

Figure 5.13 Oral language Activities and Resources

Activity	Description	Considerations for Use in My Classroom
1-3-6 Protocol	In this activity, students are given a discussion question or task that they work on individually. Then, they move to a group of three, where they discuss their responses to the question. Finally, two groups of three combine to form a	

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	<p>group of six. With the group of six, they finalize their answers to the question and present these to the large group. Often, the group of six can also be asked to extend the discussion by prioritizing responses or analyzing the ideas in a deeper way. These three steps can provide MLs opportunities to practice and refine their language and deepen their thinking on the topic.</p> <p>Possible scaffolding: modeling, sentence stems, graphic organizers, home language groupings</p>	
Carousel	<p>To set up for this activity, write questions connected to the unit of study on poster paper and around the room. There should be one piece of poster paper per question. Divide students into small groups so that there is one question per group. Give each group of students a different colored marker and assign them a question to start with. Students discuss and write their responses on the poster paper. After two to three minutes, have the groups rotate to another question. You can have each group discuss each of the questions if you have sufficient time. You should encourage the groups to add on to and provide additional evidence to the responses that are written. Debrief each question as a whole class. This activity can also be done in a virtual setting using Google slides and breakout rooms.</p> <p>Possible scaffolding: modeling, preteaching vocabulary, word bank, sentence stems, home language translations of questions, home language groupings</p> <p>Video example: https://betterlesson.com/strategy/74/resource/3368321</p>	
Debrief Circles (also known as Reel Activity or Parallel Lines)	<p>For this activity, ask students to answer one to two questions independently. Have students count off by twos. They should form two concentric circles, with one student facing another student (e.g., number-ones in the inner circle and number-twos in the outer circle). Have students share their responses to one of the questions with each other. Then, have students in the inner circle move one or two students to the left. Students can then share their responses to the second question. You can have students move multiple times, each time sharing their responses and hearing other students' responses. You can also have students put away their index cards as they gain increasing confidence in speaking about the topic. As a wrap-up to the activity, you can ask students to compare how their responses differed from those of their peers or to share whether their responses changed based on listening to their peers.</p> <p>Possible scaffolding: modeling, sentence stems</p> <p>Video example: https://vimeo.com/100438366</p>	

Figure 5.13 (Continued)

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Gap Activity	<p>A gap activity can be an effective way to support student interactions with content. For this activity, students are paired up. Each student in the pair is given different information. Students must ask each other questions in order to complete a task. For example, one student might have a math word problem to solve. However, the partner's handout has all numbers that are needed to solve the problem. Partner A must ask Partner B questions in order to solve the problem. See Appendix D for an example of a gap activity.</p> <p>Possible scaffolding: modeling, question stems, pre-taught vocabulary</p> <p>Video example: https://learnenglishteens.britishcouncil.org/exams/speaking-exams/information-gap-activity</p>	
Numbered Heads Together	<p>This activity can be done in a couple of different ways. Student desks should be clustered in groups facing each other. Students can first be given time to work independently on a question or challenge and then come together to discuss collaboratively. Another way of approaching this activity would be to pose a different question for each group of students. They discuss their question, writing responses on a large sheet of poster paper. When time is up, the students move to another question and add on to what the previous group has written.</p> <p>Possible scaffolding: modeling, preteaching vocabulary, word bank, sentence stems, home language translations of questions, home language groupings</p> <p>Video example: https://www.youtube.com/watch?v=v8uYS48BIUw&feature=emb_title</p>	
World Café	<p>Put students in groups of three or four. Give each group a topic to discuss. One person should be the designated leader. That person should take notes on the discussion. After a set period of time, all students except for the leader should move to another discussion group. They do not have to stay in the same groups. The leader provides highlights of the previous discussion to the new group. A new leader is assigned. The new group discusses the same topic and adds to the notes. Debrief as a large group.</p> <p>Possible scaffolding: modeling, preteaching vocabulary, word bank, sentence stems, home language translations of questions, home language groupings</p> <p>Video example: https://www.youtube.com/watch?v=YG_6iBcyP7w</p>	

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Other ideas:		

Source: Adapted from Staehr Fenner and Snyder, 2017, pp. 103–107.