

Fun and Engaging Language Production Tasks for an Interactive Classroom

**By Kerrie Neu & Tristin West
Granite School District**

Partner Activities

Interactive Practice and
Opportunities to Respond (OTR)



Rock, Paper, Scissors, Talk



From Cherice Montgomery

- Count 1,2,3. On 3 each person holds out 1,2, or 3 fingers. Add the total for both people and then check the chart to know the topic of discussion.



1. Q: What did you do over the weekend?
A: Over the weekend I _____.
2. Q: What will you do this weekend?
A: This weekend I will _____.
3. Q: What is your favorite movie and why?
A: My favorite movie is ___ because___.
4. Q: What is your favorite book and why?
A: My favorite book is ___ because___.
5. Q: Where would you like to go on vacation and why?
A: I would like to go on vacation to _____ because___.
6. Q: What kind of music do you like to listen to and why?
A: I like to listen to ___ because___.

Language Dice



For a “Brain Break” or quick 1 minute transition activity, students work in pairs.

- Each pair rolls 2 dice.
- They then find the intersecting square and talk about the topic for 30 seconds to 1 minute each. (Teacher selects the time.)
- Scaffolding & differentiation: You can give question and answer sentence frames or just the topic.

Example in Spanish and editable form can be found on www.kerrieneu.weebly.com

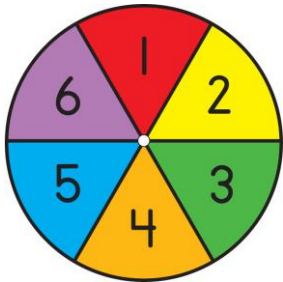
Language Dice

Novice High

Dice 1 Dice 2	1	2	3	4	5	6
1	What is your family like? My family...	Describe your friends. What are they like? My friends...	What is your school like? My school...	What are some things you do at school? Some things I do at school are...	What will you do after school? I will ___ after school.	What will you do on the weekend? I will ___ on the weekend.
2	A place I have visited	My favorite actor	My favorite author	My favorite musical group	My favorite book	What my friends like or don't like
3	A famous person in history	What I like to eat for breakfast	What do you like to eat for lunch? I like to eat...	What I like to eat for dinner	Describe your family	Explain how to cook something simple.
4	Give simple direction	Role play inviting someone to a birthday party	Role play politely declining an invitation	Share something you learned recently in school	Ask for directions to the library	Describe a friend
5	Describe a family member and their characteristics	Explain which classes are harder or easier a	Talk about the weather and what activities are good to do in this weather	Describe your teacher	Ask questions about and describe the principal	Role play making plans for a picnic with friends
6	Tell some ideas how to stay healthy	Share opinions on school lunches	Make recommendations on favorite video games and why	Talk about a favorite movie you've seen	Describe your favorite restaurant	Tell what a family member likes to do and doesn't like to do

Language Spinners

- In pairs, students spin and then discuss the topic indicated.
- A paper clip and a pencil or pen work well as a spinner.



1 What had been your favorite session so far and why?

2 What is your favorite book you have read and why?

3 Role-play inviting your classmate to watch a movie. Be sure to include time, location, and date.

4 Retell a school event that happened recently.

5 Share advice how to get good grades in school.

6 Discuss a current event in the news (ex. Sports, weather, political event, cultural arts, etc.)

What is one type of food they eat in Cuba?

In Cuba they eat _____.

What is a tradition they celebrate in Cuba?

In Cuba they celebrate _____.

How are the people of Cuba and the United States similar?

The people of Cuba and the United States are similar because _____.

How are the people of Cuba and the United States different?

The people of Cuba and the United States are different because _____.

Brain Break

- Stand up. Based on the question, respond to “How often you like to do what is said?” by crouching down for 1, and standing arms stretched up for 10.

How often do you...

