



Provide Models

CLICK & CLUNK SIGNS

THE MAKING

The traditional model of click & clunk signs is the symbol of a stop sign: one red and one green. The red stop sign would have the printed word “clunk” and the green stop sign would have the printed word “click” with a check mark. Essentially, each teacher could adapt this pattern to fit specific or individual needs for any classroom. A traditional model has been included at the bottom for printing and use in the classroom.

HOW THEY ARE USED

There are several possible methods for including the click & clunk signs in the classroom. Please use the examples below as a starting point and not as the only options.

Providing Examples

multiplication

$$\begin{array}{c} \text{coefficients} \\ \swarrow \quad \searrow \\ \boxed{3} \times \boxed{5} = 15 \\ \text{multiplicand} \quad \times \quad \text{multiplier} \quad = \quad \text{product} \end{array}$$

$3 \times 5 = 3 + 3 + 3 + 3 + 3$ (five threes)
 $= 5 + 5 + 5$ (three fives)
 $= 15$

When a teacher demonstrates an example problem or idea, the students can hold up their click or clunk cards. Because both signs are the same shape, the other students in the class will not necessarily be aware if one student is holding a “clunk” and not a “click” card. This show of cards will allow the teacher to determine if another example is necessary or if students should begin practicing on their own. If the classroom is not arranged in such a way that allows for anonymity, the teacher can have students display the cards on their desk.



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Reading Material



During reading sessions, the class can determine a check-in point whether that be at the end of a paragraph, section, page, or chapter. When the class arrives at the check-in point, each student will hold up their click or clunk cards. Similar to the example format, the teacher will use the show of cards to determine if fix-it strategies should be employed, or if it is safe to continue reading.

Class Discussions



Throughout class discussions, there are often several viewpoints and ideas brought to light. Occasionally, it can be challenging to understand everything that is taking place in a conversation. Therefore, the teacher should do some sort of check-in where students hold up their cards to either affirm their understanding or present their misunderstandings.

Asking Questions



An important aspect of any lesson is the questions the teacher asks. These both help guide the students to understanding and offer a form of assessment for the instructor. When asking a question, have the other students hold up their click & clunk cards. This way the teacher will know how each student feels about the question and not just the student being asked.



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HOW DOES THIS PROVIDE MODELS?

Each of these strategies for implementing click & clunk cards lends itself easily to allowing the teacher to model their own fix-it strategies to ensure comprehension. By following the teacher's models and practicing individually, students can develop their own metacognitive skills.

Adopted from CSR Research



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