STUDENT ENGAGEMENT

GOAL: MAKE STUDENTS' THINKING VISIBLE FOR EVERY CLASS, EVERY DAY, EVERY 5 MINUTES.

Engagement – the observable evidence of a learner's interest and active involvement in all lesson content and related tasks, involving concrete, visible responses. (Pulse and Respiration do not count!) EVERYONE DOES EVERYTHING!

Visible Responses – saying something, writing something, doing something!

Dazzling Ideas

Dazzling Idea #1: Writing on a regular basis in the various content areas is a "powerful strategy for learning subject matter" (Bromley, 1999). Involve your students in informal writing activities every day!

Dazzling Idea #2: Writing activates thinking. Writing activities don't need to be time-consuming to be effective. This month, your building Student Growth Teams will share with you examples of brief writing activities that pack a powerful punch!

Let's focus on increasing the amount of academic writing your students do. Writing activities will enhance student learning! Writings should be brief (1 – 15 minutes), modeled initially by the teacher, integrated with academic studies, open-ended, and not graded.

Remember…
- **Engagement is not about how funny or intense the teacher is. It's about what the students are saying, writing, or doing.**
- **Inspect what you expect. If you expect everyone to point to something in the book, make sure they all do it before you go on. If you expect everyone to chorally respond to a question, make sure they all do it before moving on!**
- **Students often need an example. Model a writing strategy several times before you expect students to do it independently.**

Writing Something Related to Instruction

Instead of:	Try this:
● Using only oral question-asking to solicit student responses…	● Use one of the brief academic writing activities listed below: o Students complete, <u>in writing</u>, a "**Sentence Frame**" or "**Sentence Starter**" provided by the teacher on the markerboard. (Example: "By using context clues in the sentence, I think the word "minimal" means _____" or "Some of Irene's character traits in the story are _____".) Answers can be shared orally with the whole class or in partner groups. o **Think-Write-Pair-Share**: The teacher poses an open-ended question. Students "think" about the answer, "write" a quick response on a notecard, "pair" up with someone, and "share" their answers. o **Stop and Jot**: While students are reading silently, the teacher randomly says, "Stop and jot…"("…a summary to what you've read so far", or "…a prediction of what might happen next"). This can also be done during lectures ("Stop and jot the most important thing I've said in the last 5 minutes", or "the most interesting fact you've heard in the last 5 minutes", or "all the letters or letter combinations you can think of that make the /ay/ sound", or "the best part of the story so far"). For young students, "Stop and Draw" could be used. o **Admit Slips:** Before a class starts, have students write something about what you discussed yesterday or tell what they already know about something you will be discussing today. (See attached.) o **Exit Slips:** Before ending a class, have students write down something they learned or something they're still wondering about. Collect the slips and base tomorrow's class content on students' responses. (See attached.) o **Other strategies:** 3-minute free-writes on a topic, logbooks or response journals for silent reading, 1-minute written retells, written brainstorming of key facts, designing a graphic organizer, drawing and labeling, "3-Minute Buzz" (see attached)

Admit Slip

Today's nonfiction reading will be about _____. Write 2 things you already know about _____.

Admit Slip

Yesterday we talked about _____. Write 2 things you remember about _____.

Exit Slip

One thing I learned today is:

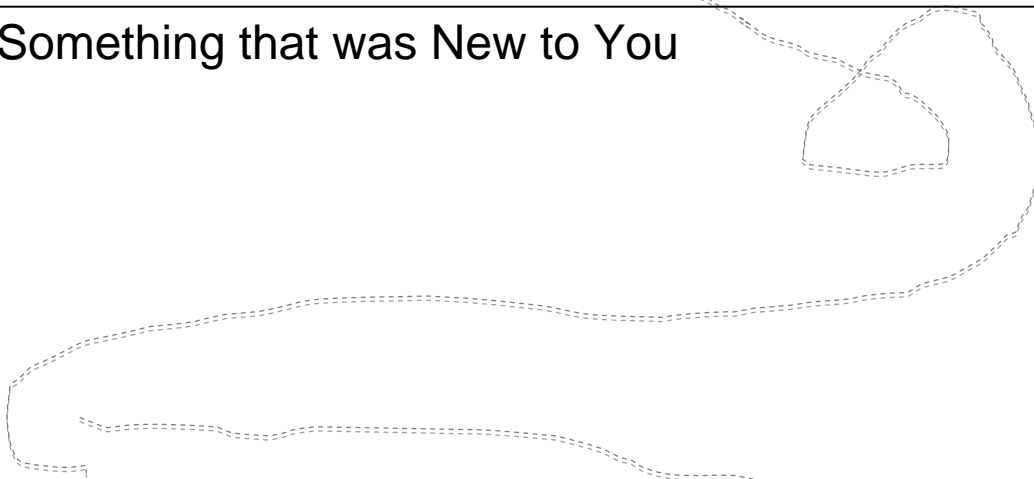One thing I'm still wondering about is:

3 Minute Buzz

1) Something that You Already Knew

2) Something that was New to You

3) Something that You're Unsure About