Collaborate & Engage Students While Social Distancing

SECRET SITE

SUPER SATURDAY **WRITING** CONFERENCE
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Plan for engagement.

Vary strategies for independent and collaborative situations.
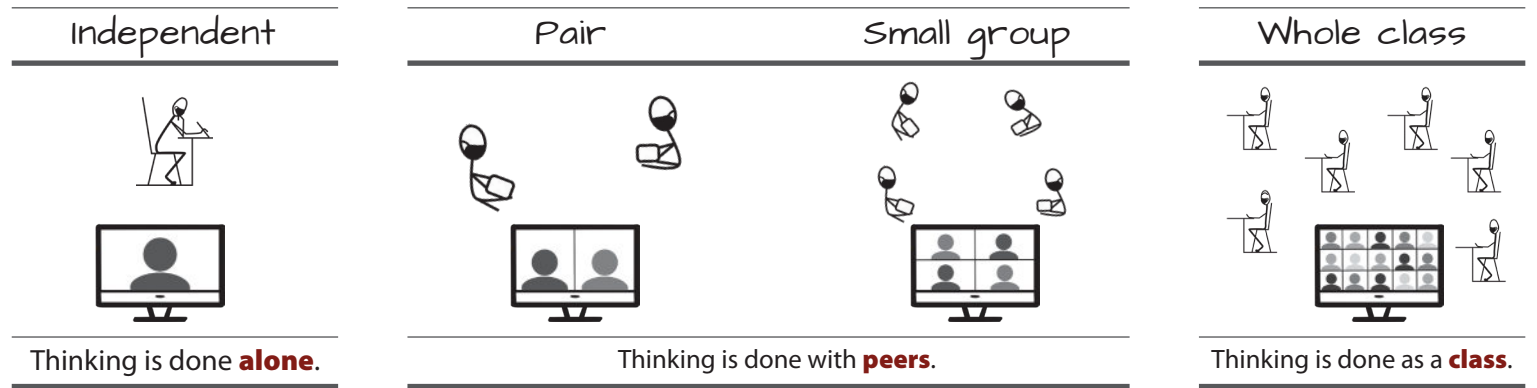
Strategies	Independent	Pair	Small group	Whole class
	Thinking is done **alone**.	Thinking is done with **peers**.		Thinking is done as a **class**.
1, 2, 3, Show Me | page 2	✦			
60-Second Chat | page 3	✦	Can be shared with peers. ⟶		
Video Response | page 3	✦	Can be shared with peers. ⟶		
Turn & Talk | page 4		✦	May become a *Conversation Club*.	
Talk Moves | page 5			✦	✦
Think & Ink, Pair, Square | page 6	Starts individually; then shared. ⟶	✦ ⟶	✦ ⟶	✦
Interactive Documents | page 6	✦	✦	✦	✦

SECRET SITE RESOURCE

▶
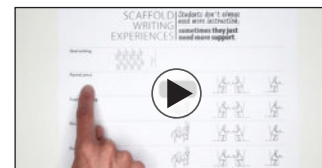
Scaffold writing experiences.

Provide ways for all students to share their individual thinking.

INDEPENDENT PAIRS SMALL GROUP WHOLE CLASS

Define *Every-Student-Responses.*

Vary the low-risk participation examples.

- Whisper into hand
- Underline/Circle in the air
- Write in the air

> "Unless you intentionally plan for and require students to demonstrate active participation and cognitive engagement with the topic that you are teaching, you have no way of knowing what students are learning until it's often too late to repair misunderstandings."
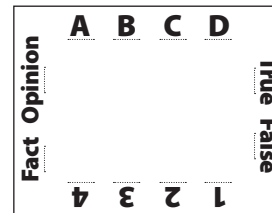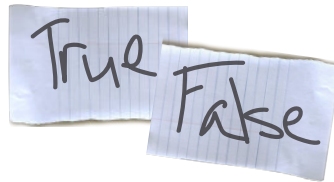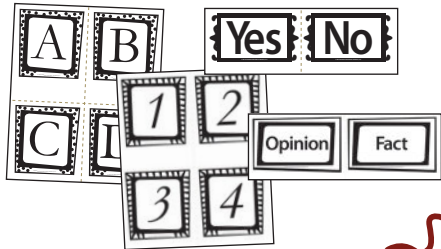>
> ~ *Total Participation Techniques: Making Every Student an Active Learner,* P. and W. Himmele, p. 4

Introduce *1, 2, 3, Show Me!*

- *1, 2, 3, Blurt!*
- Thumbs up/down
- Finger rubric
- *Hold-Up* cards

Generate *Hold-Up* cards.

