

First, identify which strategies you will use to increase your use and pacing of OTRs in your classroom that will ensure you provide relevant and rigorous academic questions to all students. Determine when you will include these strategies into your everyday classroom routine.

Be sure to plan how you will use the strategy and how you will provide the students with clear behavioral expectations regarding your use of sticks.

Strategy to use:	How:	When:
<p><i>Example</i></p> <p>I will pull sticks with student names.</p>	<p>I will write each student's name on a stick.</p> <p>I will place the sticks in a container on my desk.</p> <p>I will explain how it will work to the students: <i>"I have put everyone's name on a stick in this container. I will pull a random stick from this container. If your name is written on the stick, you will quickly provide an answer. Anyone could be called on at any time, so everyone should be prepared to provide an answer."</i></p> <p>When a student answers correctly, I will remove their stick from the container until all students have answered a question correctly.</p>	<p>I will use sticks during morning meeting, story time for comprehension questions, and during math facts.</p>
<p>Mixed: I will have students Think-Pair-Share about their answers and then I will call on individual students alphabetically.</p>	<p>I will have an alphabetical list of students on a clipboard. I will leave this clipboard on my chair near the carpet.</p> <p>I will explain to the students how to Think-Pair-Share (T-P-S):</p> <p>"For this activity, you are going to talk about your answers in partners before I choose someone to answer the question aloud. I am going to show you how it will look and sound."</p> <p>I will choose one student and sit next to them on the floor. I will show a question on the smartboard and demonstrate how to take short sharing turns, sitting shoulder to shoulder, using level 1 voices.</p> <p>"We are going to use this during our lesson today, but only after you hear the chime can you begin sharing with your partner."</p> <p>I will stop periodically during the lesson to allow for T-P-S. After each sharing, I will call on a student from the list. I will continue in order until all students have an opportunity to answer, sometimes calling on several students for each question.</p>	<p>I will use during math, reading comprehension, and science/social studies.</p>

Strategy to use:	How:	When:
<p>Group: I will use response cards with the entire class for group responding.</p>	<p>I make one set of response cards for each student: A, B, C, D.</p> <p>Prior to beginning the lesson, I will demonstrate how to use the response cards: "Today you are going to use a different way to answer questions during the lesson. Each person will have a set of cards with the letters 'A, B, C, and D' on them. Each of the problems during the lesson will have multiple choice answers 'A, B, C, and D.' After each question, I will give an OK signal with my hand (demonstrate) and you will hold up the card that matches your answer choice. Let's practice."</p> <p>I will pass out the cards to the students and show a slide that asks, "What is your favorite flavor of ice cream?" and has four answer choices.</p> <p>"When I give the OK signal, hold up the card for your answer choice."</p> <p>I will monitor the answers during the lesson for accuracy and will adjust instruction accordingly.</p>	<p>I will use during large group math lesson first, then add to large group reading comprehension.</p>