# Part 1 What are the methods and purposes for eliciting responses?

## Objectives

- Identify the methods for eliciting responses
- Identify and explain the two purposes for eliciting responses

## Module in the Context of the DBI Framework



Use effective methods to elicit frequent responses:

Elicit responses that either \_\_\_\_\_ or \_\_\_\_\_.

## Checklist

The methods used to elicit a response should:

- Maintain or check accuracy of processing**
- Match the learning outcome
- Match student abilities
- Match the desired response format
- Maximize student involvement

## Effective Methods for Eliciting Responses

- Whip Around
  - Great way to \_\_\_\_\_ after the first part of a lesson and also to talk about something that students have a lot of \_\_\_\_\_ about.
- Choral Response
  - Great way of getting all the students \_\_\_\_\_ at one time, but only works for certain kinds of \_\_\_\_\_.
- Hand Signals
  - Another great way of getting all students involved at the \_\_\_\_\_ time.
- Cued Retell
  - Great strategy for getting students, with a partner, to \_\_\_\_\_ what's been taught.
- White Boards
  - Great way to get students to all give a \_\_\_\_\_.



- Response Cards
  - Nice way to quickly get a snapshot of what students are \_\_\_\_\_ about the concept you're teaching.
- Turn & Talk
  - Allows students to get into the content with a partner in slightly more \_\_\_\_\_. This gives the students a chance to learn from their \_\_\_\_\_ (partner learning is one of the best \_\_\_\_\_ strategies for students with disabilities).
- Stop & Jot
  - Great way to very quickly get students to \_\_\_\_\_ about something. Might also be called a \_\_\_\_\_ or \_\_\_\_\_.
- Individual Response
  - Devin is \_\_\_\_\_ a great fan of this method. *What might be the problem with individual responses in terms of engaging all students?*
  - Cold call only works well if students are \_\_\_\_\_. It's a good way to activate students' \_\_\_\_\_ of a topic, not something you've just taught.



## Activity 6.2 – Stop & Jot

### Consider your Classroom Workbook

Circle the methods that you already use. Circle twice the methods you use a lot. Question mark the methods that you're unsure about how much you use. Leave blank those that you don't use.

Whip Around	Choral Response	Hand Signals
Cued Retell	White Boards	Response Cards
Turn & Talk	Stop & Jot	Individual Response

### Two Broad Purposes for Eliciting Responses

- Maintain processing: “keeping students’ \_\_\_\_\_ in the game”
- Check accuracy of processing

### Maintain Processing

- Involve students as often as possible
- During modeling, elicit \_\_\_\_\_ responses per minute.
- During practice, elicit at least \_\_\_\_\_ response per minute.

*Real Video Example: Mr. Kearns*

- While watching the video of modeling, think about the following questions:
  - What types of methods does the teacher use to elicit responses?
  
  
  
  
  
  
  
  
  
  
  - How many times does the teacher elicit responses?
  
  
  
  
  
  
  
  
  
  
  - Does the rate at which the teacher elicits responses meet the criteria for frequency during modeling?

*Real Video Example: Ms. Axelson*

- While watching the video of guided practice, think about the following questions:
  - What types of methods does the teacher use to elicit responses?
  
  
  
  
  
  
  
  
  
  
  - How many times does the teacher elicit responses?
  
  
  
  
  
  
  
  
  
  
  - Does the rate at which the teacher elicits responses meet the criteria for frequency during guided practice?

**Check Accuracy of Processing**

- Assess understanding as you teach: “check for \_\_\_\_\_”
- Adapt instruction based on informal \_\_\_\_\_ assessment

*Curriculum Example: Lesson 54, Exercise 6*

- Why did Devin choose not to use choral response? What is the advantage of eliciting responses the way he did (with the white boards)?

### Effective Methods for Eliciting Responses: which methods serve each purpose?

- Methods that are good for maintaining processing often require a \_\_\_\_\_ response.
- If a method involves every student giving an answer, it is a good way to check \_\_\_\_\_ of understanding.

Whip Around	Choral Response	Hand Signals	Cued Retell	White Boards	Response Cards	Turn & Talk	Stop & Jot	Individual Response
Maintain	Maintain	Maintain		Maintain	Maintain		Maintain	Maintain
Check Accuracy		Check Accuracy	Check Accuracy	Check Accuracy	Check Accuracy	Check Accuracy		Check Accuracy



### Activity 6.3 – Pause & Process

*Solidify your Understanding*  
Workbook

Write the two purposes for eliciting responses in your own words. Why are these two valid purposes and how are they different from one another?

*Lead Teacher Demonstration: Ms. Pollack*

1. How does Ms. Pollack maintain processing?

2. How does Ms. Pollack check for accuracy?

3. How does Ms. Pollack implement a non-example of eliciting responses for these purposes?



## Activity 6.4 – Analyze a Curriculum Example

### Apply your Knowledge Workbook

Review the curriculum example below. Identify the purpose for each response elicited on the line beside the section of the script where a response was elicited. Remember, the purposes for eliciting a response are (1) to maintain processing and (2) to check accuracy of processing. The formatting of the curriculum example indicates the following: **Teachers say words in bold.** (Teachers do words in parentheses). *Students are expected to say words in italics.*

**There are some sounds we need to know** ('show and hold' 1 finger for each continuous sound for 2-3 seconds) *mmm, aaa, sss, rrr.*

**These are called continuous sounds.**

**What are these sounds called?** (signal student response: *continuous sounds*).

**We say or hold continuous sounds for 2-3 seconds.**

**Why are they called continuous sounds?** (signal student response: *because we say or hold these sounds for 2-3 seconds*).

**I am going to say some sounds and I want you to tell me whether each sound is a continuous sound or a stop sound. Remember, we say or hold continuous sounds for 2-3 seconds and we say stop sounds 'quick and soft'.**

**First sound** ('show and hold' 1 finger for 2-3 seconds) *aaa* (as in 'at').

**Is it a continuous sound or a stop sound? Show me your response card.** (signal student response: *continuous sound*).

**Tell your partner why** (signal student response: *we say or hold continuous sounds for 2-3 seconds*).

Identify the purpose for each response elicited on the lines below:

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Real Video Example: Mr. Kearns

- Determine whether the teacher is maintaining accuracy or checking accuracy of processing. (A script of the lesson can be found on the following page.)

