



- **Round Robin Reading (Why are we still doing that? p. 7)**

*Application:* \_\_\_\_\_

- **Partner Reading: Checking for Understanding (Boushey & Mouser, 2009, The CAFE Book. P. 73)**

*Application:* \_\_\_\_\_

- **Choral Reading with Music: 5 day plan (Why are we still doing that? p. 16)**

*Application:* \_\_\_\_\_

- **Reciprocal Reading (Why are we still doing that? p. 24)**

*Application:* \_\_\_\_\_

- **Relevance Wheel (Total Literacy Techniques, p. 57-58)**

*Application:* \_\_\_\_\_

- **Concept Mapping (Total Literacy Techniques, pp. 77-78)**

*Application:* \_\_\_\_\_

- **Content-based I Am poem (Total Literacy Techniques, p. 91)**

*Application:* \_\_\_\_\_

- **Bounce Cards (Total Participation Techniques p. 176)**

*Application:* \_\_\_\_\_

- **Debate Team Carousel (Total Participation Techniques p. 108)**

*Application:* \_\_\_\_\_

- **Chalkboard Splash (Total Participation Techniques p. 49)**

*Application:* \_\_\_\_\_

- **A-Z Sentence Summary (Total Participation Techniques p. 37)**

*Application:* \_\_\_\_\_

