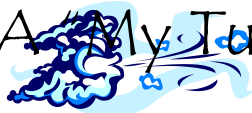


# Choral Response Strategies

## Blow The Answer Into Your Hand

### Echo Talk (AKA "My Turn, Your Turn")



This technique can be used for choral responses.

1. Teacher asks a question in which there is one correct answer.
2. Students are given think time.
3. When they have the answer they are asked to "blow it into their hand" and hold onto it by making a fist.
4. Teacher models a sentence and the whole group repeats, or echoes it.
5. Then one student generates an oral phrase and the partner echoes it.
3. Partners switch and alternate roles so that each student has a chance to both generate and repeat phrases.



## Choral Responses

Useful for short, identical answers, so that students don't blurt out answers. Students work in small groups. This strategy allows for many students to be practicing the targeted language at the same time.

1. Teacher or another student poses a question or prompt.
2. Teacher or another student says "STOP and THINK" - Put your thumb up when you know...
3. Once thumbs up or another hand signal has been shown by each group member, the group gives a choral or group reply.

## That Makes Sense

The teacher presents a question or a prompt and models the sentence frame to be used for a designated amount of time. Have students help to write the prompts and the responses on index cards. Have each student take card. Now the students will walk around the room looking for a match their prompt/response that makes sense.

(Several cards of each prompt and response may need to be made to accommodate the size of the group. Small groups can play this game like Go Fish.)

## Jigsaw Strategies

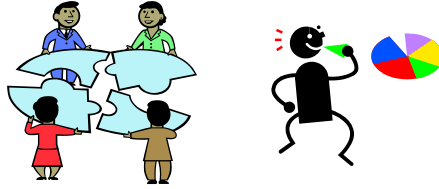
## Jumbled Sentences

Teacher writes a sentence frame or sentence on a strip. Students chorally practice the sentence apart and have to put them back in order.

## Jig Saw

- Students read different passages from the same text... or selections from several texts.
- After reading the passage, they take on the role of an expert with the specified text.
- The "experts" then share the information from their specific reading with a specific group or the entire class.
- Students can read different sections of a chapter, short story, newspaper article, diary/journal, biography, or ...

## Scatter-Stop-Sequence-Share



1. Students are given number, letters, parts of story, etc. that can be put in order.
2. Students scatter around the room quietly.
3. Students stop upon teacher direction or signal.
4. Students sequence information by visual clues. No talking is allowed.
5. Students share sequence aloud from beginning to end.

## Scrambled Sentences

This is a partner or small group activity. Text used for the activity should have clear coherent links between sentences. The purpose is to give students the opportunity to rebuild sentences from a paragraph or story into the proper sequence or to rebuild words in a sentence to make a coherent, meaningful sentence.

1. Teacher chooses a reading or sentence frame with which students are already familiar.
2. Teacher passes out mixed up sentences (either words on index cards or sentences on strips).
3. Students work together to put the cards or strip back into the correct order without referring to the reading or sentence frames.
4. Students take turns reading the complete sentences or paragraphs to their groups

# Partner Engagement Strategies

## A-B Partner Teach

Partner A, turn to Partner B

- Tell your Partner the two most important things you have learned so far about...

# Think-Partner-Discuss

1. Teacher poses a problem or question.
2. Provide individual think time.
3. Pair- Tell Students to discuss answers with a partner for a specific amount of time.
4. Share out with entire group.

# Think-Partner Share



- Take a minute to first silently and independently think about your own answer to the question(s).
- At the signal, turn and face your partner so you can discuss your answers face to face.
- Explain clearly to your partner your own answer and your reasons for making this decision.
- Listen carefully to your partner's answers, and pay attention to similarities and differences in your answers.
- Ask your partner to explain more if you don't understand or agree with his or her answer.
- At the signal, be prepared to share your opinions with the class.

## Think-Pair-Check & Perfect



1. Teacher poses a problem or question. Answers are often written. This can be used as a way to review homework.
2. Provide individual think time.
3. Students check partner's answers and they perfect each other's responses.
4. Share- Use active participation to share answers with whole class.

## Think-Write-Pair-Share



Students work in pairs. This is an extension of Think-Pair-Share. It is another strategy that gives students time for processing ideas by building in wait time.

1. Teacher poses a question, prompt or task.
2. Students are given think time to answer the question individually in writing.
3. Students are then cued to turn to their partner and discuss their responses, noting similarities and differences. Students encourage their partners to clarify and adjust responses using appropriate language structures such as "How did you decide that?", "In other words, you think that \_\_\_", "I'm not sure what you mean by \_\_\_", "Could you please explain what you mean by \_\_\_?"
4. After sharing responses with a partner, students are invited to share publicly.



