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| ***Protocol*:** **Give a Shout Out** | |
| C:\Users\jraney\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\KCJF26PP\MC900446246[1].wmf**Description:** Students softly shout out responses at the same time. The teacher can record shout-outs on the board if appropriate. Posed questions can require either one correct answer or a variety of short answers. | |
| **Why use it:**   * To actively engage all students * To validate and affirm culturally different forms of discourse, particularly as an aspect of codeswitching * Use frequently throughout the day to keep engagement levels high | **Best to use this when:**   * Checking for understanding on short 1-2 word answers (multiplication facts, brainstorming, background knowledge, etc.) * Checking responses (such as formative assessment before or after a lesson) |
| **Deepen Your Knowledge:** [Give a Shout Out](http://www.pkwy.k12.mo.us/inside/curriculum/CA/secondary/file/Culturally%20Responsive%20Teaching%20Strategies.pdf) (page 5) | |

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| *Protocol*: **Moment of Silence** | |
| C:\Users\jraney\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\KCJF26PP\MP900430507[1].jpg**Description:** This is an explicit time for total silence, including on the part of the teacher. | |
| **Why use it:**   * To practice explicit silent work, particularly as an aspect of codeswitching | **Best to use this when:**   * Students are taking tests, quizzes, or completing independent assessments * Students are journal writing or completing quick writes * Students are in sustained silent reading (SSR) * Students are thinking or reflecting |
| **Deepen Your Knowledge:** [Moment of Silence (page 5)](http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/LAUSDNET/ABOUT_US/INITIATIVES/AEMP/CAG_HOME/CRRE_CLEARINGHOUSE/PROTOCOLS.PDF) | |

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| ***Protocol*:** **Pick-a-Stick** | |
| C:\Users\jraney\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\0190AE23\MP900321125[1].jpg**Description:** After the teacher poses a question, students think about the answer silently. After sufficient thought time, the teacher picks from a group of sticks that represent each student. The chosen student answers the question. Stick selection can continue until a sufficient number of answers are heard. | |
| **Why use it:**   * To hold all students accountable for participation through nonvolunteerism | **Best to use this when:**   * Randomly sampling students to assess prior knowledge * Randomly selecting students to assess understanding * Maintaining whole-group engagement during direct instruction |
| **Deepen Your Knowledge:** [Pick-a-Stick (page 4)](http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/LAUSDNET/ABOUT_US/INITIATIVES/AEMP/CAG_HOME/CRRE_CLEARINGHOUSE/PROTOCOLS.PDF) | |

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| ***Protocol*:** **Roll ‘Em** | | |
| C:\Users\jraney\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9YAGHJFQ\MC900384316[1].wmf**Description:** Students are divided in groups of 4-6. Students think about a posed question as the teacher rolls two number cubes. One number cube represents the table/group number and the other number cube represents the seat number. The student sitting in the seat represented by the rolled number cube answers the question. Rolling of the number cube can continue until a sufficient number of answers are heard. | | |
| **Why use it:**   * To hold all students accountable for participation through nonvolunteerism | | **Best to use this when:**   * Randomly sampling students to assess prior knowledge * Randomly selecting students to assess understanding * Maintaining whole-group engagement during direct instruction |
| **Deepen Your Knowledge:** [Roll ‘Em (page 4)](http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/LAUSDNET/ABOUT_US/INITIATIVES/AEMP/CAG_HOME/CRRE_CLEARINGHOUSE/PROTOCOLS.PDF) | | |
| *Protocol*: **Whip Around** | | |
| C:\Users\jraney\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4V137XZ9\MC900441978[1].wmf**Description:** Each student in the group (small group or whole class) takes a turn responding with quick answers to a prompt or question. The order of participation should be based on seating so the teacher doesn’t have to facilitate each time. This should move quickly around the room, so it’s important that the question is precise. The teacher should avoid commentary unless inaccurate information needs to be clarified. | | |
| **Why use it:**   * To practice explicit turn taking, particularly as an aspect of codeswitching * To validate everyone’s responses * To practice precise, focused responses * To give everyone equal voice and avoid dominators | **Best to use this when:**   * Checking whole-group understanding after a reading selection, direct instruction, or a presentation * Needing brief, quick responses from all students * Assessing prior knowledge before a lesson or what they’ve learned after a lesson | |
| **Deepen Your Knowledge:** [Whip Around](http://rkiel.weebly.com/uploads/2/1/0/9/2109639/whip-around.pdf) | | |