## Lesson Script:

*There's one word that's really important that we've already kind of talked about before and that word is immigrant. What's the word? That's immigrant, right. An immigrant is a person who moves to a new country permanently. Let's say that all together: a person who moves to a new country permanently. What does permanently mean? Tell your partner what permanently means. Alright who wants to tell me what permanently means? In the green shirt? Forever. Forever, so if you move to a new country, if you're an immigrant do you go for a couple of weeks? No, you go for like the rest of your life, right. When you're an immigrant, you move to a new country permanently, forever, like you were saying. Good, what was your name? Julia, thanks that was great. Okay, so I'm going to give you a couple examples and I want you to tell me if these are examples of immigrants, alright? So you're going to give me thumbs up if it's an example of an immigrant and thumbs down if it's not. But don't do it right away. I'm going to show you the example, I want you to think, and then I'll say "go" when I want you do thumbs up or thumbs down, okay? So when I put up the example are you going to do thumbs up thumbs down? No, you're going to wait until I say "go," right? Okay, here's the first example: someone who visits the country of Spain for a month, think about it, is that an immigrant? Go. I see thumbs down. Tell the person next to you why is that not an immigrant.*



## Activity 6.5 – Discussion Board Post

### Module 6 Part 1 Application

### Online

- Give an example of how you might elicit a response in your classroom to either (a) maintain processing or (b) check accuracy of processing. Be sure to include the learning outcome and any necessary context information. **Do not include the purpose.**
- Respond to at least 2 of your classmates' posts by identifying the purpose for eliciting responses within their examples.

### General Guidelines for Posting on the Discussion Board:

Use the discussion board to

- Share information that you have and others do not
- Get clarification
- Extend the conversation beyond the specific module content

Respond to others by

- Asking for more information
- Providing specific feedback why you agree or disagree with opinions
- Correcting unintended errors

Write

- Short but content-filled responses
- Clearly (after typing, briefly edit)
- In a style that allows generosity of spirit (assuming the best of others)



## Activity 6.6 – Quiz

### Module 6 Part 1 Quiz

#### Online

Complete the Module 6 Part 1 Quiz to check your own understanding the module content. Once you've completed the quiz, you may view the Quiz Review video to learn the correct answers and hear an explanation for each question.

1. What purpose for eliciting responses may also be stated as “keeping students’ heads in the game”?
  - a) Maintaining processing
  - b) Supporting practices
  - c) Checking for accuracy of processing
  - d) Keeping students engaged
2. **True or False:** You should elicit responses to check for accuracy of processing because student responses can help inform your instruction.

Mrs. T is a 1st grade special educator teaching a math lesson about the commutative property of addition. The learning outcome is that SWBAT apply the commutative property to successfully solve addition problems. Identify the purpose of each response elicited:

3. T: “Today we will learn about the commutative property of addition. What property will we learn about?”
4. T: “We will learn about the commutative property using the equation  $7+5=12$ . Read this equation with me.”
5. T: “Since  $7+5=12$ , we can use the commutative property to know that  $5+7$  also = 12. What does  $5+7$  equal?”
6. T: “I know that  $9+6=15$ . Using the commutative property, what does 6 plus 9 equal? Turn and whisper to your partner.”

Mr. M is a 7<sup>th</sup> grade special educator teaching a lesson about text features. The learning outcome is that SWBAT identify three text features: headings, picture captions, and maps. Identify the purpose of each response elicited:

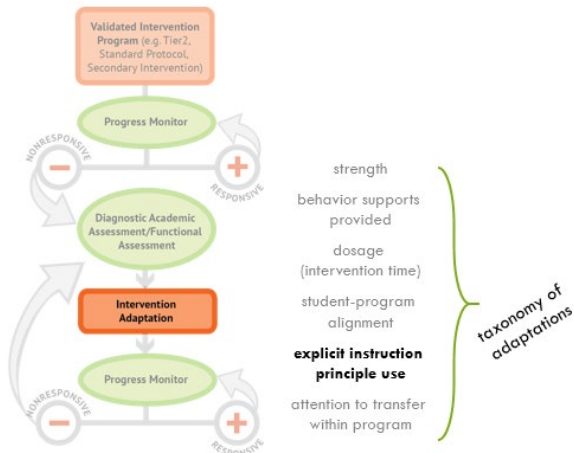
7. T: “Today we will learn about 3 new text features. Who can remind me of the text feature we learned about yesterday?”
8. T: “A heading is similar to a title. It comes before a passage of text and tells us what the passage is about. Point to a heading in the article on your desk.”
9. T: “Now we’ll learn about picture captions. What will we learn about?”
10. T: “Maps are most often found in non-fiction text, like textbooks or news articles. Where are you more likely to find a map, in a chapter book or in an encyclopedia?”

## Part 2 Does the method of eliciting a response match the learning outcome?

### Objective

- Match the method of eliciting a response to a learning outcome

### Module in the Context of the DBI Framework



Use effective methods to elicit frequent responses:

Use methods to elicit responses that \_\_\_\_\_ the learning outcome(s).

Sometimes eliciting responses is called “\_\_\_\_\_ to respond.”

Match the method of eliciting responses to the learning outcome that’s within the \_\_\_\_\_ to make it maximally effective (regardless of whether or not you do it the way the program says to do it).

### Checklist

The methods used to elicit a response should:

- Maintain or check accuracy of processing
- Match the learning outcome**
- Match student abilities
- Match the desired response format
- Maximize student involvement

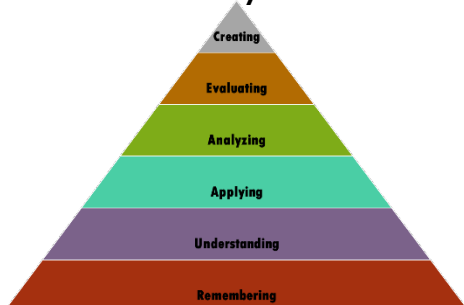
### Why are we learning this?

- We keep kids engaged by eliciting responses to maintain processing and check accuracy of processing.
- But, are students processing the \_\_\_\_\_ concepts?

### Match the Method of Eliciting Responses to the Learning Outcome

- Examine \_\_\_\_\_ level of the learning outcome
  - Ask questions that elicit responses at that \_\_\_\_\_.
  - Ask questions that \_\_\_\_\_ the learning outcome.

### Bloom’s Taxonomy



Bloom’s Taxonomy is one way to think about \_\_\_\_\_.

↑ Most cognitively complex (least foundational)

↓ Least cognitively complex (most foundational)

## Effective Methods for Eliciting Responses: which methods elicit responses at each level of Bloom's?

- Remembering is about \_\_\_\_\_ facts and individual \_\_\_\_\_. Use methods that require students to provide a very short and factual response for \_\_\_\_\_ learning outcomes.

Whip Around	Choral Response	Hand Signals	Cued Retell	White Boards	Response Cards	Turn & Talk	Stop & Jot	Individual Response
								Cre
							Eva	Eva
						Ana	Ana	Ana
				App	App	App	App	App
		Und	Und	Und	Und	Und	Und	Und
Rem	Rem	Rem	Rem	Rem	Rem	Rem	Rem	Rem



### Activity 6.7 – Pause & Process

#### Apply your Knowledge Workbook

Given the learning outcome below:

- Identify the Bloom's Taxonomy level of the learning outcome.
- Write one question/instruction that elicits a response at that level.
- Write one question/instruction that supports the learning outcome.