# Sharing Hand

As directed by the teacher, students will use the sharing hand to help them speak orally about a given topic.

# Guess and Check

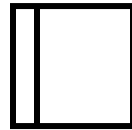


1. Students are given either a name of a concept or a visual that represents the concept. Work in pairs or small groups of 3 and guess at the initial definition or description that goes along with the picture or concept term.
2. Students either look at another sheet or turn paper over to the back where they can see how closely their guess came to the correct answer.
3. Students and teacher generate examples of the concept to clarify understanding

## Give One and Get One

- Write your name legibly at the top of a piece of paper. List 3 to 5 ideas about the assigned topic.
- Draw a line after your last idea to separate your ideas from those you select from your classmates' lists.
- Get up and interact with one classmate at a time. Exchange papers, read your partner's list, then ask a question about new or confusing ideas.
- Add one new idea from your partner's list to your own, along with his/her name. Make sure that you are able to accurately present this idea during a class discussion.
- Continue sharing ideas with different classmates until specified time is over.
- Be prepared to report one new idea you obtained!

## Reciprocal Learning/Reciprocal Review



1. Working in pairs, students divide the paper 1/3, 2/3.
2. In the 1/2 students copy a question (s) to answer.
3. Students may discuss the question for clarification and prediction.
4. In their pairs, students read material to answer that question.
5. Students discuss answer. Student "A" goes first. Student "B" checks and perfects the answer. They switch roles on the next question.
6. Students write answer in the 2/3 section of paper.
7. Students go to the next question and repeat process.

### Reciprocal Review

8. Students fold completed sheets from Reciprocal Learning along the 1/3 line.
9. One student reads and answers the question on the 1/3 side while the other student checks and perfects his answer by looking at the answer on the 2/3 side.

# Reciprocal Teaching

1. Assign pairs paragraphs to read (younger students 100-200 words, older students maximum 500 words).
2. Tell them to read so that they are prepared to (choose 1 or more): predict, summarize, question, and make connections.
3. Both students read the same paragraph.
4. One student summarizes, predicts, questions and/or makes connections.
5. Other student "checks and perfects". For example, "Do you agree? What can you add? What's missing? What questions do you have? What else does this connect to?"
6. Switch roles. Repeat process.

# Passing it on (Large Group or Whole Class Strategies)

## Question Chain

Teacher asks a question, and student responds. That student then asks the next person a question. The next student responds and formulates a new question to ask the next person. The process continues...

## Verbs/Adjectives on a Chain

This can be a whole class or a small group activity

- 1- Whole class or groups sit in a circle.
- 2- Teacher says the infinitive of a regular or irregular verb (Ex: to eat) and calls on student #1
- 3- Student #1 says a phrase with the past tense of the verb (I ate).
- 4- The next student gives a phrase with the present progressive (I am eating).
- 5- The next student gives a phrase with the past progressive (I am eating).
- 6- The next student gives a phrase with the future tense (I will eat).
- 7- The chain continues as long as students can come up with a new conjugation.

This activity can be adapted for comparative adjectives (is bigger/funnier than..., is the biggest/funniest...)

## Send a Question Down the Line



Teacher or student asks on question. Students provide answers until all possibilities are noted. Teacher can choose whether or not to allow students to "pass".

## Idea Wave

- Each student lists 3 to 5 ideas about the assigned topic.
- A volunteer begins the "idea wave" by sharing one idea.
- The student to the right of the volunteer shares one idea; the next student of the right shares one idea.
- The teacher directs the flow of the "idea wave" until several different ideas have been shared.
- At the end of the formal "idea wave" a few volunteers who were not included can contribute an idea.

## Reflecting and Tapping Background Knowledge Strategies

## K- W- W- L Chart

What I **K**now – **W**here I learned it – **W**hat I want to know – what I **L**earned

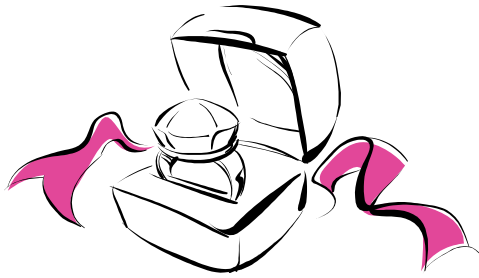
This strategy helps students organize, access, and reflect on learning which increases comprehension and engagement.

