TOTAL Participation Techniques 2nd Edition

In the pages that follow, you will find a printable version of the materials from Appendix B in *Total Participation Techniques: Making Every Student An Active Learner* 2nd ed., by Pérsida Himmele and William Himmele.

Appendix B: Posters and Tools

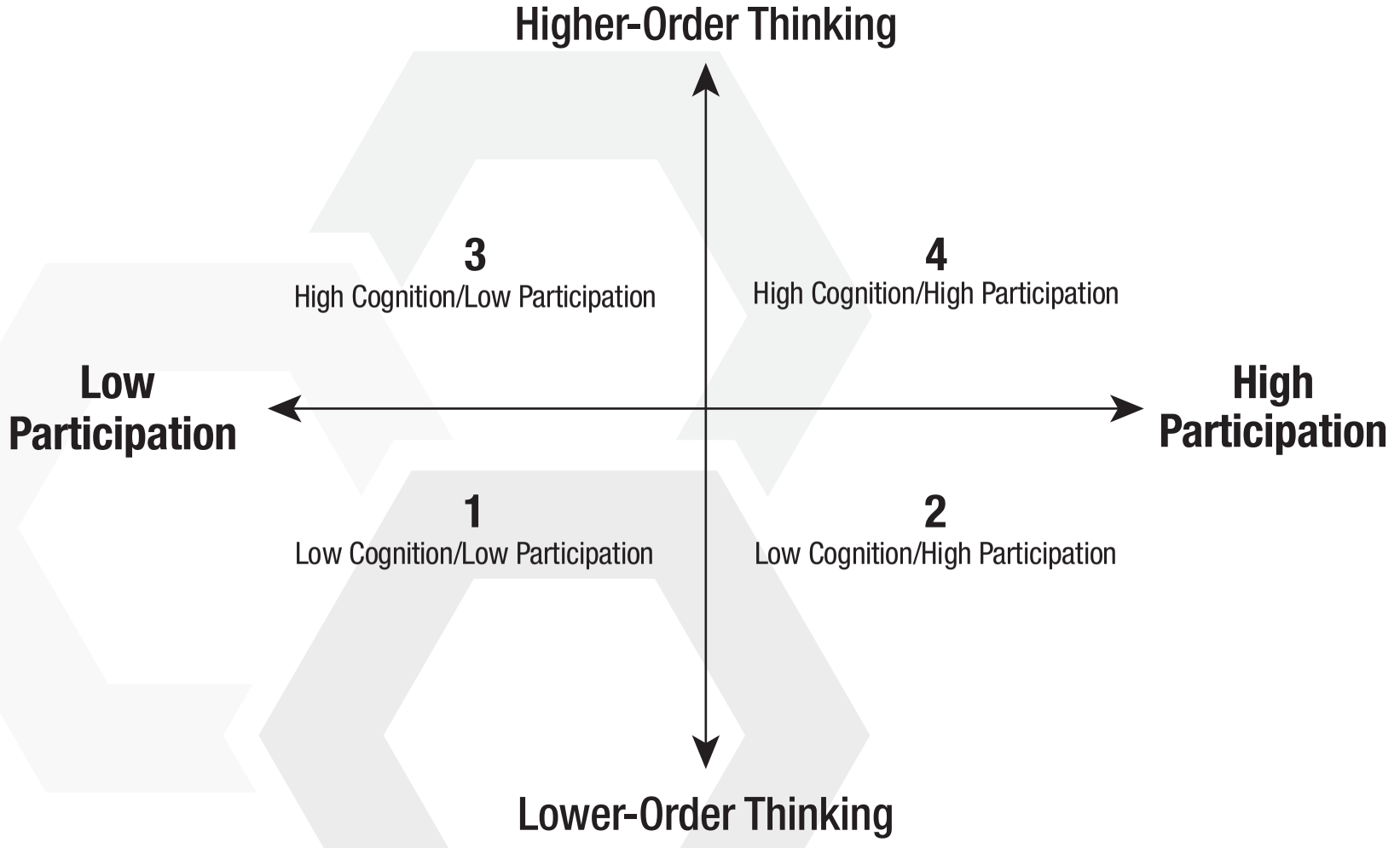
This appendix contains tools and mini-posters that are on-the-spot reminders about adding TPTs when you are teaching and planning lessons. Some of the posters are conceptual in nature. They remind you to ripple or that the question stem, "Who can tell me . . . ?" can be improved upon by adding individual accountability.

