

# Student Practice Template

Responsive Classroom Middle School Course Resource Book reference pages: 143–154

*Building an Academic Community* reference pages: 98–100

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Student practice follows active teaching. This will reflect the same lesson that you taught during your active teaching session. Remember, student practice is not graded. Instead, this is where you clear up any misconceptions that the students have about the lesson and how to reach the learning objective.

**Remind students of the learning objective:**

**Topic/Unit of study**

**Help students reconnect to the objective**

**Use envisioning language**



**Structure and focus meaningful practice:**

**Use reinforcing language**

## Structure the practice for deeper engagement



### Use formative assessment to assess readiness:

Choose one that you would like to use to assess your students for readiness.

#### Hand Signals

- Thumbs up
- Fist to five
- Need more time

#### Teacher Observations

- Walk around room and observe
- Check in with small groups
- Check in with individuals

#### Quizzes/Written Assessments

- Likert scales
- Foggiest point/clearest point
- 3-2-1
- Short answer
- Multiple choice
- Matching
- True/false

#### Self-Assessment

- Journal entry
- Exit tickets
- Now I know

#### Oral Responses

- One-word (or one-sentence) summary
- Foggiest point/clearest point

#### Partner/Small Group Interactions

- Tic-Tac-Toe or Think-Tac-Toe
- Think, Write, Pair, Share
- Four Corners

**As students are practicing their work, consider asking diagnostic questions to clear up any misconceptions about the content.**

**If a student gives the correct answer**—Seek evidence for why the student got it right. Ask the student to support their answer. For example:

- How do you know that?
- Why do you think that is so?
- What led you to think that?
- Did something you learned in another lesson (class, time) lead you to that answer?
- Can you think of another example of this?
- When would this answer apply? Always, or only under certain circumstances or conditions?

**If a student gives a vague answer**—Ask a follow-up question to help the student provide a more direct, firm response. For example:

- Say more about that.
- Can you share another example with me?
- Explain what you mean by...

**If a student gives an incorrect answer**—Follow up with that student to diagnose the fundamental errors in thinking or misconceptions that the student has and correct those.