- To activate prior knowledge ask, "What do I know?"
- To acknowledge source ask, "Where did I find the information?"
- To set purpose ask, "What do I want to know?"
- To reflect on a new learning ask, "What did I learn?"

## Quick Write

Use a quick write to activate background knowledge clarify issues, facilitate making connections, and allow for reflection.

- Students write for a short, specific amount of time about a designated topic related to...



The Engagement Ring  
Will your students be engaged with you?



## Schlechty's Design Qualities

California Real Estate  
Strategies Ratio

Kagan, S. (1999).  
Company.

Schlechty, P.C.  
principals, and

- Product Focus
- Clear Product Expectations
- Safe Environment
- Affirmation of Performance
- Affiliation
- Novelty and Variety
- Choice
- Authenticity

Practice  
I've Taught.

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# Quick & Easy Review & Retention Strategies

## Increasing Focus During "Lecture" Time

Stop every 5, 10, and 15 minutes and ask students to...



1. Summarize what we've learned in the last few minutes.
2. What do you think is the most complex or difficult concept? Why?
3. Answer this question...
4. What connections can you make to other subjects?
5. How can you apply these ideas in your own life?
6. Predict the direction of the lecture.
7. Turn to your partner and see if he/she heard the same thing you heard. Clarify any misconceptions.



# 12 Word Summaries



In 12 words or less, summarize the most important aspects from today's lesson



## Whip Around



This is a whole class or large group activity. This gives students wait time to consider what they know about a particular topic.

- 1- Teacher charts sentence graphic organizers or sentence frames students might use and models use of the frames with vocabulary from the lesson.
- 2- Students listen while the teacher poses a question or task.
- 3- Students are given think time to consider what they know about the topic and record a number of responses (can be a quick write activity).
- 4- Teacher "whips" around the class in a relatively fast-paced and structured manner (down rows, around tables, etc.) allowing as many students as possible to share an answer in 15 seconds or less.
- 5- Once answers become repetitive, students can point out similarities in their ideas by using language structures such as "My idea is similar to/related to \_\_\_\_", "I agree with \_\_\_\_\_ that \_\_\_\_\_", and My idea builds upon \_\_\_\_\_'s idea. This fosters both active listening and validation of ideas.

## Exit Slip



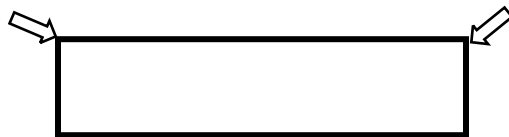
- 1- What made learning easy for you today?
- 2- What made learning difficult for you today?
- 3- What do you still need to know before we move on?
- 4- What did you learn today?
- 5- What should our next steps be?

Students can answer self-selected question/s or teacher selected question/s.

Ticket in the Door

1. When you make copies of test, quizzes, homework, etc., make a few extra copies. Cut them into strips which have only 2-3 questions or problems.
2. Place these "extras" into a box inside the classroom door. Each day or on selected day's students pick up a strip as they enter the room and work on whatever is on their strip.
3. Choose a row or group to collect and check "at random".
4. This is a great method to promote retention.

Four Corners





The teacher posts *questions, quotations, photos, etc.* in each of the corners of the room. The teacher assigns each student to a corner or students choose.

- Once in the corner, the students discuss the focus of the lesson in relation to the question, quote, etc...
- At this time, students may report out or move to another corner and repeat the process...
- After students have moved... as a writing assignment, they should be encouraged to reflect on changes in opinion or new learning.

## Strategies for Categorizing Related Topics and Ideas

(3-4 in a group and/or Numbered Heads)

# Hot Seat

This is a whole class or large group activity. It is a comprehension activity that typically occurs at the end of a story or book. The strategy provides excellent practice for students to develop questions on higher Bloom's levels.

- 1- After reading the text and exploring some character descriptions, teacher models how to develop questions that require more than "yes/no" response.
- 2- Teacher provides and or reviews questions and answer frames.
- 3- Half of the students prepare questions about the character that they would like to have answered. The remaining students prepare to become a character from the story in preparation for taking a turn on the Hot Seat.
- 4- Students take turns on the Hot Seat answering question posed by their classmates about the character. Once half of the group has had a turn on the Hot Seat, switch roles and repeat.



## Round Table



Students work in groups of four.

- 1- Teacher asks a question with many possible answers.
- 2- Students make a list on one piece of paper, each writing one answer and then passing the paper to other person on his/her left. The paper goes around the table.
- 3- Each student contributes one idea as the paper is passed to him/her.
- 4- At the end of this activity, the group has brainstormed many possible answers.

