

Objective:

Teachers will be able to cold call all students during the lesson by...

- Gaining a basic understanding of the cold call technique
- Identifying effective cold call procedures
- Scripting a cold call roll-out plan
- Practice scripting cold call questions

Video 1:

Look for:

What specific language and teacher moves make this practice of cold calling effective?

How does this impact student learning?

Key Ideas:

- **Keep Cold Call** _____ - Use cold call daily or frequently so that students know that it is coming and they will prepare themselves. Sporadic use becomes more of an "I gotcha," and students will not respond.
- **Keep Cold Call** _____ - Every student in the classroom must be part of the cold call, not just certain students or used to punish off-task students.
- **Keep Cold Call** _____ - Ensure that you keep a positive, upbeat tone when cold calling on students. The positivity will come from being prepared with questions and protocols for what to do when students don't/can't answer correctly.
- _____ **Cold Call** - Break up larger questions into smaller ones that can be answered by multiple students.

Video 2 and 3:

Look for:

How does Colleen's delivery convey warmth and enthusiasm in a way that is authentic to her and is developmentally appropriate for her fifth-graders?

How is Doug's delivery different for high-school seniors?

Cold Call Participant Handout

Key Ideas

- Clearly communicate what to expect: Explain what Cold Call is, why you use it and how students should respond to being Cold Called
- Frame Cold Call positively
- Be brief (30-45 seconds)

Video 3: Colleen Driggs Roll Out Speech:

In some of your classes, your teachers do something called Cold Calling. In fact, I do it. It's when you don't raise your hand and a teacher calls on you, just to see what you know.

What Cold Calling Is

It's not like a "gotcha;" it's a way to do a quick review.

Why use it

I don't call it Cold Calling, though. I call it "Hot Calling" because you get a chance to shine and to show that you are on fire!

Positive framing

Almost every day when we're talking about genre, we're going to do Hot Calling. It's a great way to review all of these definitions and terms that we've learned.

When to expect it

Here's the hardest part about Hot Calling: You've got to keep your hands down. Your hands are folded. Then, I will call on a person. When I call on that person, you track just like you normally do, and then you track me when you hear my voice again.

What to do if you are / are not Cold Called

Practice: Use the space below to script your Cold Call Roll Out Speech. Remember the key ideas.

Cold Call Participant Handout

Practice Cont.:

- Script your Cold Call Roll Out Script in the participant handout.
- Partner A stands and practices delivering script. (1 min.)
 - Partner B gives feedback. (1 min.)
 - Partner A re-practices. (30 sec.)
- Repeat for Partner B

Positive Cold Call Culture

Video 4:

How do Najee and Jon ensure the culture of Cold Call in their classrooms is positive?

Key Ideas

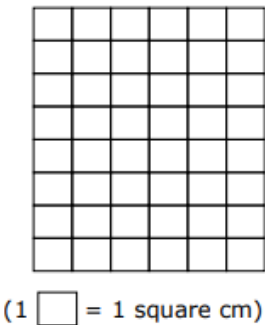
- Warm & Welcoming Tone- use a warm tone, and smile. Make eye contact and express your sincere interest in how students will answer your questions.
- Cold Call Regularly- should be a regular part of your daily practice. The more accustomed students are to being Cold Called, the more they will anticipate it and engage comfortably.
- Make It Universal- be sure to include all students and not just certain ones.

Reflections on Scripting Questions Videos:

Plan: Use the following math problem to create 3-5 Cold Call questions.

3.6C

1. A rectangle made using 1-centimeter cubes is represented below.



What is the area of the rectangle?

- A 14 square centimeters
- B 36 square centimeters
- C 48 square centimeters
- D 64 square centimeters

Cold Call Question 1:
Cold Call Question 2:
Cold Call Question 3:
Cold Call Question 4:
Cold Call Question 5:

Cold Call Participant Handout

Reflections: