

# the hamburger helper

Issue: December 2012

Book Title: *Total Participation Techniques* by Himmele & Himmele

Himmele, Pérsida, and William Himmele. *Total Participation Techniques: Making Every Student an Active Learner*. Alexandria, VA: ASCD, 2011. Print.



## BK: Background Knowledge

- TOTAL PARTICIPATION TECHNIQUES ARE TEACHING TECHNIQUES THAT ALLOW FOR ALL STUDENTS TO DEMONSTRATE, AT THE **same time**, *active participation* & cognitive engagement IN THE TOPIC BEING STUDIED.
- ASSURES STUDENTS ARE NOT ONLY ENGAGED, BUT *cognitively* ENGAGED
- **Formative Assessment** AND BEFORE/AFTER READING STRATEGIES
- DELIBERATE, ACCESSIBLE, CONSTANT
- END RESULT: **student learning**

## S2S: Strategies to Support

### On-The-Spot TPTs

\*Allow teachers to quickly gauge the depth of student understanding; require little or no advance preparation

#### Thumbs up/Thumbs Down & Processing Cards\*

Students use a thumbs up or processing card ("Still Thinking" or "Ready to Share") to indicate that they are ready to move on, share an idea, etc.

#### Similes

The teacher creates similes using topics that are being studied. Students are asked to formulate an explanation for how the simile might be true. After modeling, students create their own similes.

#### Ranking

This is an activity that requires students to analyze & evaluate components of the concepts being taught. It also asks students to justify their reasons for the rankings they assigned.

#### Numbered Heads

This activity allows all students to be held accountable for relaying information that was learned during a group activity. Before the group is assigned their activity, each student is assigned a number (i.e. 1-4). The teacher informs the students that all group members will need to be able to present their group's information. After the group activity is complete, the teacher calls out the number for the team member who will be presenting for the group.

#### Chalkboard Splash

This is technique allows all students the opportunity to record their responses onto random or assigned spots on the room's chalkboard, whiteboard, chart paper, etc. Chalkboard can be reviewed and analyzed for further discussion.

### TPT Hold-Ups

\*Interaction-based activities that use response cards; studies indicated that response cards are useful for improving participation and on-task behavior

- Selected-Response Hold-Ups
- Number Hold-Ups
- True-False Hold-Ups
- Multiple Choice Hold-Ups
- Whiteboard Hold-Ups

## TPTs Involving Movement

\*Techniques that requires students to manipulate objects, be out of their seats, interact & process their learning together

### Line-Ups & Inside-Outside Circles

Whether in a line or in a circle, this activity gets students out of their seats. With prepared questions or prompts, students stand in two parallel lines or in two concentric circles and face the student across from them in line or opposite them in the circle. The teacher asks the students to refer to the first prompt and take turns talking it over. Using a bell or other signal, the students thank their line-mate and move two steps to the left so each student is facing a different person. Repeat.

### Three 3s in a Row

This activity is similar to Bingo, in which students interact with peers and get the peer's feedback on what they should write in the boxes of their Three 3s in a Row card. The teacher types nine questions into the template and has students walk around the room asking peers to explain one answer to them. The student summarizes his/her peer's response in his/her box and then finds another peer to answer another question.

### Bounce Cards

Bounce cards provide students with sentence starters, enabling them to meaningfully contribute to classroom discussions. When students "bounce," they extend a peer's idea. When students "sum it up," they rephrase what their peers said and comment on certain parts. When students "inquire," they ask a question regarding what their peers said.

## TPTs to Guide Note-Taking & Concept Analysis

\*Techniques to that can help you support students summarize content delivered through instruction

### The 3-Sentence Wrap-Up

The 3-Sentence Wrap-Up requires students to be selective when determining what is most important. After instruction or when finished reading, teachers ask students to summarize what was taught/presented/read in three sentences or less. Students can pair-share their summaries or use it as an exit ticket from class. It is helpful to use a sentence starter such as, "Today's class was mostly about..." or "Today I learned..."

### A-Z Sentence Summaries

At the end of instruction or after reading, the teacher assigns each student a letter from the alphabet (or gives them a cardboard or magnetic letter) and asks the students to create a one-sentence summary of the presentation/reading assignment that begins with their assigned letter. Students can share one-sentence summaries with peers in a pair-share, chalkboard splash, etc.

Examples:

- **J:** Just in time for the Civil War, weapons were enhanced by great accuracy and distance.
- **Y:** Young men were drafted into the war and used guns like rifles.

### Debate Team Carousel

In this activity, students use a pre-made template to debate a position from various angles, allowing students to see different perspectives on an issue. After creating a debatable prompt, the teacher asks students to record their opinion and a rationale in the first box of the template. The students then pass their papers to the right, read the first box and add a supporting rationale that goes along with their peer's opinion (even if they don't agree). The students pass their papers again to the right, and read what is in both boxes, adding an opposing rationale in the third box. The students pass their papers to the right a final time, reading all responses and adding their own "two cents" in the last box. The papers then return to their original owners & responses are shared.

#### Resources:

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