This can be timed activity or students can be directed to come up with as many ideas as possible.



# Numbered Heads Discussion



1. Develop a set of 3 to 8 discussion questions.
2. Explain Numbered Heads (this activity can be found in this ring).
3. Ask first question. Students can write an answer or just think.
4. Discussion.
5. Spin a spinner/roll dice. Call out the number and the student with that number stands.
6. Ways to Process (Choose one or more):
  - \* What did you say?
  - \* What did you hear?
  - \* Who disagreed/agreed, wants to share?
7. After having first response, call on someone seated or standing to share what they heard or agree/disagree.
8. Ask next question. Repeat process.



## Numbered Heads



This strategy works for whole class lessons with smaller teams working in groups of four. It is an appropriate strategy to use for brainstorming, predicting outcomes, reviewing material and general processing of information.

- 1- Students number off in small teams 1-4
  - 2- Teacher asks a series of questions, one at time.
  - 3- Students discuss possible answers to each question for an establish amount of time.
  - 4- Teacher calls a number (1-4) and all students with that number raise their hands, ready to respond.
  - 5- Teacher calls a randomly calls on students with the specified number to answer on behalf of their team.
  - 6- Students are encouraged to acknowledge similarities and differences between their team's response and that of other teams. This would be a great time to use sentence frames.
- Teacher continues posing questions and soliciting responses in this manner until every team has been represented at least once.

## List-Pass-Amass



1. When working with a list of facts or descriptors, students list one and pass their paper.
2. They then add one different answer to the new list and pass.
3. Next, they get original paper back and check for completeness.
4. Finally, they turn their paper over and write all of the information they recall.

## Mirror, Mirror Look Alike



1. Each group member produces an individual project.
2. The group confers and examines each product to insure that each is EXACTLY identical.
3. Credit is given only if all are identical or one may be randomly selected to represent the group.

Possible Application:

Map Labeling

Graphs, charts

Letter formations

Spelling lists

Math algorithms

Bibliography entries

Illustrations, diagrams

Capitalizations and punctuation rules

## Brainstorm and Categorize

1. Give students 20–30 seconds to ponder a topic to be brainstormed.
2. Have the group brainstorm the topic for a set amount of time. They should write their thoughts on individual slips of scrap paper or index cards using a marker.
3. Using another color marker, categorize the brainstormed topics into sub-topics.
4. Take away the categories.
5. Have students rotate to another groups and work to identify the group's categories.

## Send-A-Problem



1. Each student on a team makes up a problem and /or a review question and writes it down on a flash card. Encourage high-consensus problems which have a right or wrong answer, verifiable by notes or text. For younger students, the format might be standardized (ex: true/false, multiple choice, missing word).
2. Groups pass their stack of problems and/or review questions to another group.
3. Student 1 reads the first question. The group attempts to answer it. If they have consensus, they turn the card over to see if they agreed with the sending group. If not, they write their answer as an alternative answer. Student 2 reads the next one, and the process is repeated. The stacks of cards can be sent to a third and fourth group and so on. Upon return of the cards to the senders, there is an opportunity to discuss and clarify any question indicated on the back of the cards.



## Follow my Directions

Students work in pairs, triads, or groups of four



- 1- One student gives precise, step-by-step directions to complete a task.
- 2- Other students listen carefully to the directions and follow the steps given to complete the task.
- 3- The student giving the directions and redirects or clarifies as appropriate.
- 4- Repeat the process until everyone has a chance to be the direction giver.



## Gallery Walk

# Smart Charts

- Select several "quotable quotes," important passages, or concepts from a text. Place each quote or passage on a separate piece of butcher or chart paper and hang them throughout the room.
- Ask students to quietly take a "gallery walk." Reading each poster carefully and talking to no one.
- Have each student select one that interests or intrigues them- one that they would like to talk more about.
- Ask the students to return to their seats and free-write about the selected quote or passage for five minutes.
- Then ask students to take their free-writing and to stand by the quote or passage they have selected.
- Distribute a marker to each group. Each group then selects a recorder and presenter. Using their free-writing as a point of departure for discussion, they form a discussion group, sharing and piggy backing ideas. Their thoughts are recorded on the chart paper by the recorder.
- After ten minutes of discussion, students return to their seats. Each student is given a double-entry journal handout, listing all of the selected passages or quotes on the left side and room for response notes on the right side.

