

# Talk to Me, Goose

## Session Description

While it may seem counterintuitive to encourage talking in a junior high classroom, halfway through their ELL endorsement these two junior high English teachers have made an effort to balance teacher talk and student talk during their instruction with encouraging results. Come and explore the often overlooked speaking and listening core standards in this high-energy, interactive seminar where participants will experiment with speed grammar, plotline talk-throughs, PowerPoint book chats, structured response, and more. It is time to move beyond oral presentations and “turn and tell” strategies and give our students something to talk about every day!

## Session Outline

Participants will engage in the following:

### Speed Grammar:

This is our version of oral grammar practice using the speed dating format. Participants will pair up and converse with one another and work into their conversations the commonly confused words that pop up on the screen. When a new word pops up on the screen, participants move to a new partner and begin a new conversation using the new word. This will serve as a get-to-know you/get-them talking activity

### PowerPoint Book Chats:

Referring to Thompson’s article *Assigner or Inspirer?* published last year in the UCTE Journal, this activity will allow participants to discuss some of their favorite fairy tales in small groups as prompts are displayed on the screen. “Introduce the antagonist as though he/she were sitting next to you. . .” This strategy can be used in isolation to inspire non readers or prepare students to write one-pagers or traditional book responses. In this session, we will discuss all of the implementation possibilities.

### Structured Response:

Participants will learn how sentence starters and sentence templates can aid students in understanding and articulating difficult or abstract concepts in English such as theme, irony, and claims/thesis statements. Using these structured responses, participants will explain the irony and themes they noticed in their books/fairy tales from the last activity.

### Plotline Talk-Throughs:

Participants watch a video depicting how our students put a spin on some of the short stories we read in class, working in groups to verbally plot a new version of the story on a plotline. Before, during, and after this activity, students retold their stories in two minutes, then one minute, then thirty seconds. Participants may mimic the activities viewed in the video using a few of our favorite fairy tales if time allows.