



## Transcript: Limiting Teacher Talk and Increasing Student Engagement

In this video, which is focused on facilitating student engagement, you'll see a series of well-designed activities: question cards, question writing with written instructions, jigsaw reading, sentence sequencing, and a running dictation activity. You'll notice that both the room and the student groupings have been planned very intentionally. Once I've planned a lesson carefully, I can move into my role as facilitator and observer in the classroom. While the students are engaged with the language and with each other, I am learning the students and assessing what they can and cannot do and formulating a plan for the next lesson. Another important point to consider is wait time. Students need a significant amount of time to process and understand a question they've been asked and they need time to formulate an answer. This can make for a long silence in the classroom, and we need to get comfortable with it. That's a lot of work. We need to be silent and allow them to do it.

Where did Connie sleep when she was at work with her mother? Students speak out their answers. Can you give me a whole sentence? Everyone works on tenses of "sleep." She slept on the sofa. Can you give me a whole sentence? She slept on the sofa.

All right, everybody's going to get a card with a question on it and then you're going to stand up and walk around, talk to as many people as you can, and here you go. Students review question cards and talk with one another all at once. Now what we're going to do is you're going to work in a small group of three people together, and I'm going to give you instructions to read together in your group and help each other understand, okay? So, I can stop talking. Are you okay? All right? So, we're going to be working on the writing of questions. All right, so does everyone have their own paper? Talk with your group to be sure that you understand the direction. Don't let your partner see. Think about your classmate. Write just the question. Students write and talk in their groups.

We're going to do an activity called a jigsaw reading. You will get a chance to share your part with the rest of the group. You can read it out loud. Take turns reading. So, you read it together and then talk about what the main ideas are. What are you going to write down about this section of the story? Students talk in their small groups. So, she had a lot of obstacles? What about part number three? She was all that obstacle for her children, but she never gives up to American Dreams.

I'm going to mix up your groups and we're going to do one more activity with the story. You're going to get some sentences, and your job is to have one person from each part, then you're going to try to put them in order. What came first? What came second? What else do you think is at the beginning? Once she first got here. This is more beginning... Mhmmm... Students talking.

Okay, this is a running dictation. You're working as a team. One person runs and reads the sentence. Remember, come back and say the sentence. Okay. This person cannot write. No

writing. The other two people listen and write. Are you ready? Go! Students read the sentence and repeat it back to their group, who then writes it down. Question 2—go! Students do the same for question 2.