

# Three Types of Cold Call

We've designed a series of short professional development activities to support you in adapting the technique you studied with the modules for the world of remote or hybrid learning. To provide the strongest possible examples, we've leveraged resources from our [blog](#) and designed each PD to accompany a series of modules. In this case, the reflection and practice below should be completed after you've completed the Cold Call [modules](#).

The image displays a digital document with text and handwritten annotations. On the left side, there is a vertical strip of four video thumbnails showing different individuals. The main document content includes:

“Hell, this little scratch on the ear barely hurts,” Toby says. “I’ve played with far worse injuries than this.”

“Toby, for the millionth time, life isn’t a football game,” Mindy says, reeling him in a little tighter. “And would a little care and affection from little old me really be such a bad thing?”

Toby changes his mind very quickly. “Goodbye, you guys,” he says to us. “This is where we turn off.”

“Goodbye,” Gloria says back to them. “I’ve got to take John home and get him patched up, too.”

Suddenly we are alone, on the street, near Gloria’s house. “I actually don’t believe I have anything wrong with me,” I say to Gloria.

“I think I saw some bruises,” she says. “We better give you a quick checkup. And anyway, my parents are almost definitely asleep by now. Come in, and we can get to know each other better.”

I confess that I am torn, but at the same time, I confess that I do not want to end the night torn in half like Jerry Dickman. “I don’t know if that’s such a great idea . . .” I say.

But as I feebly protest, Gloria takes my right hand in her own, and I can feel myself being led toward the Great Bonanza Ranch House like a steer to the slaughter. And as we walk, Gloria whispers into my ear with her hot breath, “We’ll go down to the basement. My parents never go down there at night. You don’t have to worry about a thing. After all, what’s the worst thing that could happen?”

*Stop reading and then answer the question(s) on Google Doc.*

*Summary: John takes Gloria to the game and a fight*

14

*the worst thing that could happen*

I have some advice for you. If someone asks you what the worst thing that can happen is, don’t do what you are about to do. Get out. Fake a heart attack. Escape if you can. Especially if you are an unlucky person anyway, you’ve just been hexed by chapter 13.

The Great Bonanza Ranch House is quiet as we enter. There is no dissonant music. No ginger snaps are snapping. The dozer is apparently upstairs.

“This way,” Gloria says, leading me to the back of the house. From the front, the Great Bonanza Ranch House looks like a one-story structure, but behind and to one side of the house, the land falls away sharply, allowing a lower story.

We pass through a door and descend carpeted stairs to a large, dark, finished basement. The place smells of wood. Split logs are piled up near a brick fireplace. “My father splits those by hand,” Gloria says, “can you imagine? What a waste of time.

## Three Types of Cold Call

---

### Step Into a Classroom

Check out this scene from [Stephanie Le's middle school Reading class](#). In this clip, we see Stephanie use Cold Call in three ways. First she Cold Calls a student based on their answer in a chat, then she Cold Calls a student to elaborate, and lastly she Cold Calls a student to read. What similarities and differences do you see in the way Stephanie implements each type?

### Study the Technique

In all three of her Cold Calls, Stephanie keeps her tone very conversational. Her go-to phrase is “go ahead.” She’s clearly established Cold Call as a part of her online classroom so students do not feel surprised when they are called on. Further, because she’s had students jot down their initial answers in the chat, all students are prepared to participate with confidence. Because Cold Call has been established as a universal routine, students are immediately ready to respond whether its an answer to a question, a follow up question on a peer’s response, or picking up the shared reading. Stephanie’s conversational tone is essential in underscoring the message that Cold Call is a normal and positive way to participate in online learning.

### Plan to Practice

Like we saw Stephanie do, find an opportunity in an upcoming lesson for each of the three types of Cold Call that we see Stephanie use (i.e. chat-based, follow-on/elaborate, to read.) Now jot down the phrase you will use to Cold Call students in your remote classroom. Stephanie’s is “go ahead.”

### Delivery Practice

Use your phone or an online app to record yourself using your conversational “go-to” phrase to call on a student for each of the types of questions you’ve planned.

### Review & Share

Watch your practice video.

- Do your Cold Calls feel conversational?
- Do you use Cold Call for a variety of question types?

If you found this practice useful, please share it with your colleagues and keep coming back to our blog for new video and insights.