*SWBAT use finger counting to add numbers with sums of 2-10.*

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*Lead Teacher Demonstration: Ms. Pollack*

- Does Ms. Pollack ask questions at the level of the learning outcome? Which questions?
- Does Ms. Pollack ask questions that support the learning outcome? Which questions?
- Does Ms. Pollack ask questions that are above the level of the learning outcome? Which questions?





## **Activity 6.8 – Stop & Jot**

*Solidify your Understanding*  
Workbook

Why might it be problematic to use methods to elicit responses that don't match the learning outcome?

*Curriculum Example: Magic E Rule*

- What is potential concern about this objective?
- What is the level of Bloom's Taxonomy for the learning outcome: "state the Magic E rule"?
- What is the level of Bloom's Taxonomy for the learning outcome: "read words that contain a Magic E accurately"?

*Real Video Example: Dr. Archer*

- Did the methods Dr. Archer use to elicit responses match the learning outcome?



## **Activity 6.9 – Analyze a Video Example**

*Apply your Knowledge*  
Workbook

Give an example of a question that Dr. Archer asked that matched the learning outcome (SWBAT read the word *concentrate* and determine whether a scenario matches the definition).



## **Activity 6.10 – Journal Entry**

*Module 6 Part 2 Application*  
Online

Write a Journal Entry in which you:

1. Explain a learning outcome relevant to your students
2. Identify the level of Bloom's Taxonomy of the learning outcome
3. Write two questions that elicit responses that match the learning outcome
4. Write two questions that elicit responses that support the learning outcome

You may use the space below to plan and draft your response before posting online.



## Activity 6.11 – Quiz

### Module 6 Part 2 Quiz

#### Online

Complete the Module 6 Part 2 Quiz to check your own understanding the module content. Once you've completed the quiz, you may view the Quiz Review video to learn the correct answers and hear an explanation for each question.

1. **True or False:** It is important to identify the level of Bloom's Taxonomy of the learning outcome to determine the types of questions to ask your students.
2. When eliciting responses that match the learning outcome, you should:
  - a) Determine the level of Bloom's Taxonomy of the learning outcome
  - b) Ask questions at the same level as the learning outcome
  - c) Ask questions at one level above the learning outcome
  - d) A and B

For each response elicited in the following scenarios, decide whether the method used to elicit the response:

- a) Is matched to the learning outcome because it matches the Bloom's taxonomy level of the learning outcome.
- b) Is matched to the learning outcome because it supports the learning outcome.
- c) Is not matched to the learning outcome

Mrs. T is a 1st grade special educator teaching a math lesson about the commutative property of addition. The learning outcome is that SWBAT apply the commutative property to successfully solve addition problems.

3. T: "Today we will learn about the commutative property of addition. What property will we learn about?"
4. T: "How is the commutative property of addition different from the associative property?"
5. T: "Since  $7+5=12$ , we can use the commutative property to know that  $5+7$  also  $= 12$ . What does  $5+7$  equal?"
6. T: "I know that  $9+6=15$ . Using the commutative property, what does 6 plus 9 equal? Turn and whisper to your partner."

Mr. M is a 7<sup>th</sup> grade special educator teaching a lesson about text features. The learning outcome is that SWBAT describe three text features: headings, picture captions, and maps.

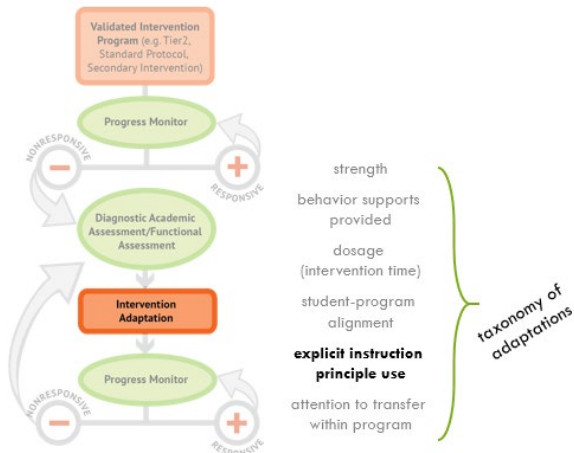
7. T: "Today we will learn about 3 new text features. Who can remind me of the text feature we learned about yesterday?"
8. T: "A heading is similar to a title. It comes before a passage of text and tells us what the passage is about. Point to a heading in the article on your desk."
9. T: "Now we'll learn about picture captions. Why do you think we are learning about picture captions today?"
10. T: "Maps are most often found in non-fiction text, like textbooks or news articles. Where are you more likely to find a map, in a chapter book or in an encyclopedia?"

## Part 3 Does the method of eliciting a response match student abilities?

### Objective

- Match the method of eliciting a response to student abilities

### Module in the Context of the DBI Framework



Use effective methods to elicit frequent responses:

Use methods to elicit responses that \_\_\_\_\_ student abilities.

### Checklist

The methods used to elicit a response should:

- Maintain or check accuracy of processing
- Match the learning outcome
- Match student abilities**
- Match the desired response format
- Maximize student involvement

### Match the Method of Eliciting Responses to Student Abilities

- Think about what students have already processed - \_\_\_\_\_ on the foundation
- Think about what students know now and what they will be learning - \_\_\_\_\_ appropriately
- Think about how students might respond to a question or instruction - \_\_\_\_\_ purposefully

### Building on the Foundation

- Why ask low-order questions?
  - Low-order questions, to some degree, appear to serve the positive functions of:
    - \_\_\_\_\_ students at high rates of responding
    - \_\_\_\_\_ students with high rates of success
    - \_\_\_\_\_ student achievement levels
- Models of Memory
  - Students need to have a strong set of \_\_\_\_\_ already in place that they can use to expand beyond those connections.
  - Memories are stored in \_\_\_\_\_.

- \_\_\_\_\_ build new connections by processing new information and adding it to the network.
- Asking \_\_\_\_\_ questions will build the neural networks that support \_\_\_\_\_ objectives (and so on).
- What is the level of correct responses we want when students are learning?
  - During **I Do** and **We Do**: \_\_\_\_\_ correct responses
  - During **You Do**: \_\_\_\_\_ correct responses



## Activity 6.12 – Stop & Jot

### Consider your Classroom Workbook

Think about your *correct response rate* for each of the following instances. Place an X on the number line to indicate the percentage of correct responses that you elicit from your students during each type of instruction.

- When you are *modeling*, how often do students respond correctly?



- When your students are practicing with your guidance (during *Guided Practice*), how often do they respond correctly?



- When your students are practicing independently (during *Independent Practice*), how often do they respond correctly?



### Sequencing Appropriately

- Why is this important?
  - Often, teachers ask questions that students \_\_\_\_\_ answer.
  - Teachers ask questions that students are unlikely to know the answer to because they want to build \_\_\_\_\_ skills.
  - Why is it ok to ask lots of lower-level questions even if we want to build critical thinking skills?

