Strategies for Guiding Interactions

By Lynn Johnston

To create a discourse classroom students need to be taught how to interact appropriately in the target language. These interactions help to ensure high levels of engagement. Here are a list of Interactions I have collected and use in my classroom.

**Rally Table**

1. Pose a question or problem and give individual think time
2. Have a student share one idea
3. Rotate to the next student and continue sharing one idea at a time going around the table until everyone has shared all their ideas.

**Timed Pair Share**

1. Teacher gives timed individual write time

2. Partner A shares for whole time (about one minute) Partner B listens, asks clarifying questions

3. Switch roles

4. Congratulate and thank your partner

**Awareness Checklist**

From a list of pre-generated ideas from the teacher, students say what they always do, what they sometimes do, what they need to do.

**Numbered Heads Together/ Team Mats (get copy from original post)**

1. Put the students in small groups
2. Assign a number to each student within each group.
3. Ask the students to complete a task or answer a question together making sure that al.
4. As you check answers with the whole class specify that students with a particular number will be called on to answer the question for the group.

**Quiz Quiz Trade**

1. Develop cards with content and answer (or have students write cards as an exit task the day before)
2. Students ask each other
3. Trade cards
4. Find a new partner, ask questions

**Stand up, Hand up, Pair, Share**

1. Wait until I say go

2. Put hand up when you need a partner

3. Look for person with hand up (high five)

4. Put hands down share information

5. When you are finished put hand up and look for another partner, high five and share

6. Repeat until time is called

**Round Robin Writing**

1. Form groups of three
2. All three group members respond to Question A individually
3. When time is called pass your paper to the next person respond to question B on the sheet that is handed to you.
4. When time is called pass your paper again and respond to Question C? I the sheet that is handed to you.
5. Return the handouts to the person they began with. Discuss each question with group.

**Partner Interview**

1. Answer Question yourself
2. Interview two people with whom you have not worked today
3. Record key information during each interview
4. Report Back to you group with three original ideas

**Inside outside circles/Carousel/Speed dating**

1. Organize the class into two groups of equal size
2. 2. Ask students to stand in two circles facing one another
3. Have students talk to the person across from them on assigned topic
4. After a few minutes ask everyone in one of the circles to move so that each person is talking to a new partner.

**Gallery Walks**

1. Think Time
2. Post Presentation
3. Walk and Review, Lave Comment
4. Review Comments

**Jigsaw**

1. Divide the class into groups of three to five students
2. Each group becomes experts on one aspect of a larger topic by working with info from teacher
3. Each expert then moves on to a mixed group with members of each of the other expert groups

**4 corners**

1. Assign one dimension to each corner of the room
2. Have student move to the corner they are interested in or knowledgeable about
3. Discuss
4. Have a student from one corner share out
5. Ask a student from another corner to paraphrase
6. Continue this process until each corner has shared out

(Seasons example)

**Give one, Get one**

1. Have students fold a piece of paper lengthwise to form two columns, then write “Give One” in the target language at the top of one column and “Get one” in your target language on the top of the other.

2. Have students brainstorm a list of all the things they already know about the topic in the “Give One” column.

3. After they make individual lists, have students walk around and talk to other students, adding information in the “Get One” column.

4. After everyone has given and gotten information have the whole class discuss.

**Snowballs or Paper Airplanes**

1. Take out a sheet of paper and write your name (optional).
2. Write a response to a prompt.
3. Crumple paper and throw it across the room
4. Pick up someone else’s snowball, find them and discuss idea briefly.

**Whip around Q & A.**

This is a great bell ringer or brain break activity. A question is on the board and we whip around the room and everyone gives a short answer.

I am paying more attention to the amount of **overt engagement** in my classes. If I ask a question and call on one student to answer only about 1 in 30 of 3% percent of the students are overtly engaged. If I ask a question and ask them to discuss the answer with a partner at least 50% of the class is overtly engaged at one time, because I can see one person is talking but I can’t be sure that the other student is listening. However, if I tell the students ahead of time that they will be asked to paraphrase **their partner’s answer** chances that 100% of the students will be engaged increases.

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