- **Biggest Aha Bar Graph (Total Participation Techniques p.126)**

*Application:* \_\_\_\_\_

- **IQ Cards (Total Participation Techniques p. 119)**

*Application:* \_\_\_\_\_

- **Rigid Pacing Guides (Why are we still doing that? p.81)**

*Application:* \_\_\_\_\_

- **Standardized Test-based Practices (Why are we still doing that? p.70)**

*Application:* \_\_\_\_\_

- **The Classroom Bookworm (Why are we still doing that? p. 86)**

*Application:* \_\_\_\_\_

***I Am Content-Poetry Frame***

**I am**

**I wonder**

**I hear**

**I see**

**I want**

**I am**

**I pretend**

**I feel**

**I touch**

**I worry**

**I cry**

**I am**

**I understand**

**I say**

**I dream**

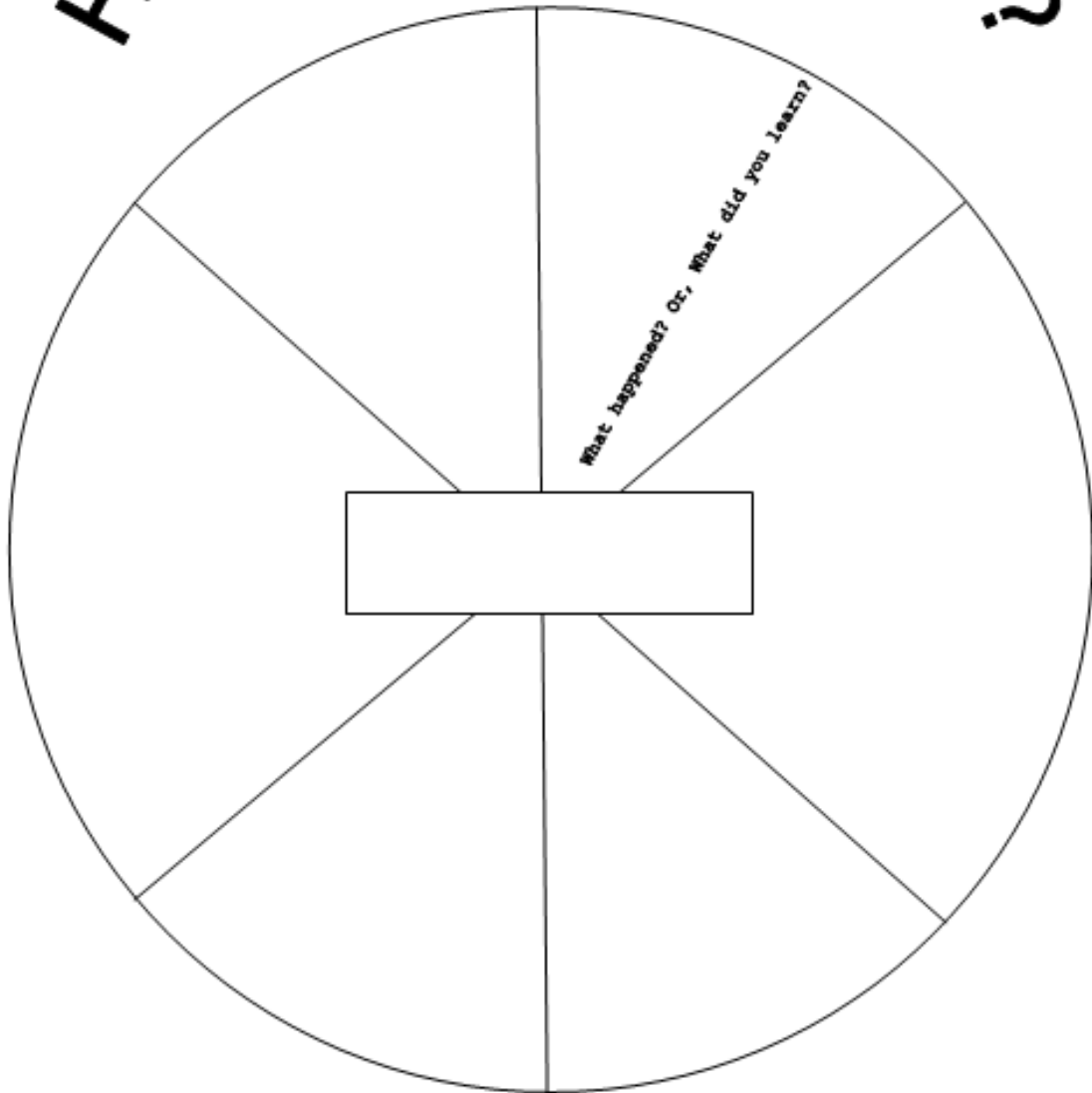
**I try**

**I hope**

**I am**

**By** \_\_\_\_\_

# How does it affect us?



The Relevance Wheel, Himmele, P. & Himmele, W., 2009, *The Language-Rich Classroom*, Alexandria, VA: ASCD.  
Drs. ~~Pérsida~~ & William Himmele, 2017, *Total Participation Techniques*, Alexandria, VA: ASCD.



Figure 4.11 Bookworm Review (from *Why Are We Still Doing That?* by Himmele & Himmele, 2021, p. 86.)