- Never ask if students know what you're about to teach
  - Teachers may do this in an attempt to \_\_\_\_\_ prior knowledge, but:
    - If students know the content already, why would you teach the lesson?
    - One student's correct responses does not say anything about the rest of the class
- Start with remembering and understanding to build the foundation
  - "High p requests" are things that students are very \_\_\_\_\_ to do
    - Ask the child to do \_\_\_\_ things that they are very likely to do, then deliver a request that they are less likely to do
  - Ask lower-level, easier questions at the \_\_\_\_\_

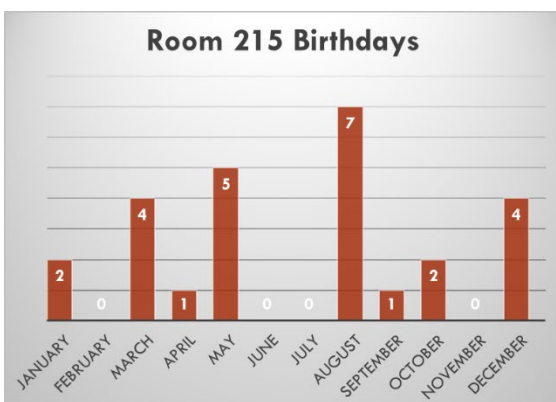
### Phrase Purposefully

- If you ask a \_\_\_\_\_ worded question:
  - Students respond in ways you do not want
  - Students do not respond at all
- If you phrase your question \_\_\_\_\_:
  - Students respond in ways you would expect
- Don't ask rhetorical questions
  - If you ask, "\_\_\_\_\_?" the likely answer is "No."
  - If you ask, "\_\_\_\_\_?" the likely answer is, "Yes."
  - Instead of asking these question, ask questions that require students to show their understanding

### Lead Teacher Demonstration: Mr. Kearns

- Were Mr. Kearns' questions matched to student ability?

### Curriculum Example: Identifying Properties of a Graph



What do you notice here?

Do you notice any groups larger than others?

Do you notice the largest group?

What else?

### Learning Outcome:

SWBAT identify the properties of a bar graph.



## Activity 6.13 – Analyze a Curriculum Example

### *Apply your Knowledge* Workbook

What are some other questions you might ask (or instructions you might give) to elicit responses that match student abilities in this lesson? Write 3 more questions/instructions.

- 1.
- 2.
- 3.

*Real Video Example: Dr. Archer*

- Did the methods Dr. Archer use to elicit responses match student abilities? Think about whether or not the methods...
  - ...built upon a foundation.
  - ...were sequenced appropriately.
  - ...were phrased purposefully.



## Activity 6.14 – Partner Work

### *Module 6 Part 3 Application* Workbook

Watch the video lesson. Work with a partner to analyze the video lesson to determine whether or not the methods that the teacher uses to elicit responses are matched to student abilities. Use the questions on the next page to guide your analysis.

**Learning Outcome:** SWBAT identify place value for ones, tens and hundreds.

<https://vimeo.com/8277860>



Are the methods that the teacher used to elicit responses building on a foundation?

Are the methods that the teacher used to elicit responses sequenced appropriately?

Are the methods that the teacher used to elicit responses phrased purposefully?

Overall, are the methods that the teacher used to elicit responses matched to student abilities? Why/why not?





## Activity 6.15 – Quiz

### Module 6 Part 3 Quiz

#### Online

Complete the Module 6 Part 3 Quiz to check your own understanding the module content. Once you've completed the quiz, you may view the Quiz Review video to learn the correct answers and hear an explanation for each question.

1. **True or False:** We want students to be answering higher-order questions, so the best type of question to ask is a “creating” question because it’s at the top of Bloom’s taxonomy.
2. When eliciting responses that match student abilities, you should:
  - a. Build on a foundation
  - b. Sequence appropriately
  - c. Phrase purposefully
  - d. All of the above
3. **True or False:** It is important to frequently ask students, “does this make sense?”
4. During You Do (Independent Practice), students should respond correctly:
  - a. 50-55% of the time
  - b. 80% of the time
  - c. 90-95% of the time
  - d. 100% of the time

Mrs. T is a 1st grade special educator teaching a math lesson about the commutative property of addition. The learning outcome is that SWBAT apply the commutative property to successfully solve addition problems.

T: “Today we will learn about the commutative property of addition. What property will we learn about?”

T: “How is the commutative property of addition different from the associative property?”

T: “Since  $7+5=12$ , we can use the commutative property to know that  $5+7$  also = 12. What does  $5+7$  equal?”

T: “I know that  $9+6=15$ . Using the commutative property, what does 6 plus 9 equal? Turn and whisper to your partner.”

Based on the previous scenario, decide whether each of the following statements are **true or false**:

5. The questions/instructions build on a foundation.
6. The questions/instructions are sequenced appropriately.
7. The questions/instructions are phrased purposefully.

Mr. M is a 7th grade special educator teaching a lesson about text features. The learning outcome is that SWBAT identify and describe three text features: headings, picture captions, and maps.

T: "Today we will learn about 3 new text features. Who can remind me of the text feature we learned about yesterday?"

T: "A heading is similar to a title. It comes before a passage of text and tells us what the passage is about. Point to a heading in the article on your desk."

T: "Now we'll learn about picture captions. Why do you think we are learning about picture captions today?"

T: "Maps are most often found in non-fiction text, like textbooks or news articles. Do you have any questions?"

Based on the previous scenario, decide whether each of the following statements are **true or false**:

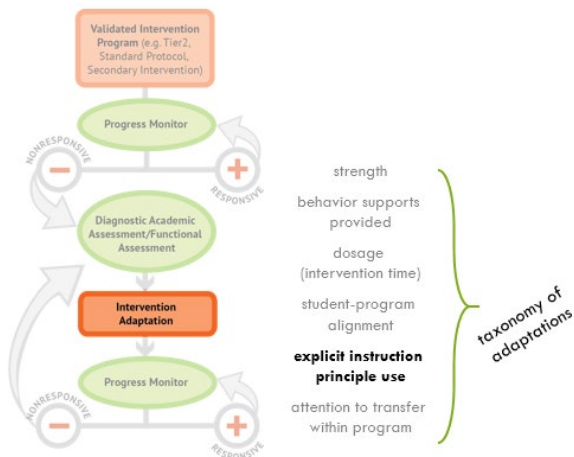
8. The questions/instructions build on a foundation.
9. The questions/instructions are sequenced appropriately.
10. The questions/instructions are phrased purposefully.

## Part 4

### Objective

- Match the method of eliciting a response to the desired response format

### Module in the Context of the DBI Framework



Use effective methods to elicit frequent responses:

Use methods to elicit responses that \_\_\_\_\_ the desired response format.

- Think about whether or not you're using methods to elicit responses that give you a \_\_\_\_\_ of response formats

### Checklist

The methods used to elicit a response should:

- Maintain or check accuracy of processing
- Match the learning outcome
- Match student abilities
- Match the desired response format**
- Maximize student involvement

## Types of Response Formats

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Key Points

1. You need to decide which one you're \_\_\_\_\_ for
2. You need to use a \_\_\_\_\_ of these



## Activity 6.16 – Stop & Jot

*Solidify your Understanding*  
Workbook

Stop and jot an example of a question/instruction you may ask/give to elicit a response that uses each type of response format.

