

# Modifying the Chat to 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](#).

**Freak the Mighty (41-47) "Dinosaur Brain"**

**3.8: Lesson Objective:** Analyze changes in Max's character and relationships.

**Pages 41-42**

1. Reread these lines from p. 41:

*Me rescuing Freak. What a joke, right? Except that's how it must have looked from a distance, because they never knew it was Freak who rescued me – or his genius brain and my big dumb body.*

a. What does Max see as "a joke"? Why? Do you agree that this is "a joke"?

b. Consider the final line of the excerpt: *or it was his genius brain and my dumb body.*

What contrasts do you see in this line?

2. **In the Chat:** On p. 42, Gram says, "Oh, I saw those blue lights and I thought the worst." What might she and Grim have thought when they saw the police lights? Try to come up with more than one explanation.




**Hasan Clayton**

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### Step Into a Classroom

Check out this clip from [Hassan Clayton's English class](#). He and his students are reading *Freak the Mighty* and we love how he leverages the chat to do a sort of Show Call of their analysis. As you watch, consider this question: How does Hassan maximize the benefits and minimize the challenges of using the chat in this clip?

### Study the Technique

Hassan maximizes the advantages of the chat by positively narrating participation and giving a bit of wait time, so every child has an opportunity to engage with the academic task. He also manages the tendency of the chat to be overwhelming to read – to teachers and students alike – by cutting and pasting a few answers into the class's shared word document. We consider this a variation on Show Call, since Hassan centers students' attention on just a few strong answers. In the case of the first question, we know there's a bit of confusion (as Hassan says "Ooh I love when we have some disagreement") so he uses the cut-and-paste chat to make sure all students land on the correct understanding. He repeats this cycle of show-calling the correct answer via cut-and-paste for the second question he asks as well, providing an efficient and student-centered way of reviewing the correct answer and then moving on.

### Plan to Practice

Choose a question in an upcoming class for which you want students to chat their answers. Draft an exemplar answer. Then ask yourself "what phrases will I look for in the chatted student answers to identify the response that I will cut and paste and share?" This bit of planning will help you to quickly sort through the chat responses and choose the right one to display so you can stamp the correct understanding for your class.

### Delivery Practice

Open Zoom or the app you use to teach from. Then open a word processing document. Record yourself smiling and positively narrating student work as it comes into the chat, while you practice either cutting and pasting or typing an ideal student answer from the chat into your word processing document. The tricky part about this practice is managing to respond warmly to the chat while you simultaneously prepare the answer you want to share visually with the class.

### Review & Share

Watch the video you've recorded.

- Will the exemplar phrases you've jotted help you to identify quickly the answer you want to Show Call?
- Are you able to both positively narrate the chat and also display the student exemplar at an appropriate pace?

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