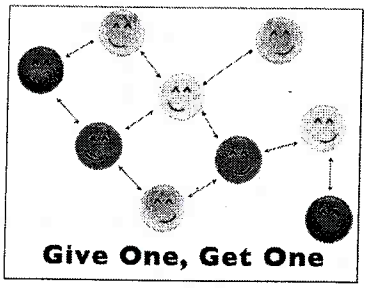
Directions for Teacher Use

Give One, Get One


Give One, Get One

Purpose

Students consider multiple responses to a prompt. They practice language and expand their thinking by sharing information or ideas with other students.

Give One, Get One provides a structured opportunity for students to practice specific language taught in the ELD lesson in varied ways *(You Do It Together)*. It ensures students get multiple opportunities to speak, listen and share. Hearing the way other students express an idea helps students increase their fluency and learn proper intonation and various ways to phrase things. Ensure the practice is targeted by providing rich prompts and varied sentence frames.

Please see Cue Cards Booklet (page 19 - 20) for the instructional protocol and graphic.

Directions

1. **Let students know they will be sharing ideas with multiple people.**
2. **Give them a prompt with many possible responses**. You may have students think on their own or work with a partner, as appropriate.
3. **Allow sufficient time** for them to write down all of their ideas on the ***Give One, Get One*** template.

   Choose the template that best suits your purpose. To re-use the sheets, have students use the Let's Talk folder and write with dry erase markers.
4. **Provide two or three sentence frames** for students to use as they prepare to share their ideas. Model using the frames and/or invite a couple of volunteers to share an idea using one of the frames *(I/We Do It)*.
5. **Emphasize that the purpose is to share new ideas** – they don't have to agree. Encourage students to ask each other for clarification, if they are confused, and to support each other in using the target language correctly. If either partner shares something not already on the other's sheet, have them write the student's name and idea on their own paper.
6. **Establish the signal** to switch partners. Let them know how many partners they will talk to. Make sure that students move throughout the room to share with a lot of different classmates
7. **Debrief the content** of ***Give One, Get One*** by having students return to their seats and compare new ideas they gleaned with their partner or in table groups. Then invite students to share an idea they "got" using the target language.
8. **Debrief the process** of ***Give One, Get One*** by having students share how this activity helped them learn the language, what they feel more comfortable with, to ask questions and/or clarification, etc.

TIP Use a democratic method for having students share out, such as having all March birthdays or #3's stand, calling on a spokesperson for a table, or using sticks with names. Allow for some volunteers, too.
See suggested sentence frames for sharing out in ***Appointments Directions for Teacher Use***.

Collecting Evidence of Student Learning (Formative Assessment)

Circulate and listen to students as they share ideas with each other. Use the *Ongoing Assessment of Language Practice* monitoring tool to note how well they express their ideas using the target language.

Variations of *Give One, Get One*

When introducing a variation, be sure to model the activity with a couple of volunteers *(I/We Do It)* and provide students with proficiency-level and topic appropriate sentence frames for the questions and responses they will use.