Each group shares their charted responses with the entire class and invites the larger class to add comments or to ask questions. After each group shares, students are given time to write their own responses for each quote or passage. When the period ends, each student has a written response of the day's discussion.

1. Create charts with designated heading on chart paper
2. Provide whole group explanation of headings.
3. Divide class into groups of 3 or 4 and assign each group a colored marker.
4. Teams rotate from chart to chart, inputting as much new information as time permits.

## Possible Applications

- ★ Great methods to activate prior knowledge- save the charts and repeat at the end of a unit of study.
- ★ To review before a test you can have students create questions for each chart. As students rotate, they write possible answers. Some questions can be added to the test.

## Magnetic Questions

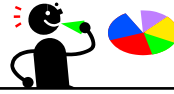
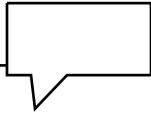
## Mine, Ours, Theirs

1. Before the class, write several key questions related to the reading or video. Strive for proactive, thought-provoking questions. Write the questions on poster paper and post questions around the room.
2. After introducing the topic, invite the students to read the question and choose one that appeals to, or angers them. Have them write the question down.
3. Tell students to stand by their chosen questions. The students with the same questions form a group. These discuss what they find intriguing or important about the question
4. Have each group share out their ideas.
5. Use these questions to guide the group's discussion again after the group has finished its reading or viewing activity

<b>M</b>	<b>O</b>	<b>T</b>
----------	----------	----------

1. Create a 3-Column Mine/Ours/ Theirs sheet.
2. Students fill out the "Mine" column with everything they know about the given topic.
3. Students work with a partner or small group and share what they have written down adding in the "our" column new information from their partners.
4. Groups of 2, 3, or 4 can create a visual that represents the information they have. It can be a listing, a flow chart, a mind map, etc.
5. Students take a gallery walk looking at the various visual/graphic/ verbal representations that the groups have made. They add information to the "Theirs" column of their sheet.
6. Ask students to think about one new thing they learned about the topic to share out.

# Think Time, Talk Time, Share Time



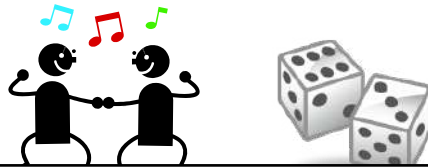
## Save the Last Word for Me

- Students number off within each group
- Teacher prompts or gives direction
- Students think individually about the topic.
- Groups discuss the topic so that any member of the group can report for the group.
- Teacher calls a number card and the student from each group with that number reports for the group.



1. Have an entire group read the same article/book section silently.  
Provide guiding questions.
2. Break students into groups of 3-4. The first student will choose and share one idea with the group. They will have a set time limit in which to share.
3. Talking time rotates throughout the group so that each member has an equal amount of time in which to share his/her answer or idea.
4. Tell students to consider all they have heard and to individually write an answer to the question.