- Verbal
- Written
- Physical

*Lead Teacher Demonstration: Ms. Pollack*

- Do the methods that Ms. Pollack uses to elicit responses use a variety of response formats?
- Is Ms. Pollack purposeful in being sure that students are using the response format that she intends?

*Curriculum Example: Beginning Numbers*

**Make your wipe board match mine.**

**What number? (6)**

**Is this missing number before, after, or next to 6? (Before)**

**Point to the number 6 on the hundreds chart and circle it.**

**What number comes before 6? (5)**

**Write it.**

**Erase your hundreds chart.**

The curriculum example includes a hundreds chart, a number line with 6 and 36, and various icons representing different response formats: a pencil for written, a speech bubble for verbal, and a hand for physical.

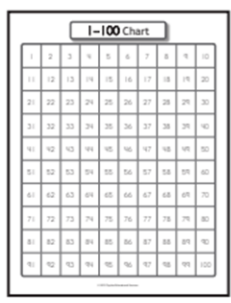


## Activity 6.17 – Analyze a Curriculum Example

### Apply your Knowledge Workbook

Now it's your turn! Review the next section of the *Beginning Numbers* lesson plan.

- Underline each time the teacher elicits a response.
- For each response elicited, identify the desired response format using the following key:
  - V = verbal
  - W = written
  - P = physical



1-100 Chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

**Make your wipe board match mine.**

**What number? (36)**

**Do we need to find the number before 36 or after 36? (Before)**

**How do you know? (Missing space is not after 36)**

**Point to the number 36 on the hundreds chart and circle it.**

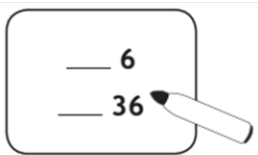
**What number comes before 36? (35)**

**Write it.**

**Write a blank after 36. What number comes after 36? (37)**

**Write it.**

**Erase your wipe board and the hundreds chart.**



Curriculum Example: Let's Read!

Tell students that a cause is what makes something happen. Invite a volunteer to come forward. Have the student push a pencil or other object across your desk. Ask, Why did the \_\_\_\_\_ move? *It was pushed.* Say, The cause is that \_\_\_\_\_ pushed it.

Tell students that an effect is what happens. Invite another student to come forward and push the object across your desk. What happened when \_\_\_\_\_ pushed the \_\_\_\_\_? *It moved across the desk.* Say, The effect is that the \_\_\_\_\_ moved.

- Sometimes when we design lessons, we don't think specifically about how we want students to respond. What's the result? Students \_\_\_\_\_ respond the way we intend them to.

*Real Video Example: Mr. Xu*

- What types of response formats does Mr. Xu elicit?



## Activity 6.18 – Analyze a Video Example

*Apply your Knowledge*

Workbook

What questions/instructions could Mr. Xu have asked/given to elicit responses using a **written** response format?



## Activity 6.19 – Discussion Board Post

*Module 6 Part 4 Application*

Online

- Develop a brief sample lesson plan that you might teach to students. Include at least 3 questions/instructions that you might ask/give to elicit responses from students during the lesson.
- Be sure to include the learning outcome and any necessary context information. **Do not identify the response formats.**
- Respond to at least 2 of your classmates' posts by identifying the response formats of each elicited response within their examples.

### **General Guidelines for Posting on the Discussion Board:**

Use the discussion board to

- Share information that you have and others do not
- Get clarification
- Extend the conversation beyond the specific module content

Respond to others by

- Asking for more information
- Providing specific feedback why you agree or disagree with opinions
- Correcting unintended errors

Write

- Short but content-filled responses
- Clearly (after typing, briefly edit)
- In a style that allows generosity of spirit (assuming the best of others)



## Activity 6.20 – Quiz

### Module 6 Part 4 Quiz

#### Online

Complete the Module 6 Part 4 Quiz to check your own understanding the module content. Once you've completed the quiz, you may view the Quiz Review video to learn the correct answers and hear an explanation for each question.

1. **True or False:** No matter what you are teaching, you should always elicit responses that elicit a variety of response formats.
2. The response format that is most effective is:
  - a. Verbal
  - b. Written
  - c. Physical
  - d. They are all effective depending on the context

For each response elicited in the following scenario, identify the response format as either:

- a. Verbal                      b. Written                      c. Physical

Mrs. T is a 1st grade special educator teaching a math lesson about the commutative property of addition. The learning outcome is that SWBAT apply the commutative property to successfully solve addition problems.

3. T: "Today we will learn about the commutative property of addition. What property will we learn about?"
4. T: "We will learn about the commutative property using the equation  $7+5=12$ . Read this equation with me."
5. T: "Since  $7+5=12$ , we can use the commutative property to know that  $5+7$  also = 12. What does  $5+7$  equal? Write the sum on your whiteboard."
6. T: "I know that  $9+6=15$ . Using the commutative property, what does 6 plus 9 equal? Turn and whisper to your partner."

For each response elicited in the following scenario, identify the response format as either:

- a. Verbal                      b. Written                      c. Physical

Mr. M is a 7th grade special educator teaching a lesson about text features. The learning outcome is that SWBAT identify three text features: headings, picture captions, and maps.

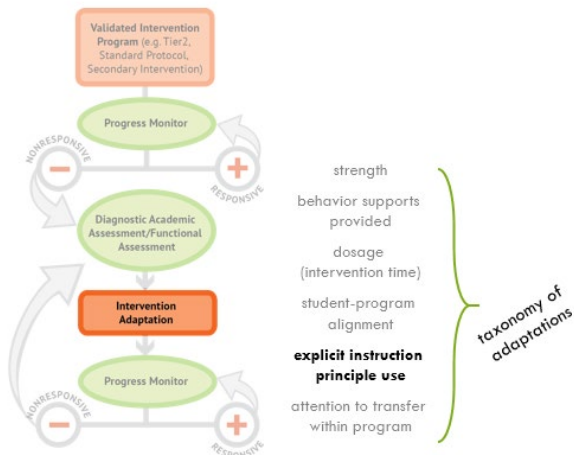
7. T: "Today we will learn about 3 new text features. Who can remind me of the text feature we learned about yesterday?"
8. T: "A heading is similar to a title. It comes before a passage of text and tells us what the passage is about. Point to a heading in the article on your desk."
9. T: "Now we'll learn about picture captions. Quickly jot the phrase picture captions in your notes."
10. T: "Maps are most often found in non-fiction text, like textbooks or news articles. Where are you more likely to find a map, in a chapter book or in an encyclopedia?"