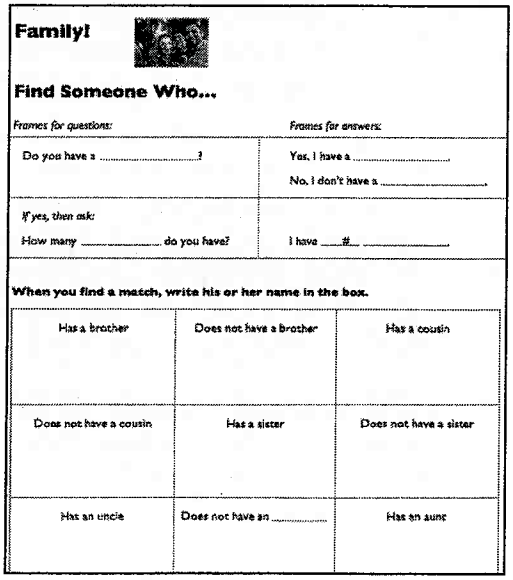
- **Memory for Ideas** – Instead of writing down ideas as they meet with each partner, ask students to meet with three or four students in a row and just listen. At the end, have them return to their seats and write down all the new ideas. Then have them work with a partner or in a group of four to compile all of their ideas by each adding ideas they don't have to their individual lists.
- **Pair to Pair** – Students work in A/B pairs to meet with another A/B pair. Pairs have to work together to summarize the new ideas using the language they've learned *(You Do It Together)*.. After they have shared with the determined number of other pairs, they return to their group of four and debrief with each other.
- **Guessing Game** – Students help each other figure out what they "are" by asking questions or giving clues that describe or compare specific items related to the topic you are studying. You can have a different picture/word for each student, but it also works to have enough for half the class.
  1. Have students wear a lanyard with clip behind them. Attach a picture or word card to each one.
  2. Use A/B cards so students will know who goes first.
  3. This can work several ways:
     - Student A can ask B questions in the first person, such as *What kind of ____ do I have? What am I used for?* Or in the third person: *Where is this item used? Where does this animal live?*
     - Student A can give B clues and B can ask follow-up questions.
     - It can also be played ala **Twenty Questions** with only yes/no questions. Keep in mind it requires quite a bit of language knowledge to be able to generate enough questions to get the answer, so be sure to think through what vocabulary they need to be able to ask a sufficient range of *Am I ___; Do I have ___*; and *Can I ___* questions.
  4. Have students who have not worked together swap their cards without letting the other one see it. Continue the game as long as it is engaging and time permits.
- **Find Someone Who** – *Use topics such as family, sports, foods, or interests to have students find others who answer* yes to the item in one of the boxes. Provide sentence frames for follow-up questions and have students record key information. Using proficiency-level frames, create a master using the template on page 26. You can also have students prepare the handout from posted prompts and a list of items for the squares.

  Some samples to help spark your thinking:

  Family/pets (Early Intermediate) Do you have a _____? Yes, I have /No, I don't have. *If yes, then ask:* How many ____ do you have? I have _#_ _____. [SAMPLE AT RIGHT]

  Sports/Foods/Activities
  (Early Intermediate) Do you like ____? Yes, I like / No, I don't like ___. *If yes, then ask:* Is it your favorite ? Yes, it's my favorite _____.
  (Intermediate) I like _____, but it's not my favorite_____.

  Interests (Intermediate/Early Advanced)
  Are you interested in _____? *If yes, ask one of these follow-up questions:* Please tell me something you like about ____. What is something I might not know about___? Yes, I am interested in ___. Yes, _____is one of my (main, major) interests. No, I am not really (particularly, especially) interested in _____.



Family!

Find Someone Who...

Frames for questions:	*Frames for answers:*
Do you have a ..... ?	Yes, I have a ..... No, I don't have a .....
If yes, then ask: How many ..... do you have?	I have ___#___ .....

When you find a match, write his or her name in the box.

Has a brother	Does not have a brother	Has a cousin
Does not have a cousin	Has a sister	Does not have a sister
Has an uncle	Does not have an	Has an aunt

Name: _____ Date: _____

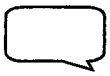
Give One & Get One




My Ideas

_____

_____




My Partners' Ideas
Talk with three partners and add one new idea to your list from each person.

My partners' name:	**My partners' idea:**
1. _____	_____
2. _____	_____
3. _____	_____



When you report your partner's idea to the rest of the class, be sure to use a complete sentence.

_____

_____



More New Ideas Jot down ideas from the class discussion.

_____

_____

_____

Name: _____ Date: _____

Give One & Get One

 **My Ideas**

 **New Ideas**

© 2010 E.L. Achieve

Name: _____ Date: _____

Find Someone Who...

Questions	*Answers*

When you find a person that matches the statement in the box, write his or her name there.