## Music to My Ears (Similar to Musical Chairs)



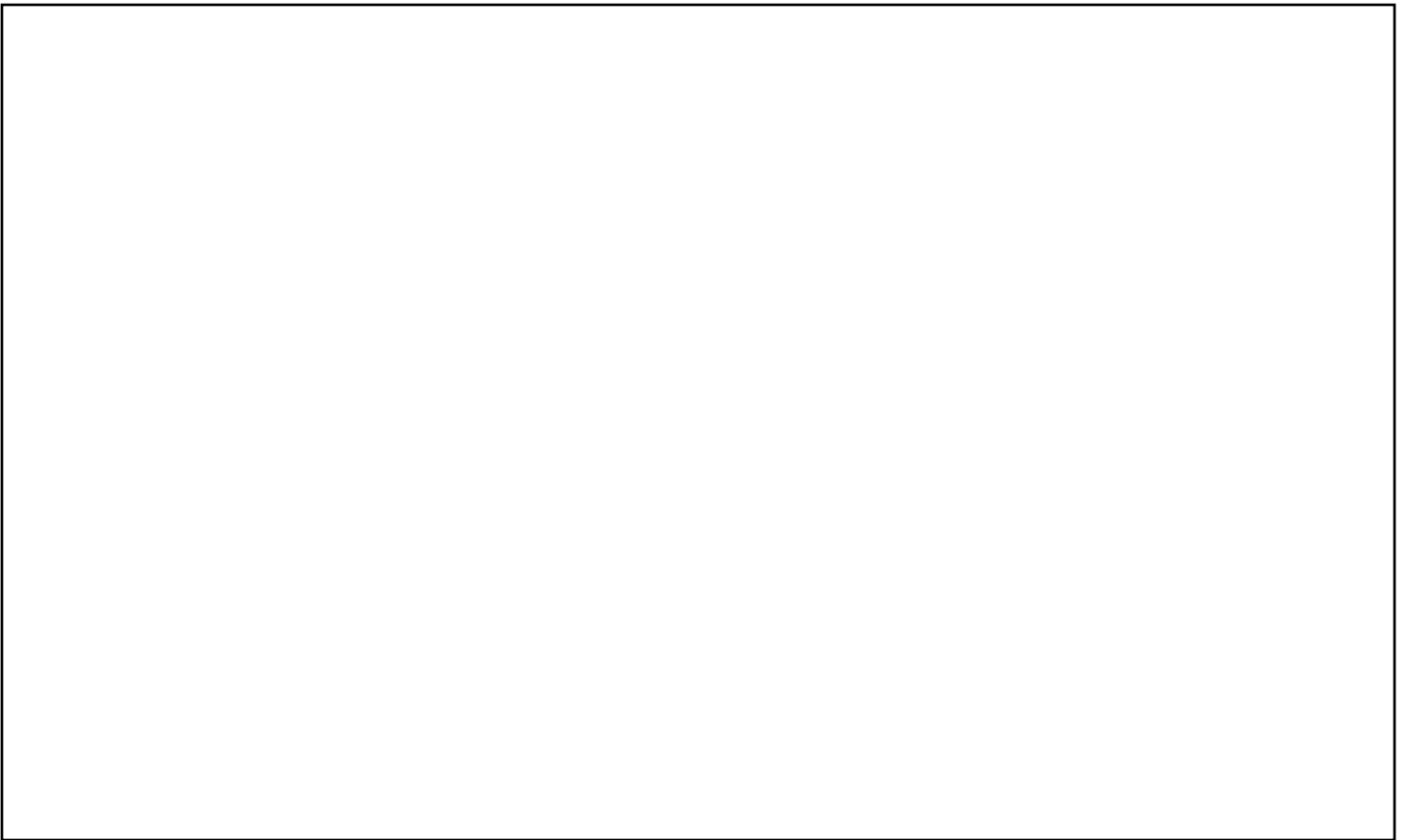
## Socratic Seminar

Numbers 1–6 are placed around the perimeter of the room. The music plays and students walk. When the music stops they go to the closest number. The teacher rolls a dice and the student standing at the number on the die will respond to the teacher's prompt.

Use a Socratic seminar to help students facilitate their own discussion and arrive at a new understanding in which they learn to formulate questions and address issues in lieu of just stating their opinions.

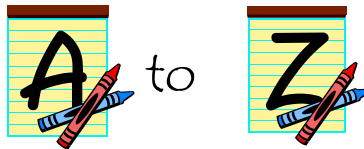
- Students engage in a focused discussion in which they ask questions of each other on a selected topic; questions initiate the conversation which continues with a series of response and further questions.





# Short & Informal Writing Assessment Strategies

## Learning from A to Z



- The objective of this activity is to provide words, phrases, or sentences that are related to the topic that is being studied.
- The teacher gives the student the topic they need to brainstorm.
- The teacher establishes a time frame to complete the activity.
- Students work individually or together in pairs or groups, to brainstorm words related to the topic that begin with each letter of the alphabet.
- When the time limit expires, the teacher guides the student's through discussion of their entries for each letter. Answers can be recorded on an overhead transparency or chart paper.
- Students use Learning from A to Z as a study guide.



## Pass the Pen



Students work in small groups.

- 1- Teacher charts sentence frames students might use in their responses.
- 2- Teacher models use of the sentence frames with vocabulary from the lesson.
- 3- Students listen while the teacher poses a question or task.
- 4- The first student with the pen generates a sentence using the targeted vocabulary.
- 5- Other group members repeat the sentence or phrase while the student records it.
- 6- The student passes the pen to the next student and the process is repeated.



## Dictologos



This is a strategy developed by Ruth Wajnryb (1990) that focuses on fluent academic language and supports learners in listening and recalling good English language models. It involves students in listening to repeated, fluent readings of English text. At first students just listen, but on subsequent readings they take down as much of the text as possible and work in pairs/groups of four to compare notes.

1. Teacher reads aloud content-related text. Students listen carefully.
2. Teacher rereads the text twice more. Students are now instructed to jot down key words and phrases.
3. Students work in pairs to re-create as much as possible of the text using the notes taken by each of the partners.
4. Two pairs meet together and pool their re-creations of the text to reconstruct it more completely.
5. One member from each group reads the group's re-creation aloud to the whole class while other groups compare/contrast it to their own versions.



