

USING MINI WHITEBOARDS



who ...

... is involved in the play?

Teacher - directs the responses required, calls the play, checks the students responses, and provides feedback.

Students - whole class, everyone writes a response, everyone shares their response.

when ...

... to run the play?

Whole group instruction - during Daily Review and explicit instruction ("I do / We do") components of the lesson.

Small group intervention - when providing increased rehearsal opportunities during intervention (inc. ES led)

why ...

... we run the play?

Improved engagement - frequent responses promote engagement and allow teachers to regularly check for understanding throughout the lesson.

Low-stakes, high accountability - everybody visibly responds and then responses are wiped away. This lessens performance pressure on students.

Retrieval practice - generating a product requires students to draw on and reinforce long-term memory.

variations ...

... on the play?

Multiple choice - students write letters or numbers in the corners of their MWB. At "Hover it" they put a hand over the letter corresponding to the answer, then "Chin it"



Partner sharing - students record their own thinking on their MWB prior to sharing with their partner (or vice-versa)

Answer only - if the task requires extensive working, that can be completed in a book, or on the reverse side of the MWB. The answer is then written clearly on the front of the MWB to allow the teacher to quickly scan the room.

how ...

... to run the play?

1. **Access the whiteboards** - the mini-whiteboard (MWB), marker and eraser should be easily available before the routine begins. This may involve an ES placing the MWB on tables or floor prior to the routine beginning.
2. **Whiteboards begin in "Park" mode** - until instructed the marker remains capped and clipped to the MWB. Hands are empty.
3. **Call the play - "Boards ready"** - remove the cap and put it on the end of the marker. No writing at this stage.
4. **Teacher provides a prompt for response** - this may be a question, a sentence prompt, or a task.
5. **Students record their response** - the response should be large and clear.



Everyone writes - if you don't know then write a "?"

6. **Show your response** - signal time is up (give the students a warning if required) then:
 - a. "Cap it" - lids on markers
 - b. "Clip it" - marker on boards
 - c. "Hover it" - hold it writing side down
 - d. "Chin it" - hold the MWB under the chin
7. **Check the responses** - scan the responses and give feedback where necessary. Opportunity for cold-call clarifications etc...
8. **Clear the response and stow the MWB** - but only once instructed with:
 - a. "Clear it" - wipe the board clear
 - b. "Park it" - MWB, marker & eraser out of hands.

Non-Examples

- A. **Poor timing** - writing before given the cue, "Chinning it" before being asked, erasing the response too early.
- B. **No response** - leaving the MWB empty is not an option.
- C. **Illegible response** - there is no need to rush. Keep it neat.
- D. **Doodling** - the MWB shouldn't be a distraction.
- E. **Scribe and copy** - students only should write the response.

"A retrieval opportunity that builds accountability, and checks for understanding, in which everyone writes"

USING MINI WHITEBOARDS



“Whiteboards ready”

Take off the lid and put it on the end of the marker. Get ready to write.



“Write it”

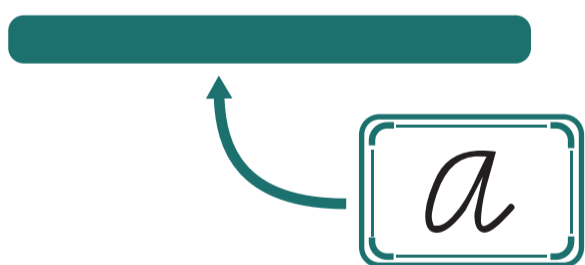
Complete the task set by the teacher.

Make it easy to see



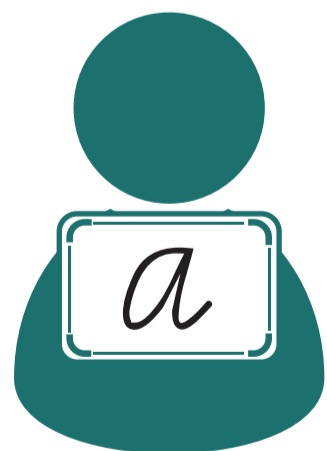
“Cap it” + “Clip it”

Put the lid back on the marker and then magnet it to the whiteboard, don't fiddle with it.



“Hover it”

Hold the whiteboard, writing side down, in front of you with two hands.



“Chin it”

Hold the whiteboard under your chin, showing your work to the teacher and the class. Keep it there until asked to put it down.



“Clear it” + “Park it”

Wipe the whiteboard clean, magnet the marker to the board, and put it down on the table away from you.

