



# Call and Response

I-5, I-6

Call and Response is a strategy that uses group choral response to build energetic, positive engagement. You ask a question and students respond in unison. The primary goal is to review and reinforce academic content, invigorate the class, and reinforce your authority and command. The call and response practice lets students support and encourage the academic success of their peers with close direction from the teacher.

- ☐ Determine the lesson objective and the goal for using Call and Response in the lesson.
- ☐ Select the type of call (repeat, report, reinforce, review or solve) to use in the lesson. See variations below for more details on each type.
- ☐ Model and practice the call cues with students.
- ☐ Implement the call in the lesson and allow the class to respond.
- ☐ Consistently implement the call in the current lesson or in future lessons (if applicable) to reinforce important content.



## Additional Tools

### *Report*

Students who have already completed problems or questions on their own are asked to report their answers back. (Ex: "On three, tell me your answer to the question.")

### *Reinforce*

The teacher reinforces important information or a correct answer by asking the class to repeat it.

{Ex: "Can anyone tell me what year the Declaration of Independence was adopted? Yes, Paul, it was 1776. Class, what year was it adopted?" The call (repeating the question) and response ("the Declaration of Independence was adopted in 1776") reinforces the importance of the answer.}

For more strategies and/or resources, visit  
**[houstonisd.org/EffectivePractices](http://houstonisd.org/EffectivePractices)**



## ALERTS

For Call and Response to succeed, use a consistent signal like "ready, set..." or a nonverbal gesture like a point or a hand motion, and make 100% participation a rule.



## QUICK TIPS

"Solve" can be implemented with the use of individual dry erase boards, laminated card stock or electronic student response systems.