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| ***Protocol*:** **Let Me Hear You** | |
| **C:\Users\jraney\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\KPB8Q0G5\MC900078761[1].wmfDescription:** Students actively respond in unison to speaker either verbally or with movement (or both) to either an improvised or pre-taught “call.” | |
| **Why use it:**   * To actively engage all students * To validate and affirm culturally different forms of discourse, particularly as an aspect of codeswitching | **Best to use this when:**   * Getting students’ attention * Transitioning between activities * Showing appreciation or acknowledgement |

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| *Protocol*: **My Turn, Your Turn** | |
| C:\Users\jraney\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JPRMH155\MC900442092[1].wmf**Description:** This turn-taking protocol is utilized in several protocols for participation and discussion. It is an explicit way of indicating when “jumping in” is not appropriate and reminds students that their turn to talk and ask questions will follow soon. In elementary classrooms, the teacher may remind students about the actions of good listeners with the phrase “Hands free, eyes on me, and voices off.” | |
| **Why use it:**   * To practice explicit turn taking, particularly as an aspect of codeswitching Helps students practice turn talking without jumping in when they feel engaged | **Best to use this when:**   * It is important for one speaker to be heard, such as during direct instruction, story time, presentations, guest speakers, etc.   **Examples:** Used during Pick-A-Stick, Roll ‘Em, Raise a Righteous Hand, Train, Merry-Go-Round, Put Your Two Cents In, Circle the Sage, Give One-Get One, Musical Shares, Three Step Interview, etc. |
| **Deepen Your Knowledge:** [My Turn, Your Turn (13-14)](http://www.sanleandro.k12.ca.us/cms/lib07/CA01001252/Centricity/Domain/38/SLUSD_ELD_Elementary_1st_15_Days_of_School_and_CELDT_Resource_Guide.pdf) | |

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| *Protocol*: **Raise a Righteous Hand** | |
| C:\Users\jraney\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JX2MV8WM\MP900427810[1].jpg**Description:** Students raise a hand/fist to volunteer information that is specific to their experiences. | |
| **Why use it:**   * To practice explicit turn taking, particularly as an aspect of codeswitching | **Best to use this when:**   * Taking a poll or a vote * Eliciting very specific information from select individuals with particular experiences |
| **Deepen Your Knowledge:** [Raise a Righteous Hand (page 6)](http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/LAUSDNET/ABOUT_US/INITIATIVES/AEMP/CAG_HOME/CRRE_CLEARINGHOUSE/PROTOCOLS.PDF) | |

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| *Protocol*: **Train or Pass It On** | |
| C:\Users\jraney\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\KCJF26PP\MC900320954[1].wmf**Description:** Students call on one another to answer and/or ask questions. Students should not raise their hands to be called on and should be encouraged to call on a variety of people in the classroom. Students can also “pass” on a question they do not want to answer by calling on another student for help. This is called “Pass It On.” This can also be done with the use of a small soft object that students can toss to one another in order to “pass it on.” | |
| **Why use it:**   * To hold all students accountable for participation through nonvolunteerism * To validate and affirm culturally different forms of discourse, particularly as an aspect of codeswitching * To provide for improvisation and variety * To provide an opportunity for students to control participation | **Best to use this when:**   * Checking for understanding, individually or collectively * A student has been selected via another protocol but needs assistance |
| **Deepen Your Knowledge:** [Train or Pass It On (pages 5-6)](http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/LAUSDNET/ABOUT_US/INITIATIVES/AEMP/CAG_HOME/CRRE_CLEARINGHOUSE/PROTOCOLS.PDF) | |