The lists are aimed at reminding you of TPTs that take minimal preparation. Post them in places that will help you to remember to use them and refer to this book as a reminder about how each technique works.

1. The TPT Quadrants
2. The Ripple
3. Think Before You Ask, "Who can tell me . . . ?"
4. Quick TPTs for Early Childhood Classrooms
5. No-Prep and Low-Prep TPTs
6. Bounce Cards
7. Appointment Agendas
8. Hold-Up Cards
9. The Trust Poem

Readers may duplicate items in Appendix B for noncommercial use within their school. Downloadable versions of some forms are available at this URL: www.ascd.org/ASCD/pdf/books/himmele2017.pdf
The password is himmele117033

The TPT Quadrants



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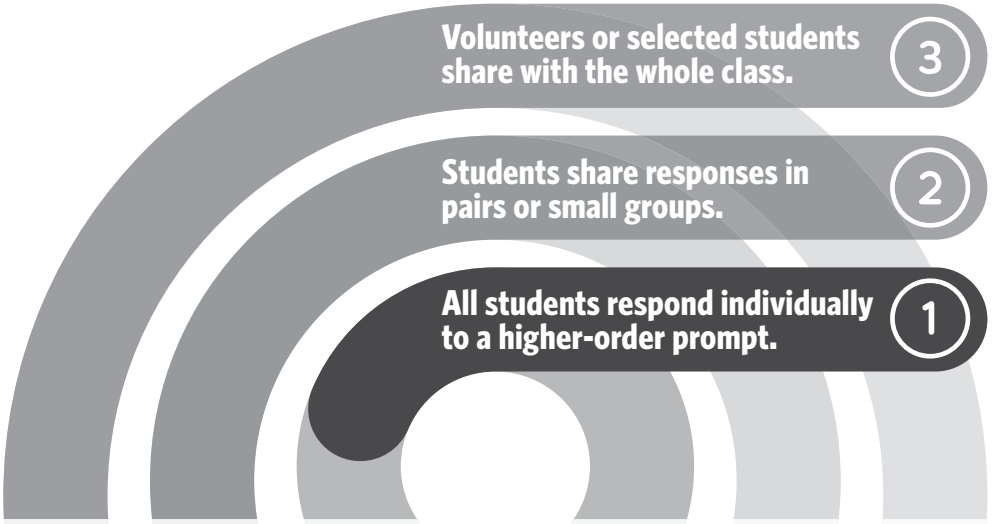
THE RIPPLE

The Ripple is a cornerstone to understanding how to create and implement Total Participation Techniques.



The Ripple **IS** a way of posing questions to maximize actual learning time.	The Ripple **IS NOT** a traditional Q & A session.
The Ripple **IS** a way to engage each and every student.	The Ripple **IS NOT** calling on an individual student for the answer.
The Ripple **IS** all students responding to a prompt using Quick-Writes or other TPT structures.	The Ripple **IS NOT** simply group work.
The Ripple **IS** beneficial for all students, especially English language learners, socially tentative students, and students with special needs.	The Ripple **IS NOT** intimidating and does not put students "on the spot."

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Think, before you ask, "Who can tell me…?"

Remember to Ripple!

Calling on someone should be the **last** thing that you do.

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Quick TPTs for Early Childhood Classrooms

- Mouth It
- Air-Write It
- Whisper It to a Neighbor
- Write It on the Carpet
- Point to It
- Show Me Using Your Fingers

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No-Prep and Low-Prep TPTs

- Chalkboard Splash
- IQ Cards
- One-Word Summary
- Pause, Star, Rank
- Confer, Compare, Clarify
- Quick-Writes
- Quick-Draws
- Picture Notes
- Biggest *Aha!*
- Biggest *Aha* Bar Graph

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Bounce Card

Bounce
Take what your classmate(s) said and bounce an idea off of it. For example, start your sentence 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 . . . "

Ask a Question
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 . . . ?"

