K-W-L+

What do we know about fluency development?	What do we want to learn about fluency development?	What have we learned about fluency development.
How do we know that? (Provide evidence)	How are we going to learn about it in this workshop?	Challenge questions for another group to answer.

10-2/5-1

Purpose: To provide opportunities for students to process oral information.

Grouping format: Whole class instruction, interactive student pairs.

Instructions:

- Present information orally.
- Pause after 10 minutes or oral input.
- Provide processing time by asking a question, posing a problem or prompting students to discuss the oral input.
- Wait for two minutes or more.
- Ask for volunteers to share.

Give one – Get one

Purpose: To require students to ask and answer questions about a content topic.
Grouping format: Whole class instruction, interactive whole class or small groups.
Instructions:
- Prepare a handout with four quadrants.
- Indicate the kind of information students will share or collect.
- Ask students to complete quadrant 1 by writing what they know about the topic or providing an example of the topic.
- Ask students to walk around the room sharing the information they have compiled and collecting more information to complete quadrants 2, 3 and 4

Opinions…opinions

Purpose: To provide opportunities for students to process information.
Grouping format: Whole class instruction, interactive student pairs.
Instructions:
- Present contrasting information visually or in writing.
- Ask students to select one from each group.
- Provide processing time by asking the question: How would you respond to this person?
- Wait for two minutes or more.
- Ask for volunteers to share.

In Language Classrooms, Students Should Be Talking
Language classes often don't focus on the aspect of learning a language that intrigues students most -- speaking it. We should get students talking more.
By Sarah Wike Loyola
September 9, 2016
_____ _____ _____ _____ wrong, _____ wrong, _____ _____ language classroom. _____, _____ teacher _____ _____ _____ front of the classroom _____ _____ _____ grammar. Students _____ _____ desks _____ _____ straight rows _____ _____ _____ teacher _____ _____ took notes. _____ _____ filled out worksheets _____ tried to memorize _____ _____ presented by the all-knowing educator. _____ _____ _____ _____ _____ _____

4 Corners

Purpose: To encourage students to support their positions through oral language.
Grouping format: Whole class interaction, interactive small groups.
Instructions:
- Place four signs on walls of each of the four corners in the room.
- Label the signs with choices or categories that form possible responses to a single question or prompt.
- Direct students to read the signs, listen to a corresponding question or prompt, and then move to one of the four corners in the room.
- Encourage students to talk in their four small groups explaining their reasons for making the choice of that corner.

Working with pictures

Purpose: To provide opportunities for students brainstorm vocabulary they know.

Grouping format: Interactive small groups, whole class interaction.

Instructions:
- Do not (yet) display any pictures to the students.
- Put students into groups and elect one of them to the secretary (but reassure them the secretary will not have to write very much!).
- When they are ready, explain that from the moment you display the picture, they should start saying sentences about it. The secretary has to write a tick (✔) for every sentence that is said, but should NOT write them out.
- Allow students two minutes to generate as many sentences as they can.
- Tell students they will now have a chance to share their sentences with the class. All groups should listen carefully to the group presenting so as not to repeat any sentence.

Gallery Walk

Purpose: To encourage oral interaction among students regarding a content topic.

Grouping format: Interactive student pairs or small groups.

Instructions:

Tape large pieces of chart paper on the walls. Each chart has a question or topic written at the top.

Place students into pairs or small groups.

Ask students to respond to the question on each chart, writing what they know on a post it note or on the chart.

Signal when it is time for students to rotate to the next chart.

I have….Who has…?

Purpose: To review content information through oral interaction.
Grouping format: Whole class instruction.
Instructions:
- Prepare a series of cards (one for each student) that contains both a question and an answer e.g. *Interactive strategies foster oral language development. What are teaching strategies?*
- Distribute one card to each student and direct them to walk around the classroom searching for the answer. Tell students to swap cards when they make a match.
- Once students have done this a number of times, ask them to sit in a circle. Collect the cards, read the questions out loud and have students answer them.

Find someone who…

Purpose: To provide opportunities for students to process oral information.
Grouping format: Whole class interaction.
Instructions:
- Tell students to write down on a piece of paper as many things as he or she remembers about the content topic. Stop when you see that everyone has written at least three items.
- Tell students to get up and find at least one other person in the class who has remembered the same piece of information. When they find a match, they ask the partner to sign their sheet.
- Allow students to write down pieces of information they found relevant but which they did not remember.
- Ask students to go back to their seats.

Numbered Heads Together

Purpose: To check comprehension and to promote oral language interaction.
Grouping format: Interactive small groups, individual responses shared in plenary.
Instructions:
- Put students in small groups and direct students to *Number yourselves in your group.*
- Ask a question or pose a problem to the whole class. Ask students in small groups to *Put your heads together to determine the answer collaboratively.*
- Spin or roll a number and ask all students with that number to stand.
- Select one or more students to respond to the question orally or in writing on the white board or on individual white boards.

Lineups

Purpose: To encourage students to state what they know about a topic orally.
Grouping format: Whole class interaction.
Instructions:
Direct students to form two straight lines parallel to each other. Each student in line # 1 faces a partner in line #2.
Ask a recall or thinking question and provide time for students to share their answers.
Signal time and direct one student in line # 1 to move to the end of the line while all the other line #1 student move up one place in line facing a new partner.
Ask additional questions as students move down the line.

Pushed talk

Purpose: To provide opportunities for students to scaffold each other's expression.

Grouping format: Interactive student pairs.

Instructions:
- Prepare sets of paired cards about a topic. On each card, write a variety of key terms and related ideas connected to the content under study.
- Put students in pairs and give each student a card. Ask them to discuss the topic by taking turns: one student selects an idea from the card and talks about it for 30 seconds. Then they reverse roles.
- While one student is talking, the other student should cue him/her to use words or expressions that appear on the cueing student's card. This way, student push each other to actively use the language learned.

Learned from a peer in the workshop

Purpose: _____

Grouping format: _____

Instructions:

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- _____
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- _____
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- _____
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