

## Active Participation Reference Sheet

Based on *Explicit Instruction: Effective and Efficient Teaching* by Anita L. Archer and Charles A. Hughes

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### Choral Responses

- T. Asks a question
- T. Gives thinking time
- T. Signals for response
- S. Say answer together
- T. Monitors responses
- T. Provides feedback

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### Partners - First

- T. Asks a question
- T. Gives thinking time
- T. Provides sentence starter
- S. Share answer with partner
- T. Randomly calls on student
- S. Says answer (Stand and Deliver)
- T. Provides feedback

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### Partners - Think, Pair, Share

- T. Gives a directive
- S. Think and record ideas
- T. Circulates and monitors
- T. Records ideas and names
- S. Share with partners  
Recording partner's best ideas
- T. Circulates and records ideas and names
- T. Displays ideas and names on screen and shares feedback with class

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### Partners - Teach

- T. Indicates which partner is teacher
- S. Teaches information on graphic organizer or another source OR
- S. Teaches process or strategy using corrected worked problem

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### Partners - Monitor

- T. Gives directive
- S. Follow directive
- T. Asks students to "Check your partner"
- S. Checks partner compliance to directive

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### Partners - Review

- S. Study material (e.g., notes, text, handout)
- T. Indicates partner #1 or #2
- S. Partner tells everything that is recalled
- S. Other partner helps by asking questions or providing additional information
- S. Check with notes, text, handout

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### Individual - Question First

- T. Asks a question
- T. Gives thinking time
- T. Randomly calls on student
- S. Says answer (Stand and Deliver)
- T. Provides feedback

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### Whip Around or Pass (short, varied answers)

- T. Asks a question
- T. Gives thinking time
- S. Think of answer (may share with partner)
- T. Starts at any location in room
- S. Up and down rows share answers
- S. Allowed to pass
- T. Provides feedback

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### Discussion

- T. Asks question or introduces prompt
- T. Gives thinking/response time
- S. Write talking points related to prompt
- S. Share talking points with partners
- T. Provides discussion sentence starters
- S. Share talking points with class or small group
- S. Respond to class members' ideas
- T. Provides feedback

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**Written Responses**

- T. Gives a clear directive
- S. Write response to directive
- T. Circulates and monitors
- T. Provides feedback to individuals
- S. Put down pencil to indicate completion
- T. Provides feedback to group

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**Response Slates (White Boards)**

- T. Gives a clear directive
- S. Write response on slate
- T. Circulates and monitors
- T. Provides feedback to individuals
- T. When majority of students are done, asks students to hold up slates
- S. Hold up slates
- T. Monitors responses
- T. Provides feedback to group

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**Action Responses**

- S. Indicate answer by:
  - Touching stimulus
  - Acting out
  - Using gestures
  - Using facial expressions

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**Whisper Reading (Silent Reading)**

- T. Indicates amount to be read silently
- T. Gives pre-reading question
- S. Silently read material
- T. Asks students to whisper read
- S. Whisper reads to teacher
- T. Asks question posed before reading

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**Echo Reading**

- T. Reads a word, phrase, or sentence
- S. Echo read the word, phrase, or sentence

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**Choral Reading**

- T. Tells students "Keep your voice with mine"
- T. Reads selection orally with students at a moderate rate modeling expression/rate
- S. Read with teacher

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**Cloze Reading**

- T. Reads orally
- T. Deletes meaningful words (or end of sentence)
- S. Read deleted words (or read to the end of the sentence)

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**Response Cards (or Response Sheets)**

- T. Distributes cards with answers
- T. Asks a question
- S. Select correct answer (touch card on desk)
- T. Circulates and monitors
- T. Provides feedback to individuals
- T. Asks students to hold up correct card
- S. Hold up correct card
- T. Monitors responses
- T. Provides feedback to group

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**Hand Signals**

- T. Displays numbered items on screen or word wall
- T. Asks a question
- S. Form number of fingers that correspond to correct answer on their desks
- T. Circulates and monitors
- T. Asks students to hold up hand and display fingers corresponding to correct answer
- S. Hold up fingers
- T. Provides feedback to group

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**Partner Reading – Narrative Text**

- T. Indicates how much students will read before alternating (e.g., sentence, page, specified time)
- S. Read quietly to partner
- S. Partner corrects any errors
- T. Circulates and monitors
- T. Provides feedback to partnerships on cooperative behaviors

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**Partner Reading – Informative Text**

- S. Read paragraph quietly to partner
- S. Partner corrects any errors
- T. Circulates and monitors
- S. Stop and Respond
  - Retell content, answer partner questions, take notes, etc.
- T. Provides feedback to partnerships on cooperative behaviors