**Bookworm Review by \_\_\_\_\_ Date \_\_\_\_\_**

**Title and author:**

**Without giving away the ending, give us a feel for what the book is about.**

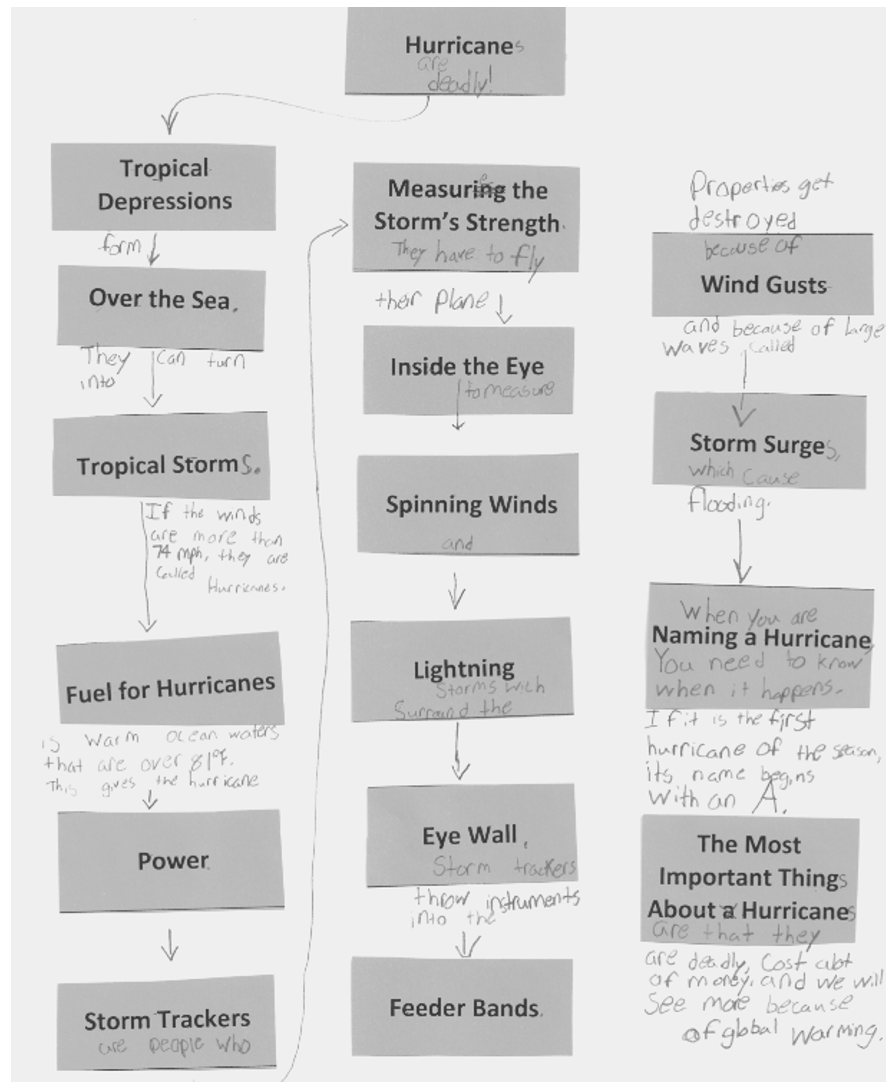
**Give us some feedback about this book. What's on your heart?**

**Briefly talk about the genre; talk about who would, or would not, like the book.**

# Concept Mapping

The Language-Rich Classroom, Himmele & Himmele, 2009, pp.50-52

- **Arrange** word cards, so that the cards can help explain the content
- **Interact/Share:** Once you've laid out your map, explain it to two other people.
- **Glue:** Make any changes and glue down your words.
- **Connect (using verbs/phrases),** so that anyone can read through your concept map and understand the content.



## The Debate Team Carousel

<p>1. Give your opinion and explain your <i>rationale</i>. Record your opinion and explain your reason for it.</p>	<p>2. Add a supporting argument. Read your classmate's response. In this box, add another reason that would <u>support</u> your classmate's response.</p>
<p>3. Add an opposing argument. In this box, record a reason that might be used as an <u>opposing</u> argument to what is written in boxes #1 &amp; #2.</p>	<p>4. Add your "two cents." Read what is written in the three boxes. Add <u>your opinion</u> and <u>your reason</u> for it in this box.</p>

6

**Figure- The Debate Team Carousel**

Please cite when using: Himmele & Himmele, 2017, *Total Participation Techniques*, Alexandria, VA: ASCD  
Drs. William & Persida Himmele, 2011, *Total Participation Techniques*, Alexandria, VA:ASCD

## **Bounce Card**

### ***Bounce:***

Take what your classmate(s) said and bounce an idea off of it. For example, you can start your sentences with:

- "That reminds me of..."**
- "I agree, because..."**
- "True, another example is when..."**
- "That's a great point..."**

### ***Sum it up:***

Rephrase what was just said in a shorter version. For example, you can start your sentences with:

- "I hear you saying that..."**
- "So, if I understand you correctly..."**
- "I like how you said..."**

### ***Inquire:***

Understand what your classmates mean by asking questions. For example, you can start your questions with:

- "Can you tell me more about that?"**
- "I see your point, but what about...?"**
- "Have you thought about...?"**

Himmele, P. & Himmele, W. (2011) *Total Participation Techniques: Making every student an active learner*. Alexandria, VA: ASCD

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Figure 6.3 Bounce Card