## Part 5

### Objective

- Use methods to elicit responses that maximize student engagement

### Module in the Context of the DBI Framework



Use effective methods to elicit frequent responses:

Use methods to elicit responses that \_\_\_\_\_ student engagement

- This is a really \_\_\_\_\_ piece
- Eliciting frequent responses is one of the most \_\_\_\_\_ things that you can do to increase student understanding and to maximize engagement
- Data have shown consistently that when you elicit lots of responses, students learn \_\_\_\_\_

### Checklist

The methods used to elicit a response should:

- Maintain or check accuracy of processing
- Match the learning outcome
- Match student abilities
- Match the desired response format
- Maximize student involvement**

### Use the Most Efficient Approach

- Efficiency: \_\_\_\_\_ the number of times an individual student gets to participate
- Participate: \_\_\_\_\_ participation;
  - the student is directly doing something (one of the response formats)
  - It's not adequate just to be \_\_\_\_\_ because that's not actively processing content
  - They may be \_\_\_\_\_, but doing something will verify that that student is doing it
- When we think about the method we will use to elicit a response, we need to \_\_\_\_\_ the number of students directly involved and time taken
- If more students are involved, it's okay to take \_\_\_\_\_ time
- If fewer students are involved, you want to take \_\_\_\_\_ time
  - At that moment, not everyone in the class is actually getting it
  - We hope that they're listening, but we're not eliciting responses when we're just asking students to \_\_\_\_\_



## Activity 6.21 – Stop & Jot

*Solidify your Understanding*  
Workbook

How engaged is each student?

What are the potential problems with this approach?



## Activity 6.22 – Analyze a Video Example

*Apply your Knowledge*  
Workbook

Watch the videos of Ms. M and Ms. W. Note how many students participate in each review lesson.

Compare the videos of Ms. M and Ms. W. Which teacher is eliciting responses more effectively? Why?



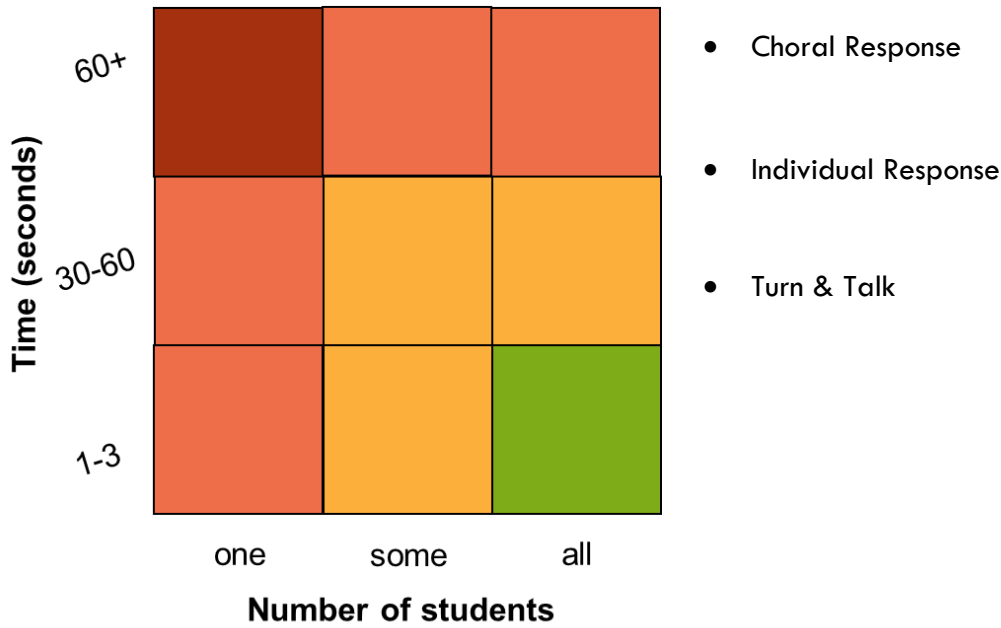
## Eliciting Responses Card

### Ways to Elicit Student Responses

Format and Ratings	Description
<b>Whip Around or Pass</b> Level R Time 5 Students 5	<ul style="list-style-type: none"> <li>Go up and down the rows and ask for student responses without any interruption.</li> <li>Students are allowed to pass if response has already been said.</li> <li><b>Useful</b> for review of math facts (oral mad minute), to get students engaged at the beginning of class by having everyone participate (maybe identify something they learned in the previous class period).</li> <li><b>Caution:</b> a student could “pass” because they don’t know the answer.</li> </ul>
<b>Choral Response</b> Level R Time 5 Students 5	<ul style="list-style-type: none"> <li>Ask a question, allow thinking time, ask for everyone’s response after a signal.</li> <li><b>Useful</b> to see if whole class has understood a concept (ask for a definition or the answer to a CFU question embedded in the classwork).</li> <li><b>Caution:</b> cannot tell if 100% of students are participating and difficult to pick out students who just copied what their peers said because they didn’t know the answer.</li> </ul>
<b>Hand Signals</b> Level R Time 5 Students 5	<ul style="list-style-type: none"> <li>Ask a question, allow thinking time, then ask for everyone’s response after a signal.               <ul style="list-style-type: none"> <li>Responses include: Thumbs Up-Down, Fist-to-Five, Fingers as Numbers.</li> </ul> </li> <li><b>Useful</b> for agree or disagree, true or false, or question with multiple choice answer.</li> <li><b>Caution:</b> difficult to pick out students who just copied peer responses.</li> </ul>
<b>Cued Retell</b> Level RU Time 54321 Students 54	<ul style="list-style-type: none"> <li>Students work in partners. One partner explains a concept that was recently taught while the other partner listens and provides prompting/support when necessary.</li> <li><b>Useful</b> for reinforcing processing of content.</li> <li><b>Caution:</b> teacher must provide clear expectations for behavior and explicit instructions for each partner.</li> </ul>
<b>White Boards</b> Level RA Time 5432 Students 5	<ul style="list-style-type: none"> <li>Have students display answers to questions on white boards. (“Present white boards in 3, 2, 1.”)</li> <li><b>Useful</b> for math problems – can see students’ work and answers.</li> <li><b>Caution:</b> can be inefficient if clear procedures and expectations are not established and practiced.</li> </ul>
<b>Response Cards</b> Level RUA Time 54 Students 5	<ul style="list-style-type: none"> <li>These are signs or cards which are simultaneously held up by all students to display their response to a question or a problem.</li> <li>They can be preprinted, write-on (like white boards), or blank (using just shapes or colors).</li> <li><b>Useful</b> as formative assessment that can help teachers make instructional decisions.</li> <li><b>Caution:</b> students may attempt to look at other students’ cards to see the answer.</li> </ul>
<b>Think Pair Share</b> <b>Turn-and-Talk</b> <b>Look-Lean-Whisper</b> Level RUAZ Time 54321 Students 5	<ul style="list-style-type: none"> <li>Think: ask a question and provide thinking time (gives LD students processing time).</li> <li>Pair: have students get into partners (use “Posture, Pivot, Pow Wow”).</li> <li>Share: call on students to share what his/her partner said (accountability).</li> <li><b>Useful</b> when a higher order question is asked that requires thinking time.</li> <li><b>Caution:</b> hard to monitor every student’s response.</li> </ul>
<b>Pause</b> <b>Stop and Jot</b> <b>Quick Write</b> Level RUAZ Time 5432 Students 5	<ul style="list-style-type: none"> <li>After long periods of teacher talk, ask a comprehension questions and allow students to synthesize what they have learned thus far.</li> <li><b>Useful</b> after extended INM- allows students to make sense of material given the resources they have in front of them (notes, manipulatives, text book, etc.).</li> <li><b>Caution:</b> can be difficult for LD students because they need scaffolding and guiding questions to synthesize materials; some students may have trouble expressing their thoughts orally and in writing.</li> </ul>
<b>Individual Responses</b> Level RUA Time 54321 Students 1	<ul style="list-style-type: none"> <li>Could use Cold Call/Pepper or Friendly Cold Call.</li> <li>Ask a question directly to an individual student following teacher instruction. In Friendly Cold Call, ask students to put a thumbs up on the desk if he/she wouldn’t mind being called on.</li> <li><b>Useful</b> for assessing individual understand on many levels.</li> <li><b>Caution:</b> can take lots of time and only engages a single student during that time.</li> </ul>

