Response cards for a class of 60

Write-on cards every learner holds up at once, so the teacher sees every answer, counts the wrong ones and decides by a rule whether to reteach. From a sample action research in four Grade 8 Araling Panlipunan sections of 57 to 63 learners, with 40-minute periods on a double shift.

What each learner needs

- A clear A4 sheet protector with a piece of white cartolina inside: cut each cartolina sheet into four and trim each piece to A4 (21 by 29.7 cm), so that it slides into the sleeve.
- A whiteboard marker. Markers are most of the cost and they dry out: keep spares.
- A square of cotton cloth, about 10 cm, to erase with.

What the sample study bought for 260 cards

Item	Quantity	Unit price (PhP)	Amount (PhP)
Clear sheet protectors, A4, packs of 100	3 packs	230.00	690.00
Whiteboard markers, boxes of 12	22 boxes	210.00	4,620.00
White cartolina, each sheet cut into four and trimmed to A4	70 sheets	13.00	910.00
Cotton cloth for erasers	6 meters	55.00	330.00
Plastic boxes with lids, one for each section's cards	4 boxes	120.00	480.00
Whiteboard markers, box of 12, to replace dried-out markers	1 box	210.00	210.00
Total			**7,240.00**

That is PhP 30.29 for each of the 239 learners, about PhP 3.79 for each lesson that used them, and the sleeves, cartolina, cloths and boxes can be used again. In a public school these are supplies for classes, which school MOOE may fund.

Making and keeping them

1. Slide the cartolina into the sleeve. Write the class number on a corner of the sleeve with a permanent marker.
2. Keep one box with a lid for each section: the cards in class-number order, the markers capped, the cloths folded on top.
3. Give them out by row: the first learner in each row takes the row's cards. Collect them the same way. It takes about a minute.
4. Test the markers every Friday and replace the dry ones before Monday.

Response card kit from a sample action research with invented data, NASH Reviewer (nash.com.ph/blog/action-research-araling-panlipunan). Free to print and use in your classes.

The routine

Before the lesson

- Write 9 questions into the lesson plan, in 3 rounds of three: after the opening, in the middle, before the closing.
- Each question has an answer of one to three words, a number, or a letter. Long answers cannot be read across a room of 60.
- For each question, write a second example to reteach with and a parallel question to ask after it.
- Plan the minutes: in the sample, the three rounds took 9.3 minutes with cards against 6.2 without.

The cue, for every question

Say	Meaning	When
Isulat.	Write.	after the question; give about ten seconds
Itaas!	Hold it up!	every card up at once, answer facing front
Ibaba at burahin.	Put it down and erase.	after the feedback

Learners keep their cards face down on the desk until the cue, so no one copies a neighbor's answer.

The scan and the rule

Scan the room row by row and count the cards that are wrong or blank.

> **15 or more wrong or blank cards** (about a fourth of a class of 60): reteach the point with your second example, then ask the parallel question.
> **Fewer than 15:** say the right answer with a one-sentence reason and go on.

Write the count and the decision on the tally sheet. In the sample, the rule called for reteaching on 19.8% of the card questions.

A round for the lesson on the causes of World War I

1. Anong salita ang tinutukoy ng M sa MAIN?
   What word does the M in MAIN stand for? Answer: militarismo
2. Ano ang tawag sa kasunduan ng mga bansa na magtulungan sa digmaan?
   What is an agreement of countries to help each other in war called? Answer: alyansa
3. Anong taon nagsimula ang Unang Digmaang Pandaigdig?
   In what year did World War I begin? Answer: 1914

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Tally sheet

Section: _____ Lesson: ____ Date: _____ Learners present: ____

Question	What was asked (a few words)	Cards up	Wrong or blank	Decision (reteach at 15 or more)
1				Reteach / Go on
2				Reteach / Go on
3				Reteach / Go on
4				Reteach / Go on
5				Reteach / Go on
6				Reteach / Go on
7				Reteach / Go on
8				Reteach / Go on
9				Reteach / Go on

In a lesson without cards, write for each question whether one learner or the class in chorus answered, and whether you retaught. Count the room, with no names. The tally is a record of teaching; it is not a grade.

Observation form

Observer: _____ Section: _____ Lesson: ____ Date: _____ Cards: yes / no

Before the period, draw 8 class numbers by lot from the learners with consent who are present. Count, for each, the answers the learner gives alone that the teacher can see or hear: a card held up with an answer, or an answer spoken when called on. Do not count a blank card or a chorus answer.

Class no.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Total
Hands up (no cards)										

With a stopwatch, time each round from the teacher's first question to the end of its feedback, in minutes: Round 1 _____ Round 2 _____ Round 3 _____

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Sample next-day quiz

A lesson on the causes of World War I (Grade 8, Quarter 3), in the form the study's quizzes took. Five minutes at the start of the next meeting. Formative: recorded, not graded.

Panuto: Bilugan ang titik ng tamang sagot. Directions: Circle the letter of the right answer.

1. Alin ang tinutukoy ng militarismo bilang sanhi ng Unang Digmaang Pandaigdig?
   Which describes militarism as a cause of World War I?
   A. ang pagpapalakas ng hukbo at armas ng mga bansa
   B. ang pagsasanib ng mga bansa sa iisang pamahalaan
   C. ang pag-alis ng mga hari sa trono
   D. ang pagbubukas ng mga daungan sa kalakalan
2. Aling mga bansa ang bumuo ng Triple Entente?
   Which countries formed the Triple Entente?
   A. Germany, Austria-Hungary at Italy
   B. Japan, China at United States
   C. Britain, France at Russia
   D. Germany, Italy at Japan
3. Anong pangyayari noong Hunyo 1914 ang naging mitsa ng digmaan?
   What event in June 1914 set off the war?
   A. ang paglusob ng Germany sa Poland
   B. ang pagbomba sa Pearl Harbor
   C. ang paglubog ng barkong Titanic
   D. ang pagpaslang kay Archduke Franz Ferdinand sa Sarajevo
4. Ano ang ibig sabihin ng imperyalismo bilang sanhi ng digmaan?
   What does imperialism mean as a cause of the war?
   A. ang pag-aagawan ng mga bansang Europeo sa mga kolonya at pamilihan
   B. ang paghahalal ng mga pinuno ng bayan
   C. ang pagtutulungan ng mga bansa sa kalakalan
   D. ang pagbabawal sa mga sandatang pandigma
5. Alin ang halimbawa ng nasyonalismong nagpalala ng tensiyon bago ang 1914?
   Which is an example of the nationalism that raised tensions before 1914?
   A. ang pagtatatag ng League of Nations
   B. ang pagbagsak ng ekonomiya noong 1929
   C. ang hangarin ng mga Serbian na pag-isahin ang mga Slav
   D. ang pagkakabuwag ng Soviet Union

Key: 1 A, 2 C, 3 D, 4 A, 5 C.

The English lines are for readers of the post; the learners' copy has the Filipino only.

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