## Quick Draw/ Write



This can be a small group or whole class activity. In this activity, students are asked to sketch or write their personal reaction or response to question asked, a statement given, or an incident recalled. This strategy is a good precursor to having students express and support opinions. It is also a good informal assessment for teachers to be able to ascertain students' understanding or responses to a particular story, chapter, problem or event.

1. Teacher gives prompt.
2. Students have 5-10 minutes to do a quick sketch or write a quick response to the prompt.
3. Students share work using some of the engagement strategies.

## The First Word



*Dickinson*

1. This is a variation of traditional acronyms. To activate student thinking, place the name of a character, a topic or a key concept vertically down the side of a page.
2. Working in small groups or on their own, students generate a word or short phrase that begins with each letter of the vertical word and relates to the topic.
3. This activity activates prior knowledge.

Example:

S- Sun is the star at the center of the solar system.

L- Lunar eclipses occur when the moon gets blocked by the earth.

A- Asteroids are big rocks that orbit the sun.

R- Rings: The planet Saturn has them.

S- Saturn is the 6<sup>th</sup> planet from the Sun.

Y- You can see some planets with your naked eye.

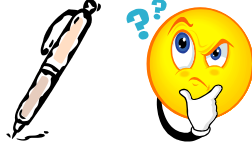
S- Some other planets are Earth, Venus, Mars, Jupiter, Pluto and Neptune.

T- The earth is the only planet with life on it.

E- Every year, the Earth orbits the sun once.

M- Mercury is the planet closest to the Sun.

## Teammates Consult



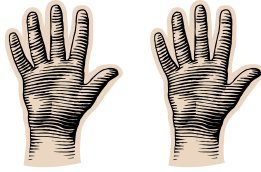
1. Students work in teams of four.
2. All students put their pens in the center of their assembled desks.
3. One student reads a question provided by the teacher.
4. The students seek the answer via textbook, notes and/or discussion.
5. The student to the left of the reader checks to see that all teammates understand and agree with the answer.
6. When there is an agreement, all students pick up their own pens and write the answer in their own words.
7. Students progress to question 2. This time the checker becomes the new reader; the person on his/her left becomes the checker.
8. Repeat so that all students have assumed each role.

# Non-Linguistic Forms To Represent and Convey Items Learned

## ACTIVotes

Classes that have the equipment available will use quizzes linked to ACTIVote system to have all students enter an answer for a total class response.

## Hand Signal



Student response is elicited in the form of hand signals which can include:

- Thumbs up, thumbs down
- Numbers represented by fingers
- Sign language
- Hands on head
- Sign as created by the teacher or class (i.e. making the addition/subtraction sign)

## Hey, Look at us, we're



1. Students stand in a group.
2. Teacher names the formation to be made. Groups may also decide on a formation and have remaining students guess what they are.
3. Without verbal clues or direction, students make formation (letter, shape, punctuation mark).

Example: What letter comes after..., What is the configuration of the water molecule? What shape has three sides? What punctuation mark would come at the end of this sentence?

4. In unison, elementary students can state, "Hey, look at us, were a..."

## Graphic Organizer

This strategy provides an alternate system for organizing and beginning a piece of writing.

- This is a visual tool that helps students to organize their thoughts and ideas.

- \* Circle Map
- \* Multi-Flow Map
- \* Cluster Map
- \* Venn
- \* Double Bubble
- \* Etc.
- \* Flow Chart
- \* Cause/Effect
- \* Tree Map
- \* Compare/Contrast



# Highly Structured Listening & Speaking Strategies

## Fishbowl



This strategy provides students an opportunity to engage in formal discussion and to experience roles both as participant and as an active listener; students also have the responsibility of supporting their opinions and response using specific textual evidence.

- Students are asked to engage in a group discussion about a specific topic- there will be two circles:

Inner circle students will model appropriate discussion techniques

while the...

Outer circle students will listen, respond and evaluate

# Make Appointment



Each student will have an appointment or clock worksheet. Each student will ask someone to sign the appointment schedule on one of the blank lines and sign their own name on the matching hour line. The students will continue to make appointments on the blank lines until filled. Keep the appointment schedule visible and ready for pair/share activities.

# Mix-Freeze-Pair



Students circulate throughout the classroom when the teacher says, "Mix" students stop when the teacher says "Freeze". The students form pairs with the person closest to them when the teacher says "Pair". Take turns practicing asking and answering questions.

