The Little Things That Matter
[Corwin](#)

Why talk about the little things?
- There are little things that make a big difference.
- Kids are incredibly predictable when we do the right small thing. A small thing can make a massive shift in their behavior.

Smiling and Walking Away
- Self-efficacy research shows that if students have a high self-efficacy, they perform better. It's not binary. You can start with negative and work your way towards positive.
- Mileposts from negative to positive self-efficacy:
  - They have to encounter a teacher who believes in them.
  - Kids don't listen to what we say. They listen to what we do.
- Smiling and walking away shows kids the teacher believes in them.
- Smiling is an acknowledgement that you heard the student.
- Random groups communicate that we believe in them as well.
- Immediately after you've given the students a hint or extension, you walk away.
- The tempo is high. Peter spends very little time with each group.
- Walk away.

Validation and Answers
- When a teacher gives too much praise, students typically hoard their work and hide it from others. Students don't want others to get praise for something they did.
- Praise the thing you want to see again tomorrow. I really like how you shared that marker today. I love the way you let another group look at your work.
- Don't praise answers.
- Prioritize the process. It's what will carry them forward.
- There's a huge difference between students having an answer and knowing it must be the answer.
- I can guarantee you that at least one of these answers is incorrect, but I'm also sure there's a lot you can agree on. Start talking about what you agree on. (Walk away.)
- When we put two groups together, we want them to be a team. No one is in a position of power. It's not that one of these groups is wrong. One of these answers is wrong.

Banner Method
- The smartest person in the room is the room.
- Three rules:
  - Whatever task you're working on goes in the banner and the work goes underneath.
  - When you're done, don't wait for the teacher. Steal the next task.
  - Never make up your own task and put it in the banner.
- There shouldn't be more than three tasks in the room so that groups don't jump too far ahead in the sequence.
- If a group is storming ahead, ask them not to put the task in the banner.
- If a group is far behind, be there to give them the next task.
- Don't number the tasks. Kids will race or feel defeated. 20% might be racing and empathy is then out the window.

Helping Groups
- Don't look at the boards. Look at the body language. You'll know when a group is frustrated. You'll see when a group is done.
- As you're on the way there to the group, read the board. The body language tells you where to go. The board tells you what you need to do when you get there.

Marker Issues
- You can be subtle. Ask for the marker, talk to the group, and hand the marker to another student before you leave.
- You can be more abrupt. Pluck the marker out of the hand and give it to someone else. "Continue. You have great ideas. Keep talking." And smile.
- If there's someone who's vulnerable, hand them the marker. "I know you have lots of ideas, but I'm giving you the marker. You can only write what others tell you." This creates a safe space for that person.
- If a group has a wrong answer, circle and say, "You may want to look at that" and walk away.

Preview of New Books
- The world doesn't need more tasks, but these books are about tasks.
- Twenty non-curricular tasks, launch scripts, extensions, differential notes, and how to close the lessons.
- Curricular thin-sliced tasks, launch scripts, extensions, and how to close the lesson with a new form of consolidation, note-making template, and new form of check your understanding questions
- There's a closing section - from page to practice
  - How to find more tasks

- - ○ How to take a task you like and put it into the template
  - How to thin slice a topic from scratch
    - Where's the starting point?
    - What do we want students to be able to do at the end?
    - What are the types of tasks that fit between the two?
    - We start planning on the assumption that kids know something. We launch based on the assumption that they don't.

Doing this work in a classroom where all the students have learning disabilities
- Work on really strong relationship building between the teacher and the child (not student).
- See the child as capable.
- Prioritize the learner over the content.