





مَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مَخْرَجًا وَيَرْزُقْهُ مِنْ حَيْثُ لَا يَحْتَسِبُ وَمَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مَخْرَجًا وَيَرْزُقْهُ مِنْ حَيْثُ لَا يَحْتَسِبُ وَمَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مَخْرَجًا وَيَرْزُقْهُ مِنْ حَيْثُ لَا يَحْتَسِبُ

3. Pause, scan and respond to students' behaviour

1. The teacher pauses the lesson to scan the classroom for signs of student disengagement or off-task behaviour.

2. The teacher notices a student who is looking away from the board.

3. The teacher approaches the student and asks, "What are you thinking about?"

4. The student responds, "I was thinking about the weekend."

5. The teacher says, "I see. How was your weekend?"

6. The student says, "It was good, I went to the park."

7. The teacher says, "That sounds nice. Let's get back to the lesson."

2. Use a verbal or audible prompt to get students to focus on you

Verbal prompts are used to get students to focus on you. They can be used to get students to focus on you when they are off-task or when they are not listening to you.

a call and response

Example: "Attention, please!"

a command

Example: "Please stop talking and listen to the teacher."

Example: "Please stop talking and listen to the teacher."

Example: "Please stop talking and listen to the teacher."

Example: "Please stop talking and listen to the teacher."

visual cues

Example: "Attention, please!"

3. Pause, scan and respond to students' behaviour

Example: "Attention, please!"

Example: "Attention, please!"

Example: "Attention, please!"

Questions for reflection

1. How do you think you can improve your work?
