

Move the Marker to someone that...

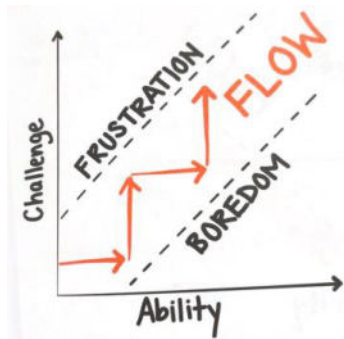
- didn't have the marker when I walked up
- standing furthest from the board
- hasn't had the marker yet (ask them)

Other ideas...

- Set a timer to move marker
- Students can only write someone else's ideas



Maintain the balance between ability and challenge. Too great of an increase in challenge causes frustration. Waiting too long without an increase in challenge creates boredom.

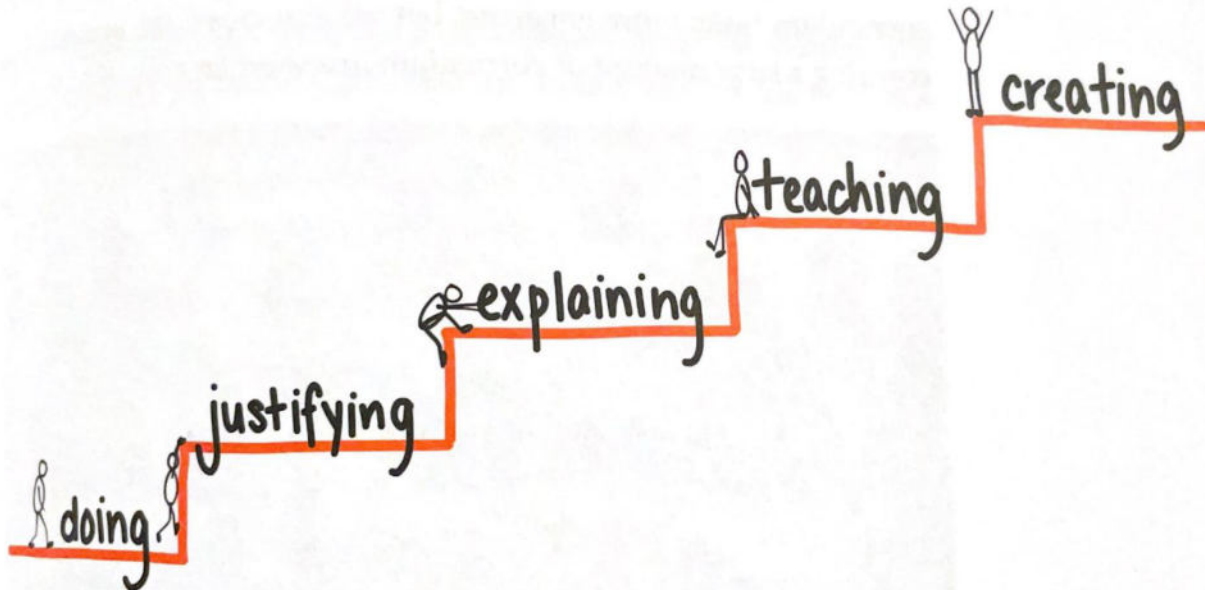


Answering Questions

- Isn't that interesting?
- Can you find something else?
- Can you show me how you did that?
- Is that always true?
- Why do you think that is?
- Are you sure?
- Does that make sense?
- Why don't you try something else?
- Why don't you try another one?
- Are you asking me or telling me?

Lead with a question when approaching a group.

Modes of engagement that increase challenge



| Doing | Justifying | Explaining | Teaching | Creating |
|----------------|--|---|--|---|
| Solving a task | Would you bet \$100 on your answer? (then walk away) | How do you know you are correct? Come get me when you can explain in a way that I can understand. | Different than telling or explaining. Send them to another group and ask them to help that group by teaching them something. | Create a new task for the group they have taught. |