

■ Four Corners (Merchant & Young, 2000)

Purpose: To encourage students to support their positions through oral language

Grouping Format: Whole class interaction, interactive small groups

Teacher Actions	Student Actions
<ul style="list-style-type: none">• Places four signs on walls of each of the four corners of the room• Labels the signs with choices or categories that form possible responses to a single question or prompt• Directs students to read the signs, listen to a corresponding question or prompt, and then move to one of the four choices in the room• Encourages students to talk in their four small groups explaining their reasons for making the choice of that corner	<ul style="list-style-type: none">• Reads the four signs in the room's corners.• Listens to the teacher's explanation, question, or prompt• Chooses one corner as a response to the teacher's prompt• Explains why the choice was made in a small group setting

■ I Have...Who Has...?

Purpose: To review content information through oral interaction

Grouping Format: Whole class instruction

Teacher Actions	Student Actions
<ul style="list-style-type: none">• Prepares a series of cards (one for each student) that contains both a question and an answer: e.g. <i>I have Lake Erie. Who has the states that border Virginia?</i>• Distributes one card to each student• Directs students to walk around the class searching for the answer to the question on the card• Tells students to swap cards when they make a match and the question card matches an answer card• Directs students to search for a new question or answer match• Optional: Lines students up or sits them in a circle and selects one student to begin by reading the question on the card• Waits for a student to respond with an answer. Student #2 then proceeds to read another question• Play continues until the last card is read and matches the first questioner's card	<ul style="list-style-type: none">• Reads a card silently and searches for the person who has the answer to the question on the card• Reads the question and answer and swaps cards• Continues to search for matches until the teacher calls <i>Time</i>• Optional: Reads an answer to an appropriate question and then reads the question on the card to the class

■ Round the Clock Learning Partners (Saphier & Haley, 1993)

Purpose: To provide processing time among students in an oral language modality

Grouping Format: Interactive student pairs

Teacher Actions	Student Actions
<ul style="list-style-type: none">• Gives a clock graphic to each student• Directs students to meet with twelve other students to “make an appointment” by exchanging written names on lines next to each hour on the clock• Models the activity of making an appointment with appropriate language and interaction• Directs students to make appointments and calls time.• Checks to ensure that each student has a completed clock graphic• Directs students to pair with a partner by telling them to <i>Work with a ___ o’clock partner</i>• Uses the clock during instruction to help students pair up to process a learning concept	<ul style="list-style-type: none">• Meets with twelve other students• Signs up for an appointment with twelve other students• Checks to see that all signatures on the clock are completed• Meets with the appropriate learning partner when directed by the teacher• Processes the new learning with a partner

■ Snowball

Purpose: To promote recall of content learning through interactive writing

Grouping Format: Whole class instruction, individual writing time

Teacher Actions	Student Actions
<ul style="list-style-type: none">• Provides each student with a piece of paper• Directs students to respond in writing to a content related question or problem• Directs students to crumple the paper into a small ball• Directs students to toss the ball into the air toward the opposite side of the room• Asks each student to retrieve one of the “snowballs” from the floor and read the response on the crumpled paper	<ul style="list-style-type: none">• Listens to a teacher’s content question or problem• Writes an answer or response on a sheet of paper• Crumples the paper and tosses it in the air• Retrieves another student’s response and reads it

Inside - Outside Circle (Kagan, 1994)

Purpose: To require students to orally quiz each other regarding a content topic

Grouping Format: Whole class interaction

Teacher Actions	Student Actions
<ul style="list-style-type: none">• Directs students to form two circles – one inside with students facing out and the other outside with students facing in. Each student faces a partner• Provides each student with a note card specifying a problem or content question on one side and the answer on the other. The cards and questions are different for each student• Directs student in the outside circle to begin asking the question on the card and listen to the answer. Students should confirm or supply the correct answer. Directs students on the inside circle to ask their questions in turn• Signals time and directs students to exchange cards while students in the outside circle move one place to the right facing a new learning partner	<ul style="list-style-type: none">• Lines up according to teacher direction facing a partner• Listens to the learning partner's question and attempts to answer the question in complete sentences using target vocabulary• Asks a question on a note card and confirms or supplies the correct answer• Stops talking at the teacher's signal.• Exchanges note cards and moves on to a new learning partner to repeat the process

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