- Provide individual cards.
- Assign to make ahead.
- Provide a single card.

SECRET SITE RESOURCES

Establish ESR procedures.

- No opt-outs allowed; remind students to participate.
- Give it a month; provide time to detox.

Troubleshoot attendance & alertness.

Motivate students to log on.

SECRET SITE RESOURCE

How can I motivate students to attend live meetings?

Keep students awake with movement.

- *Sit backwards in your chair.*
- *Participate while standing.*

Vary methods for student communication.

INDEPENDENT   PAIRS   SMALL GROUP   WHOLE CLASS

Provide space for students to share their thinking with the teacher.

60-Second Chat

- Post a question for students to answer within a typed chat.
- Students read other's answers and/or reply to each other.
- The teacher verbally responds to questions or confusions.

Ingest & Digest

- Post a question/task.
- Students consider their answers individually, making notes on paper.
- Can be followed with a typed chat or oral discussion.

Provide methods for students to demonstrate their understanding to the teacher.

Instant Polling & Exit Tickets

- Generate a question with a series of multiple-choice answers.
- Post a poll about content within a live meeting.
- Create a Google Form for short answer, long answer, multiple choice, or dropdown responses.

Video Response

- Post a question/task that requires a longer response.
- Students video themselves individually explaining their thinking.
- Can be set to publish privately or shared with the class.

SECRET SITE RESOURCES

What are ways to use *Exit Tickets* during remote teaching?

USE EXIT TICKETS AFTER ONLINE LESSON

How can I use *Flipgrid* to practice retelling?

USE FLIPGRID TO PRACTICE RETELLING

Communicate across the room and across the district.

INDEPENDENT   PAIRS   SMALL GROUP   WHOLE CLASS

Teach students how to talk to one another.

STEP 1
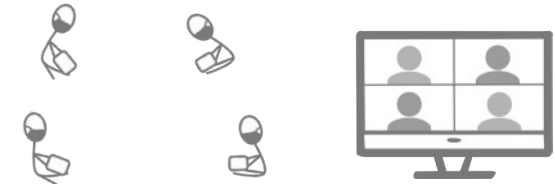
Target leaning in and listening.

STEP 2

Introduce procedures for peer sharing.

STEP 3

Transition to *Conversation Clubs.*

- Post a question/task.
- Assign students to small groups and set a timer.
- Pop into rooms.

BREAKOUT ROOM

Some Ways We Listen . . .

Looking   Smiling   Leaning in

Saying little words: Oh! Yes!

SECRET SITE RESOURCE

How do I effectively teach students to *Turn & Talk?*

GET EVERY STUDENT TO PARTICIPA

Ways to be part of our conversation

Talk in the **chat**

Listen to friends

Share an idea

Use **Talk Moves**

ANCHOR CHARTS

Slide your voice into a conversation
1. Listen for space
2. I think
3. I think... oops! You can go!
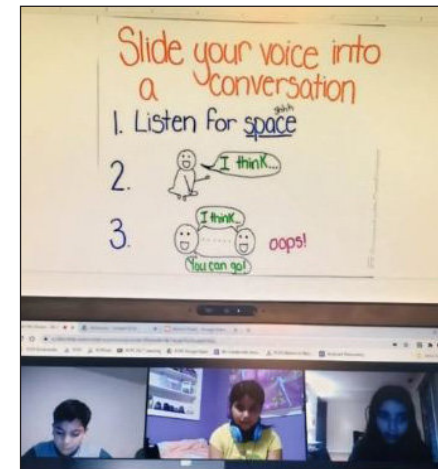
@KASSIAOWEDEKIND

RELEVANT RESOURCE

Hands Down Speak Out
Listening and Talking Across LITERACY and MATH K-5
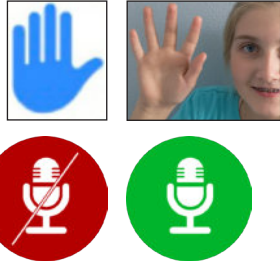
INDEPENDENT   PAIRS   SMALL GROUP   **WHOLE CLASS**
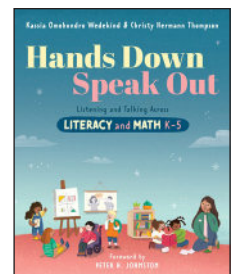
Communicate across the room and across the district, *continued*.