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Appointments for_____	
Time	**You have an appointment with**
8:00 am	
9:00 am	
10:00 am	
11:00 am	
12:00 pm	
1:00 pm	
2:00 pm	
3:00 pm	
4:00 pm	
5:00 pm	
6:00 pm	
7:00 pm	
8:00 pm	

Appointments for_____	
Time	**You have an appointment with**
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8:00 pm	

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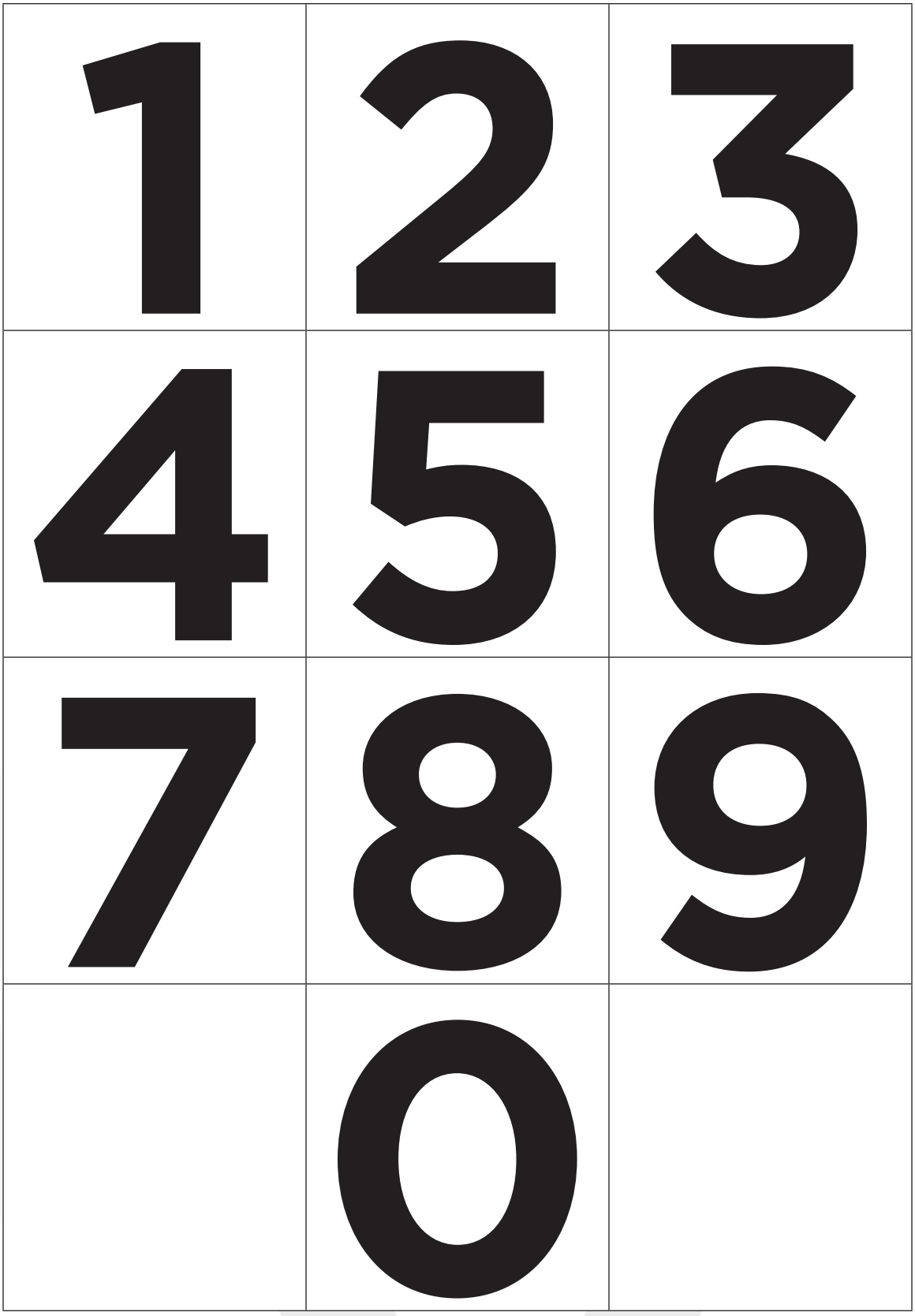