- Ride a bike?*
- Read a book?*
- Play a sport?*
- Eat out at a restaurant?*
- Travel to South America?*



SIEMPRE

Always

S

**NORMAL-
MENTE**

Normally

A MENUDO

Often

**DE VEZ EN
CUANDO**

Once in
awhile

**CASI
NUNCA**

Almost
never

**CASI
SIEMPRE**

Almost
always

**MUCHAS
VECES**

Many times

A VECES

Sometimes

RARAMENTE

Rarely

NUNCA

Never



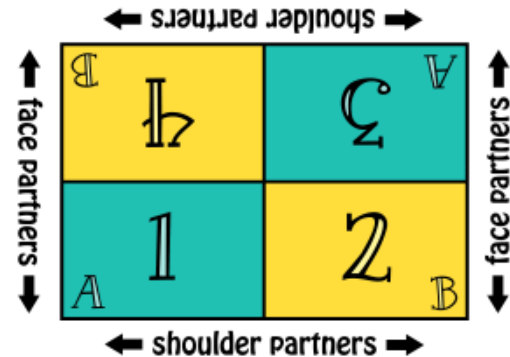
Group Activities

Negotiate Meaning and
Opportunities to Use Social
Language



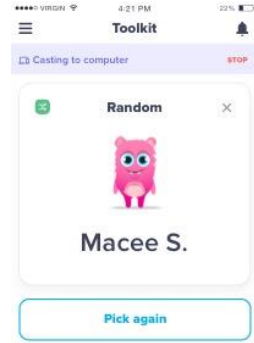
Numbered Heads Together

1. Students are numbered in teams.
2. Teacher asks question.
3. Think time.
4. Write answer on paper or whiteboard.
5. Heads together to discuss. Team reaches consensus on the answer and teaches others if needed so all students know the answer.
6. Who answers? Teacher uses a spinner, student selector, dice, or other method to decide.
7. Student answers for group.



Student Selectors

- Class Dojo- Teacher toolkit “[Random](#)”
- Large dice
- Spinner- www.wheeldecide.com
- Popsicle sticks



Group Discussion Hand Signals & Sentence

Frames

During a class discussion, the teacher uses table talk and partner share and then calls on a student to respond. The rest of the students have been taught to use hand signals like these to respond as the student speaks. The teacher can survey the response, call on students who have questions, or those who disagree.

On the teacher's wall are also sentence frames that help the students with the language they need to respectfully disagree, agree, or ask a question.

Paulina Beller, West Kearns Elem.

I agree with __ because __.

I do not agree with __ because __.

I have a question for __.
Why? How? When? Where? What?

I have a comment about __.

I would like to add a comment about ____.



Pass the Plate

Variation 1:

- Groups of 3-4 students are given a plate. Teacher gives a topic of question and each student takes a turn telling their idea and writing it on the plate. Then they pass the plate to the next student, who tells and writes their idea. Continue speaking, writing, and passing until time is up.



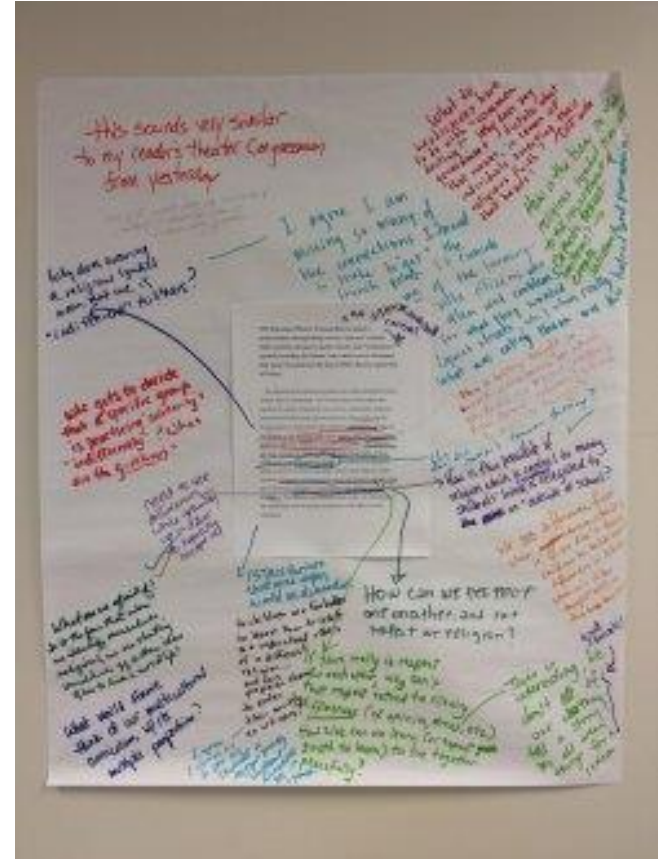
Variation 2:

- Each group has a plate with a different topic on it. Each group brainstorms ideas and writes it on the plate. The teacher then tells them to pass the plate to the next group and they repeat the process until all of the topics have been discussed.