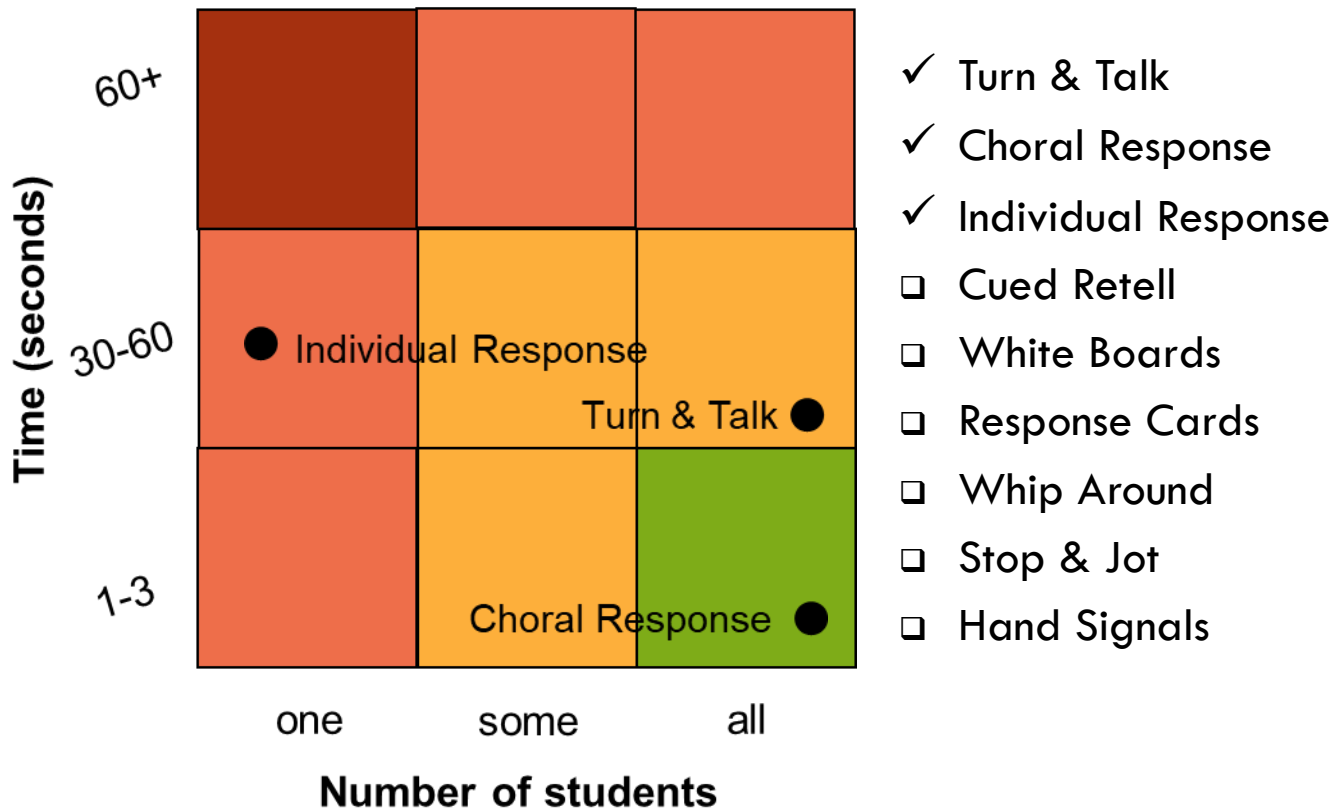
Level of question it works for:	Time taken:	Total students directly involved:
R = Remembering U = Understanding A = Applying Z = Analyzing E = Evaluating C = Creating	5 = a few seconds 4 = 30 seconds or less 3 = 30-60 seconds 2 = 1 to 2 minutes 1 = more than two minutes	5 = all students 4 = about half the students 3 = less than half the students 2 = two students 1 = one student

**Balance number of students and time**



**Activity 6.23 – Pause & Process**  
*Solidify your Understanding*  
 Workbook

Which methods are most efficient? Plot the remaining methods for eliciting responses on the graph below.



## Some variables may affect the ability of the method to maximize student engagement

- Maintain or check accuracy of processing
  - Choral response will not work for checking \_\_\_\_\_ of processing
- Match the learning outcome
  - If the learning outcome requires analysis, \_\_\_\_\_ may not work
- Match student abilities
  - Ms. M asked an \_\_\_\_\_ question when a student didn't understand and the student could not respond
- Match the desired response format
  - Elicit a response in the way you want students to \_\_\_\_\_
- Maximize student involvement
  - You always need to be thinking about how to maximize student engagement by balancing the number of \_\_\_\_\_ involved and the amount of \_\_\_\_\_ it takes

### Lead Teacher Demonstration: Ms. Pollack

- How does Ms. Pollack elicit responses in ways that are effective and not so effective?

