

7 Steps to a Language-Rich Interactive Classroom

1. Teach Students What to Say
2. Have students speak in complete sentences
3. Randomize & Rotate when calling on students
4. Use total response signals
5. Use visuals and vocabulary strategies that support your objectives
6. Have students participate in structured conversations
7. Have students participate in structured reading/ writing activities

See pg. 2

Engaging Students in an ESL Classroom using Total Participation Techniques & 7 Steps to a Language-Rich Interactive Classroom

Ashley N. Parra



Total Participation Techniques are tools for teaching that provide every student the opportunity to, at the same time, actively participate and engage in the learning process.

A total-participation mind-set ensures active participation and engagement by all students, as well as providing the teacher with effective ongoing formative assessments.

Sample Total Participation options:

Clock Appointments

Provide students with a clock and have them fill it with 4 appointments, each with a different student, one appointment for each hour designated. Students meet with each of their appointments and answer a different question, or conduct a discussion from a different angle on a topic with each partner.

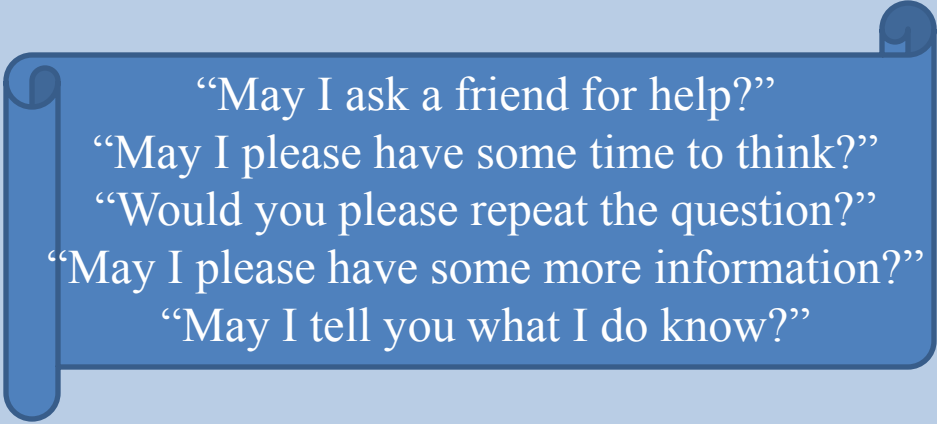
PCQ Charts

Students can use post-its to complete a Positives/Challenges/Questions chart. This is a useful post-discussion chart to complete regarding the class discussion.

One Word Summaries

Students can brainstorm a list of words, called “magnet words” or “key words” in a group and have discussions while they defend why they think their word is the most significant.

1. Teach Students What to Say - students are taught that the expectation is that they will respond to a question from the teacher, and if they are unsure how to answer, they may not say “I don’t know.” The student must choose from one of the below options.



“May I ask a friend for help?”
“May I please have some time to think?”
“Would you please repeat the question?”
“May I please have some more information?”
“May I tell you what I do know?”

2. Have students speak in complete sentences – to assist ELLs and language development in young learners, the teacher encourages students to respond to questions, or participate in discussions using complete sentences.

Example:

Teacher – “The title of this book is The Carrot Seed. Let’s look at the illustration on the cover. What do you see? “

Student Sally raises her hand.

Sally – “A boy, Umm, and seed.”

Teacher – “Thank you Sally. Will you please

*For upper grade levels a polite reminder to use a complete sentence may be all that is necessary. For lower grade levels, and some English language learners, the teacher’s verbal prompting is more successful. For example, the teacher may say “I see...” and provide the student with a stem.

An excellent example of strategies to teach your students to help them make complete sentences:

