

Centering Student Analysis and Voice with Show 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](#).

hundreds	tens	ones		tenths	hundredths	thousandths
4	9	2	●	1	3	6

The digit 4 is in the hundreds place. It has a value of 400.

The digit 9 is in the tens place. It has a value of 90.

The digit 2 is in the ones place. It has a value of 2.

The digit 1 is in the tenths place. It has a value of 10.

The digit 3 is in the hundredths place. It has a value of 300.

The digit 6 is in the thousandths place. It has a value of 6000.

Centering Student Analysis and Voice with Show Call Feedback

Step Into a Classroom

Watch this Show Call from [Heather Pirolli's fifth grade Math class](#). How does Heather set her students up for strong error analysis of the show called work?

Study the Technique

We love how Heather has prepared a Show Call that captures the error trend that she sees (misunderstanding place value in a number with a decimal), and then asks students to identify the error by asking, “Your thinking question is what is incorrect about this work or what mistake did they make?” By lifting up a common misunderstanding and asking students to do the cognitive work of finding that mistake, Heather has set her students up to drive the analysis in the class. Further, in Heather’s class, this analysis feels like an exciting challenge: she asks the question in an upbeat voice and with a smile. Finally, Heather helps any students who remain confused to “see” the error with a clear visual (the flying circle.)

We also love how Heather follows the first Show Call with a second one, warmly holding students accountable for completing the second Check for Understanding and also making sure their final takeaway is not just the correct right answer, but even better, a correct answer generated by a peer.

Plan to Practice

For this practice, you will need student work samples on a topic that you will be reviewing again in class.

First, choose or create a work sample that captures the common error. Rewriting a common error, like we saw Heather do, removes the potential distraction of students trying to identify whose work it is, and you can make the handwriting extra clear and legible.

Next, jot down the question you will ask students to help them focus their analysis and identify the error. Generally, the more knowledge students have, the broader your question can be. A more specific question will help them locate an error in content that is more challenging for them.

Finally, create a slide or visual that will support you clearly identifying the error to your online students.

Delivery Practice

Using your phone or a computer based app like Zoom, record yourself introducing the Show Call to your students. As you record, make sure to:

- I Ask the analysis question clearly
- Show the work with any supporting visual to guide students to identify the misunderstanding or opportunity for improvement
- Use a warm and positive tone to establish a culture of curiosity that celebrates learning from error

Review & Share

Watch the video you’ve recorded

- Will the question you have planned guide students to determine the common error?
- Do your tone, expression, and language build a positive Show Call culture?

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