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NOT TRUE

UNABLE TO DETERMINE
based on information learned

TRUE

TRUE
WITH MODIFICATIONS

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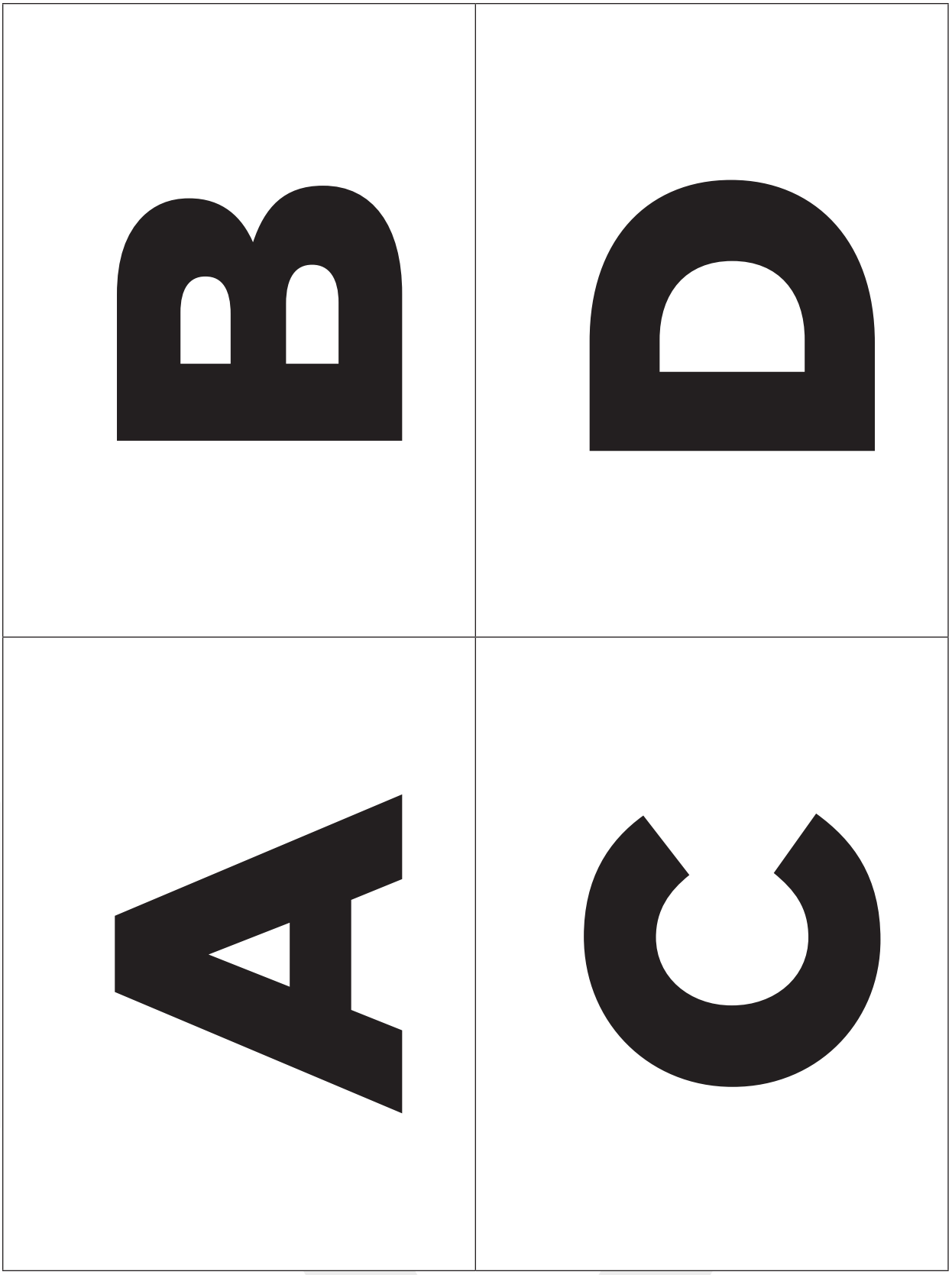

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The Trust Poem

I trust you!

I trust that you want to learn.

I trust that you have
amazing things to share,

and I'm going to shape
opportunities so that you
can share them.

I trust that you can learn
from each other.

I trust that our collective differences
make us all a bit smarter.

I trust that if you trust yourself,
the best in you will come out.

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