# Talking Stick

Students work in small groups. This strategy allows every student to have the opportunity to speak several times and encourages more reflective or reticent participants to take a turn. Students can only "pass" one time.

- 1- Teacher charts sentence graphic organizers or sentence frames that students will use in their responses.
- 2- Teacher models use of sentence frames with vocabulary from the lesson.
- 3- Teacher asks a question or gives a prompt, then passes stick, eraser, stuffed animal or other object to one student.
- 4- Student speaks, everyone listens, and then student passes the object on to the next person.
- 5- Repeat process.



## Interview



Students work in pairs within groups of fours. This is a good strategy to use for practicing how to formulate questions, in general, and how to generate informational and clarifying questions. It also challenges students to listen carefully, paraphrase, and generate answers that follow the structure modeled in the questions.

- 1- Teacher charts question frames students will use and models use of question frames with "brick" vocabulary from the text, if content-related.
- 2- Each student takes a turn asking partner a question.
- 3- Partner answers the question in a complete sentence.
- 4- Once each pair has completed asking and answering on question, each student who asked the question paraphrases the answer given by his/her partner to the rest of the group.
- 5- Partners switch roles and repeat the process.



## Railroad Line-Up



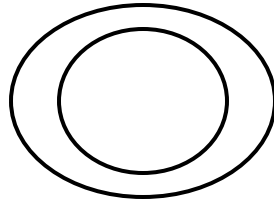
1. Place students in two lines facing each other (sitting or standing).
2. Give direction to share, read, solve a problem or answer a question.
3. Partners take turns presenting to one another.
4. Call time out. The person at the end of one line moves to the other end of the same line. Then the whole line moves down one place.
5. Repeat procedure.

## Vocabulary Bingo



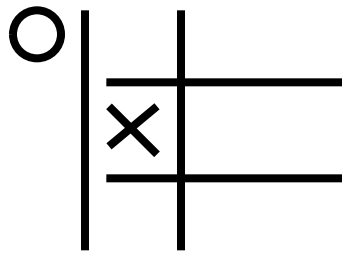
Give each student a bingo grid. Have them fill it with academic vocabulary that they have been using. Teacher will prompt the students using the selected vocabulary word. As a group, students will respond while they search for the word/definition on their bingo grid.

## Inside Outside Circle



Students stand in concentric circles facing each other. Each student in the outside circle asks a question of the person her or she is facing. The inside circle answers. Switch roles. On a signal, the outside circle rotates to face a new partner.

## Tic Tac Toe



## Conga Line

Give students a tic tac toe grid. Have them fill in the grid with the ELD objective/grammar /vocabulary/function. In pairs, students will take turns practicing the language objective. Students can use small and large paper clips for X and O



Students will line up in two parallel lines facing each other. Designate one line A and the other line B. Students in line A will ask the person they are facing in line B the prompt question. Line B will answer. Line B then takes a turn asking the question. Line A responds. On signal, the person at the front of line A will walk to the end of his/her line. Each person in line A will now shift one person over to face a new partner and repeat the questioning process.

## Cube Toss



Each small group of students has a set of cubes. Each student takes a turn tossing the dice. The number on the dice corresponds to the function chart where the prompts and responses are numbered. The student reads the prompt or response that matches the number on the dice and the group will repeat or answer appropriately.

# Hot Onion



1. Take 6-8 strips of paper with a picture, word, sentence or a question on each.
2. Crumble one piece into a tight ball.
3. Continue constructing the onion layers by placing each strip of paper around the previous one.
4. Then one student peels off the first layer and responds using the sentence frame.
5. The student tosses the onion to another player in the small group until each person in the group has a turn.

# Talking Chips



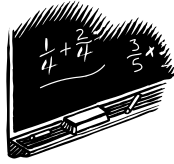
Students are in small groups.

Pose a question for students to discuss.

- Each member is given a "chip" (small piece of construction paper or a "real chip")
- Each student takes turns "talking" by placing their CHIP into the center of the table.
- The first person to talk may only talk at that time- and may not speak again until all in the group members have placed their "chip" in the middle.

Repeat process...

# Spectrum



Use a spectrum when asking for student opinions on a topic or question.

- Place a line on the chalkboard or masking tape on the floor in front of the room.
- Label one end of the line "Strongly Agree" and the other end "Strongly Disagree".
- Students line up according to their opinion on the topic
- Other label ideas: Most Important/ Least Important, Greatest Effect/Least Effect.