**Guided Notes – Opportunities to Respond**

**Opportunities to Respond** (\_\_ \_\_ \_\_)

* Teacher behavior that prompts or solicits a \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

Using rich and frequent opportunities to respond can lead to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in on-task behavior and academic performance, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in classroom disruptions.

Teacher talk should account for \_\_\_\_ % - \_\_\_\_\_ % of class time.

New material should have \_\_\_\_\_ OTR/minute at \_\_\_% accuracy.

Review material should have \_\_\_\_\_ OTR/minute at \_\_\_% accuracy.

There are 2 basic types of response strategies \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

**Wait time**

Average teacher wait time \_\_\_\_\_\_\_\_\_\_\_\_ seconds.

Desired wait time \_\_\_\_\_\_\_\_\_\_ seconds.

**Verbal Response Strategies**

Verbal response strategies focus on students orally answering a question, sharing ideas, reviewing or summarizing prior learning, or simply repeating a new concept after the teacher.

Two types of Verbal Response Strategies

* + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Individual Questioning Notes

Choral Response Notes

**Non-verbal Response Strategies**

Non-verbal response strategies use signaling, movement, or other means for students to respond without talking.

Low tech – Low effort

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Low tech – Moderate effort

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

High tech

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Whiteboard Notes

Response Card Notes

Signaling or Movement Activities Notes

Dr. Anita Archer, <http://explicitinstruction.org>

Eighth Grade: Social Studies Background Knowledge Video

Estimated OTR? \_\_\_\_\_\_\_\_\_\_/minute

Using Technology Notes

The Stand Up Game Notes

**Identify OTR**

*Shortly after science class started, the teacher announced, “We have a small block of ice and the same sized block of butter. Tell your neighbor which one would melt first.” A few seconds later the teacher said, “Please write down in one sentence an explanation for your answer.”*

*A few minutes later, the teacher told students to share with their neighbor what they had written. Shortly thereafter, the teacher called on one student to tell the class her answer. The teacher then asked the class to raise their hand if they agreed with the answer. Then the teacher asked students to give a thumbs down if anyone disagreed.*

How many OTR? \_\_\_\_\_\_