Rally word – use of a word such as waterfall when noise in room is too high, children are then involved in quieting down the class but responding with sssshhh...

When children are working out a problem, interrupt them and ask questions about what they are thinking, why they are thinking that so it is the process not the answer that is acknowledged. Vital for teachers to understand their students reasoning.

Word clouds – wordle or other websites, create clouds with most used words in an article highlighted. Good to hand out to students to get them thinking about what the article/lesson is about.

Instead of asking “Did you do your homework? Did you read the book?...” Ask questions such as “How well did you read the book? How well did you do your homework?...”

Use traffic light system to gauge understanding, ask students to hold up red, orange, green – how well did I explain this – red – not at all, orange – please explain one more time, green – got it.

Make students feel safe about getting answer wrong, should not be embarrassing, it is a natural state of learning. Ask students before hands go up, cold calling. Slow down the expectation for an answer, give them time.

For some students who do not usually put their hands up, tip them “Tomorrow I am going to ask you what is the capital of Mongolia, wrote that down” on the quiet so tomorrow when you casually ask that student they will be able to answer and experience success.

Ask who thinks they might know the answer – less confronting than what is the answer, invites students to give wrong answers without feeling embarrassed. Ask 2 students for answers, ask a less confident child which one they would have given.

When a child says I don’t know, ask what they think the answer might be.

When asking a child, use their name after the question and a pause, saying one child’s name first makes all other students switch off as the question isn’t for them.

Pose, pause, pounce, bounce – ask question, give students time to think about answer, ask one student, then bounce questions around room – what, why, who....

Cheat sheet – ask students to write all they know/have learnt about the subject, then leave it on the table and go and look at the others sheets, they are allowed to write down as many points from others sheets as they like to add to their own cheat sheet. Some schools don’t like ‘cheat’ and use ‘study’. Glen suggested ‘cheat’ makes it sound more fun and adventurous for students.

Ask True/False questions, students stand up or sit down for either answer – bounce around why students choose True/False, mix up with some trick questions that could be both.

Games

Buzz – students count up to 11 in order, taking turns. Each student can say up to 3 numbers in sequence and the student who must say 11 is out, other students say buzz. Tactical game.
Race the bell – all students stand up and you give a topic ie Olympic Games. All students must come up with a question that has a factual answer. One student asks a question, one student answers and they both sit down. Try to get all students sitting before the bell goes/timer runs out.

Books

Classroom dynamics – Glenn Pearsall (can purchase from TLN website)

Embedded Formative Assessment – Daniel Wiliam