

Examples of Routines

Conversation Circle

Students sit in groups of 3-4.

1. Students are provided with a list of questions to discuss. Check out <http://iteslj.org/questions/> for lists of questions organized by topic.
2. Students read through the questions and choose one that they would most like to talk about.
3. One student begins by reading the question he/she has chosen to discuss. This same student shares his/her answer to the question, and then invites other students to answer. When all students in the group have answered the same question, the next student takes a turn at choosing, reading, and being the first to answer.
4. This continues until all of the students in the group have had a chance to “lead” at least one discussion. The activity can continue by having students choose a second question to discuss.

To increase the rigor of this activity, students can be given sentence frames to practice after each person in the group has a chance to answer the question being discussed.

http://www.illinoisliteracyinaction.org/uploads/4/0/7/1/40712613/6_collaborative_conversation_sentence_stems_jb.pdf

Running Dictation

This activity works best when the students have some common vocabulary words, sentence structures, or a grammar point that they are working on in class.

1. Students sit with a partner.
2. Teacher hands out strips of paper with a vocabulary word, sentence structure, or grammar point written at the top.
3. Students work together to write a sentence that uses the target word, sentence structure, or grammar point. The students write the sentence on the paper so that it is easily legible, even from a short distance.
4. The teacher should circulate and help to correct the sentences as needed.
5. As the students finish, the teacher collects the strips of paper and takes them to a location that is just outside of the classroom, such as a hallway. Taping them to the outside of the classroom door is also an option. The teacher tapes the sentences to the wall, being careful to leave some space between them.

6. With their partners, the students decide who is going to be the “runner” and who is going to be the “writer.” The runner goes to wherever the sentences are and reads one. The runner’s job is to return to the writer and dictate the sentence so that the writer can record it. The runner is not allowed to write any words down. If runners forget something, they have to go back and read the sentence again. The same runner repeats this process until he/she has dictated half of the sentences. Then the two partners should switch roles.
7. When a pair of students have finished writing down all of the sentences, they can check their work.