

HACK 2: Kick the IDK Bucket

Reason for IDK	Strategy	Comments
Student did not hear the question	Repeat the question	Restate the question exactly the same way as it was asked the first time. Many times, teachers begin to give too many hints when repeating questions, therefore lowering the cognitive demand for students.
Student did not understand the question	Rephrase the question at the same level, or ask if there's a word they need to have defined	Q: What strategy did you use to solve the problem? 1. Do you know what I mean when I ask for a "strategy"? 2. How did you solve the problem?
Student is thinking	WAIT	<ul style="list-style-type: none"> • Wait time is often the best prompt. You might confirm the student needs wait time by asking "Do you need some time to think?" • Provide wait time for everyone before you even call on a student. That way the attention on one student isn't so uncomfortable
Student is bashful	Use a student talk protocol like turn and ask	Listen in on the conversation of a shy student. Ask his permission to call on him to share, and then stay close to him as he gives his response to the class. Proximity can be reassuring for shy students.
Student is not confident	Allow the student to quantify a response	Use the power of "might." Adding it to a question softens it significantly. What is the solution? What might be a solution?
Student is accustomed to getting more clues, so she is waiting the teacher out	Break the pattern of over-prompting	Be prepared with several responses if you think the students are waiting you out. Remember that if you're uncomfortable with the silence, they probably are too. WAIT.
These strategies apply to individual, small group, large group, and whole class instruction.		

Image 2.2