Improve whole-class conversations.

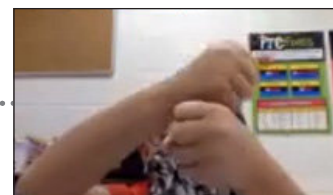Raise hands to share.

Re-define the whole-class discussion.

Train students to stay unmuted and "slide" into conversations.

Introduce *Talk Move* hand signals.

Introduce procedures.   Apply orally and online.

ANSWER

AGREE

ADD ON

End small-group conversations with whole-class share-outs.

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the **HOT SEAT**

• Teacher randomly selects who will share their thinking by pulling on *Hot-Seat* cards.

• *Hot-Seater* can share or pass the mic.

SECRET SITE RESOURCE

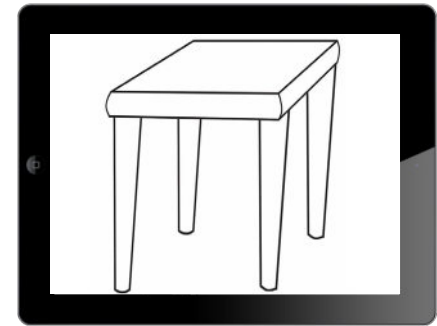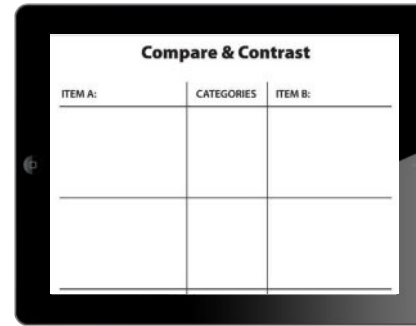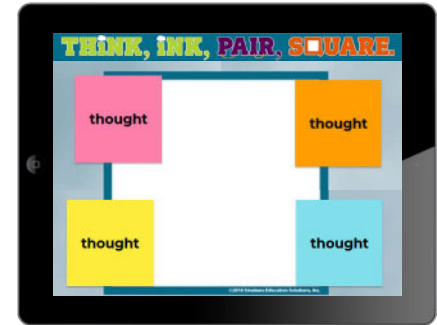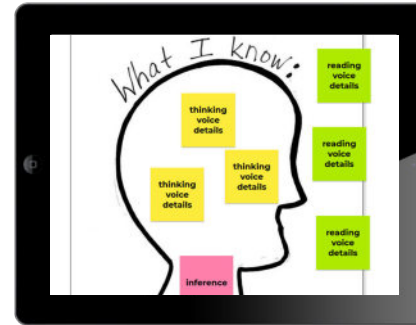Require students to listen during conversations.

RELEVANT RESOURCE

TALK MOVES

REPEAT   **CONFUSED**   **SUPPORT**   **DISAGREE**   **CLARIFY**
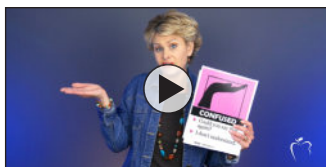
Collaborate on products without close proximity.

INDEPENDENT   **PAIRS**   **SMALL GROUP**   **WHOLE CLASS**

Interact within shared virtual documents.
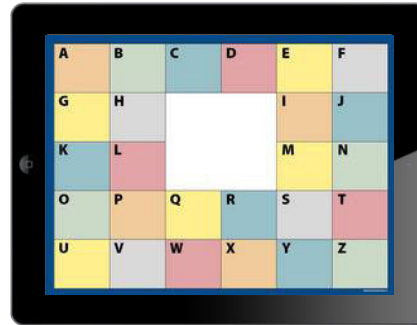
STANDARDS EXPECTATIONS

CCSS |W6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Consider the shared-document settings.

• Individual product

• Partner product

• Small-group product

• Whole-class product

Consider the options.

SECRET SITE RESOURCES

How do I take my favorite Smekens strategies to make them digital and interactive?

How do I create a Jamboard, access a previous one, and/or share the link with students?