### Curriculum Example: Decoding Detectives

Point to the title of the story. **The name of this story is A Shadow. The word *shadow* has two parts, so it is a two-syllable word. Listen for the two syllables in this word. Pause between syllables. *shad ow***

**The beginning sound in the word *shadow* is /sh/. Listen for the /sh/ sound in the beginning of this word: *shadow*.**

**Look at me.** Wait until all the students look at you.

**Listen to each word I say. If you hear the /sh/ sound in the word, put your thumb up. If you do not hear the /sh/ sound, put your thumb down.**

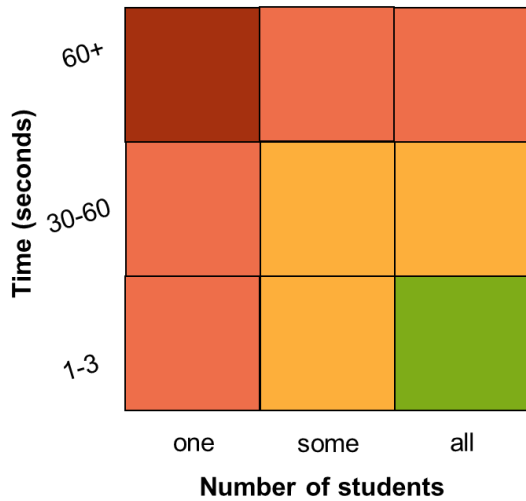
**Listen: *shine*. Do you hear a /sh/ in *shine*? Yes, you hear /sh/ in *shine*.**

**Listen: *some*. Do you hear /sh/ in *some*? No, you do not hear /sh/ in *some*.**

Continue in the same manner with these words: *shake, choose, mashes, fizzes*

- How does this lesson use explicit instruction (objectives, modeling, practice, and supporting practices)?

How good is this part of the lesson at eliciting responses and balancing the number of students involved and the amount of time taken? Think about the graph below.



Point to the title of the story. The name of this story is **A Shadow**. The word *shadow* has two parts, so it is a two-syllable word. Listen for the two syllables in this word. Pause between syllables. *shad ow*



### Activity 6.24 – Analyze a Curriculum Example

Apply your Knowledge  
Workbook

To complete this lesson (above) using explicit instruction, how would you elicit responses? You can use these words as examples: *shut ting* *show down* *shat ter* *shush es* *shal low*

The beginning sound in the word *shadow* is /sh/. Listen for the /sh/ sound in the beginning of this word: *shadow*.

Look at me. Wait until all the students look at you.

Listen to each word I say. If you hear the /sh/ sound in the word, put your thumb up. If you do not hear the /sh/ sound, put your thumb down.

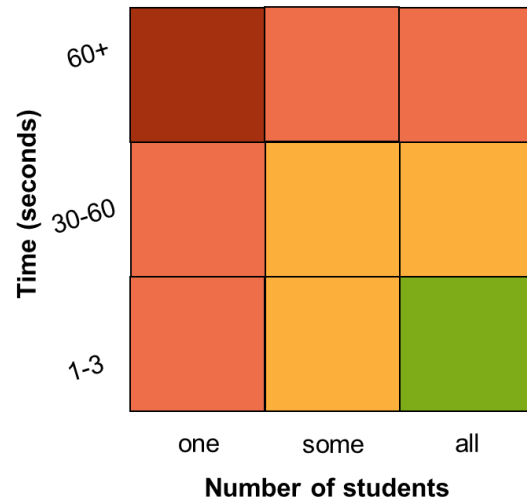
Listen: *shine*. Do you hear a /sh/ in *shine*? Yes, you hear /sh/ in *shine*.

Listen: *some*. Do you hear /sh/ in *some*? No, you do not hear /sh/ in *some*.

Continue in the same manner with these words: *shake, choose, mashes, fizzes*

What is the method used to elicit responses?

How well does it maximize student engagement?



Real Video Example: Ms. Didion

- Did the methods of eliciting responses that Ms. Didion uses maximize student involvement?
- Why/why not?
- If not, how could she elicit responses differently to maximize student engagement?



## **Activity 6.25 – Journal Entry**

### *Module 6 Part 5 Application*

#### Online

Watch the video of Ms. Crandall teaching a 6<sup>th</sup> grade reading comprehension lesson using a main idea strategy.

Write a Journal Entry that addresses the following items:

- Does Ms. Crandall use methods to elicit responses that maximize student engagement? Why/why not?
- For at least 5 of the responses elicited, describe:
  - Which method is used
  - The number of students involved
  - The amount of time taken
  - Whether or not students engagement was maximized

You may use the space below to plan and draft your response before posting online.



## Activity 6.26 – Quiz

### Module 6 Part 2 Quiz

#### Online

Complete the Module 6 Part 5 Quiz to check your own understanding the module content. Once you've completed the quiz, you may view the Quiz Review video to learn the correct answers and hear an explanation for each question.

1. **True or False:** Choral response is always the most effective method for maximizing student engagement.
2. Methods for eliciting responses that typically involve all students include:
  - a. Cold call
  - b. Turn and talk
  - c. Hand signals
  - d. B & C

**For the following scenario, match the following methods to each elicited response:**

- a) White Boards      b) Turn and Talk      c) Individual Response      d) Choral Response

Mrs. T is a 1st grade special educator teaching a math lesson about the commutative property of addition. The learning outcome is that SWBAT apply the commutative property to successfully solve addition problems. Identify the response format for each response elicited:

3. T: "Today we will learn about the commutative property of addition. What property will we learn about, Shamar?"
4. T: "We will learn about the commutative property using the equation  $7+5=12$ . Read this equation with me."
5. T: "Since  $7+5=12$ , we can use the commutative property to know that  $5+7$  also = 12. What does  $5+7$  equal? Write the sum on your whiteboard."
6. T: "I know that  $9+6=15$ . Using the commutative property, what does 6 plus 9 equal? Turn and whisper to your partner."

**For the following scenario, decide whether or not the method used to elicit a response maximized student engagement.**

- a) Yes – student engagement was maximized      b) No – student engagement was not maximized

Mr. M is a 7th grade special educator teaching a lesson about text features. The learning outcome is that SWBAT identify three text features: headings, picture captions, and maps. Identify the response format for each response elicited:

7. T: "Today we will learn about 3 new text features. Who can remind me of the text feature we learned about yesterday?"
8. T: "A heading is similar to a title. It comes before a passage of text and tells us what the passage is about. Point to a heading in the article on your desk."
9. T: "Now we'll learn about picture captions. Alicia, can you please come write the phrase picture captions on the board?"
10. T: "Maps are most often found in non-fiction text, like textbooks or news articles. Where are you more likely to find a map, in a chapter book or in an encyclopedia? Show one finger if you think chapter book and two fingers if you think encyclopedia."

## Closing

### Checklist

The methods used to elicit a response should:

- Maintain or check accuracy of processing
- Match the learning outcome
- Match student abilities
- Match the desired response format
- Maximize student involvement

### Module 6 Activities

See the Module 6 Activity Checklist on Page 4 to be sure you've completed all workbook activities and submitted all online activities before completing the module.



### **Journal Entry for Classroom Application** *Module 6 Classroom Application Prep* Online

- Look at the list of methods for eliciting responses (on the Eliciting Responses Card) and choose two that you would like to use more often in your classroom.
- For each method, give an example of a recent lesson where you wished you elicited a response differently.
- Briefly describe an upcoming lesson and how you can use these methods to elicit responses in the context of that lesson.



### **Classroom Application** *Module 6 Classroom Application* Classroom/Coach

- Implement the lesson described in the last part of the Journal Entry for Classroom Application assignment.
- After implementing the lesson, reflect with your coach about the effectiveness of the methods you used to elicit responses according to the Module 6 Checklist.