Marker Sparker

- Teacher writes a question, statement, or quote on a large chart paper for each group of students.
- This activity is done in silence to promote thinking, reading, and writing.
- Students in the group each have a colored marker and write their response to what is written on the chart paper.
- They may also write a response or question to another student's comment.
- When time is up, teacher can lead a spoken discussion about the topic.



Partnering Variations

Student Interest and
Engagement





Pair Share Variations

- Make it fun
- Keep students engaged
- Change things up
- Voices
- Characters
- Actions
- Energy

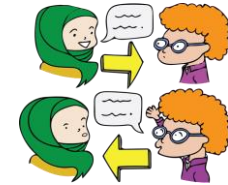
Pair share: What are 2 to 3 of these variations that you would use with your age group and content?

Pair Share Variation Ideas

- Bull ride 
- Crazy professor/eager student 
- Rapper 
- Whisper 
- Baby 
- Monster 
- Grandma 
- Cowboy 
- Plug your nose 
- Eyes wide open 
- Stand on one foot 
- Bust a move 
- Quiet as a mouse 
- Soccer player 
- Do the hula 
- Opera style 
- Scuba style 
- Superhero 

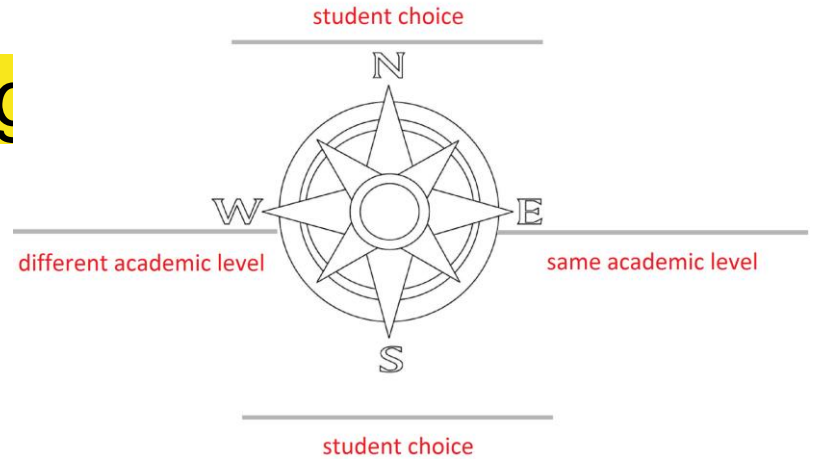
Other Partner Strategies

- Think, Pair, Share
- Think, Write, Pair, Share
- Think, Pair, Write, Share
- Think, Pair, Pair, Share
- Think, Pair, Square
- Turn and Talk
- Inside Circle, Outside Circle
- Reciprocal Teaching or Teach Teach
- Whole Brain Teaching Strategies



Partner Assignment Strategies

- **Elbow Partners**
- **Mingle, Pair, Share (with music)**
- **Snowball Fight**
- **App: Team Shake**
- **Face Card Partners**
- **Old Maid Card Partners**
- **Compass Partners**
- **Clock Partners**



What are two strategies you want to implement next week?

Sources

- www.nearpod.com
 - Collaborate, quiz, true/false
 - Poll, Draw it, Open Answer
 - Teacher can approve answers before they appear
 - Free for basic presentations
- www.classdojo.com
 - Reward, select students, groups, etc.
- www.wholebrainteaching.com
 - Mirror, mirror
 - Crazy Professor, Eager Student
 - Teach, Teach
- www.kerrieneu.weebly.com
- Kerrie Neu kneu@graniteschools.org
- Tristin West twest1@graniteschools.org