



Provide Opportunities for Success

ACTIVATION ROUTINES

In order to succeed at a task, students must organize, prioritize, and activate. Providing cues for students is one strategy that empowers them.

CUEING STUDENTS TO BEGIN AND TRANSITION



PROVIDE TIME CUES

Tell students how much time they have for a task (and write it on the board), then cue students to begin work. Instead of cueing them only at the end of the time, provide several cues throughout the task time. For a 10-minute task, for example, cue them when two minutes have passed. This helps the late starters get on track while they still have enough time to complete the task. Also cue students when they've reached the halfway point, and when there are 2 minutes left. When used consistently, time cues help all students gain a sense of the passage of time and how to pace themselves to complete a task.



PROVIDE ORAL AND VISUAL CUES

Oral and visual cues can contribute to success for students who struggle to initiate a task, sustain their effort on a task, or transition to a new task. Say a student's name before providing directions, for example. Pointing to a class agenda, a checklist, or a place in the book can also focus a student's attention and effort on what they should do. These brief exchanges can make the difference between wasted time and active participation.

HOW DOES THIS PROVIDE OPPORTUNITIES FOR SUCCESS?

- Helping students activate their learning includes cueing them on what they need to pay attention to, what materials they need, what the task-steps are, and how they should manage their time. Cues provide students with the structure they need to focus, begin work, sustain effort, and complete tasks successfully.