Teaching Kids How to Speak in Complete Sentences

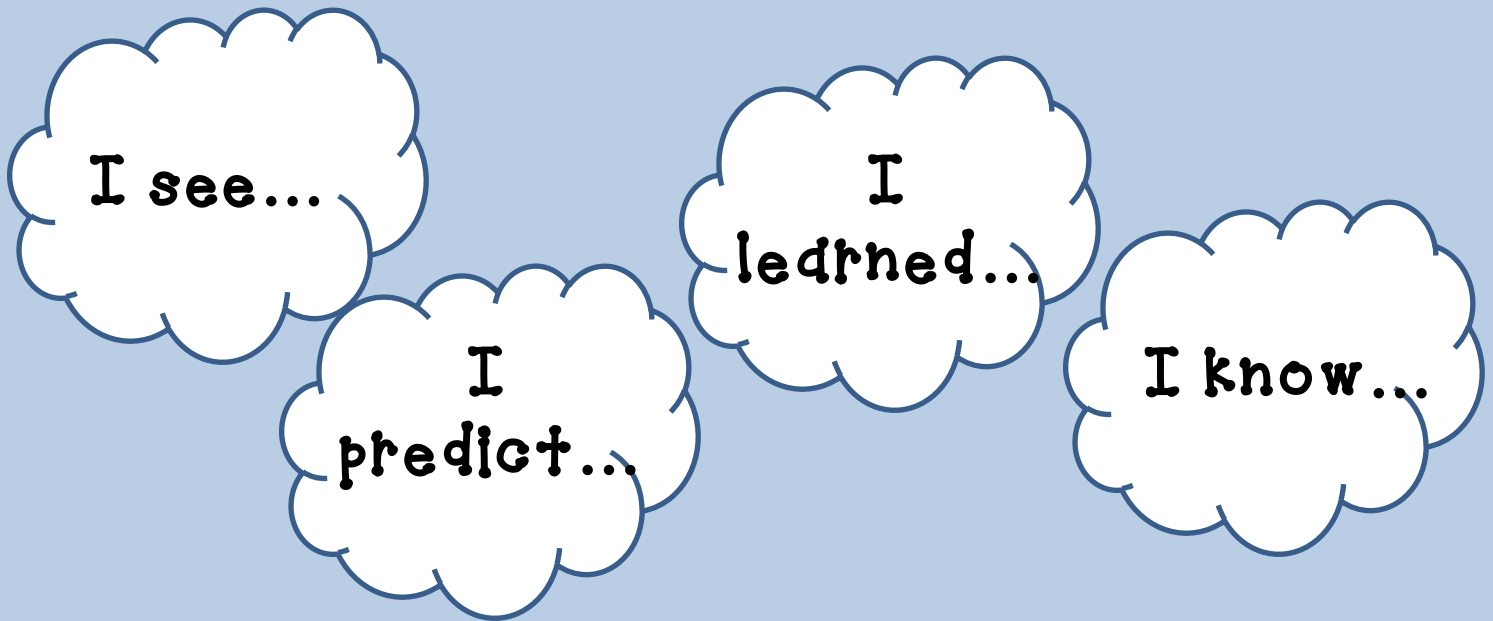
By Steve Reifman

<https://www.youtube.com/watch?v=KqbUvdFI70U>

5. Visuals and Vocabulary Strategies – Teacher provides students with a wide variety of visuals to support understanding of content.

- Photos
- Maps
- Drawings
- Movie clips
- Concrete objects
- Anchor charts

Develop vocabulary by using scanning, techniques, Marzano’s Six Step Process, and sentence stems.



6. Structured Conversations – Teacher provides students with specific expectations for discussion structure.

•QSSSA

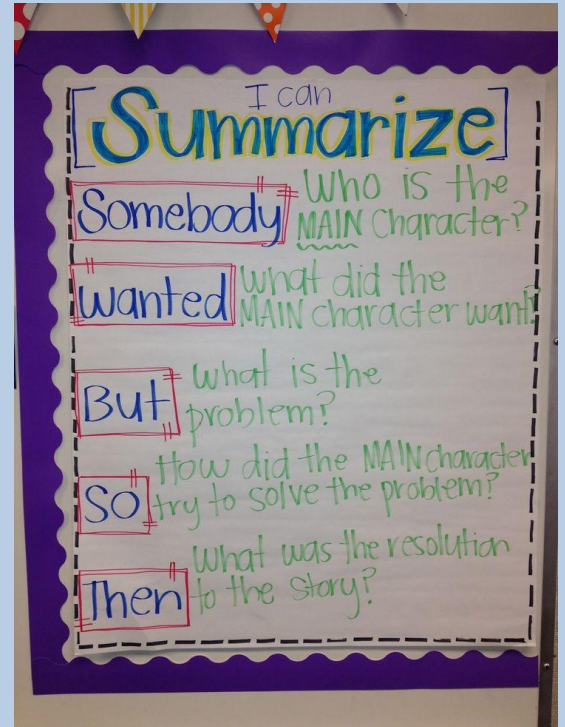
- ✓Question
- ✓Signal (stand, raise a hand, sit down, thinker’s chin)
- ✓Stem (sentence stems)
- ✓Share (numbered heads together, etc.)
- ✓Assess (randomize, rotate)

QSSSA (Question, Signal, Stem, Share, Assess)

QUESTION	SIGNAL	STEM	SHARE	ASSESS
Math What is the sum of three and four?	Raise hand when ready to respond	The sum of three and four is ...	Turn to Your Partner, Random Calling on Students	Students solve problems 1-5 in workbook
Social Studies Do you agree/disagree with Rosa Park's decision to...?	Thinker's chin	I agree/disagree with Rosa Park's decision because ...	Numbered Heads Together	Explain or illustrate, in journals, one thing you would have done
Science What is a characteristic of an insect?	Stand when ready	One characteristic of an insect is...	Think, Pair, Share	Label or illustrate some characteristics of insects.
Language Arts What is the main idea?	Put your pen down when finished writing a response	The main idea is ...	Inside Outside Circle	Randomize and rotate responses with whole group

7. Structured Reading and Writing- Teacher plans for purposeful reading and writing activities.

- Somebody-Wanted-But-So-Then
- Summarization Frame
(ex. Topic-Restriction-Illustration)
- SQP2RS
(survey, question, read, respond, summarize)
- Cornell Notes
- Idea Bookmarks
- Insert Method
- RAFT
(role, audience, format, topic)
- Dialogue Journal
- Letters/Editorials
- Read, Write, Pair, Share
- Draw and Write



Further Reading & Bibliographic Information:

Himmele, Persida and Himmele, William (2011). *Total Participation Techniques: Making Every Student an Active Learner*. Association for Supervision & Curriculum Development.

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Marzano, Robert (2004). *Building Academic Vocabulary*. Association for Supervision & Curriculum Development.

Kagan, Spencer (1994). *Kagan Cooperative Learning*. Kagan Cooperative Learning.