

## Minute-Mania



This is a great activity for:

- 1) Pre-writing processing on a topic.
- 2) Practicing speaking in complete sentences.
- 3) Verbally processing a selection that has been read.
- 4) A review exercise when you want them to study for a quiz.
- 5) Right after weekends or breaks to give students time to “catch up” with what has gone on in their lives.

This activity may be done several times in a row with different topics such as:

- |                                 |    |                      |
|---------------------------------|----|----------------------|
| a) after Christmas break topics | or | b) a book being read |
| 1) Gifts received               |    | 1) Setting of story  |
| 2) Places I went                |    | 2) Characters        |
| 3) Favorite part                |    | 3) Favorite part     |

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## Procedure for Asking and Answering Questions ? ? ?

1. When the teacher asks a question, EVERYONE raises their hand, even if they don't know the answer.  
\*\* Note: To insure that all learners have the expectation of being called upon, it is suggested that a system such as name sticks, cards, etc. be used. Learners' names are drawn randomly until all have participated.
2. To set up for success for answering in a complete sentence, the teacher begins the question with,  
**“In a complete sentence, .....(ask question)?”**  
or use an agreed upon nonverbal cue, such as hand sign for letter 'C' to signal complete sentence answers are expected.
3. If you know the answer and the teacher calls on you, say,  
**“Mrs./Mr. (Teacher's Name ) and state the answer using a complete sentence including part of the question.**

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## WRITING FLUENCY STRATEGY



1) Participants need paper and pencil. Give them the choice of two topics for writing. e.g. favorite sport favorite dessert Ask them to pick one of the topics and write it at the top of the paper.

2) Directions:

*“ When I say, “GO” write as many words as you can associated with your topic, but this first time only write single words or short phrases. Spelling and punctuation don't matter for this activity. Just write as many words as possible in one minute.”*

Using a second hand timer, tell them to, “GO” and then have them stop at exactly one minute. Tell them: *“Count the number of words you have written and put it at the top of the page. If you had a partial word when told to stop, it may be counted.”*

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## STATE CHANGES

- \* Change of speaker's location in the room
- \* Stand when answering questions or sharing in class
- \* Break into groups
- \* Go outside or to another room
- \* Use exaggerated facial expressions
- \* Do mime
- \* Sing, hum, whistle, or other sound
- \* Change lighting
- \* Read out loud with enthusiasm
- \* Move chairs
- \* Wear special hats/clothes
- \* Use or create mind-maps
- \* Turn your back on the group
- \* Put motions to words/concepts
- \* Choral reading
- \* “Repeat after me”

*\* Movin' & Groovin' \**

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4. If you do not know the answer when you are called on, say,

**"Mrs./Mr. (Teacher's Name) I am not sure of the answer. May I call a helpline? Or "May I ask \_\_\_\_\_ for some help?"**

5. The student may then ask another student to help them with the answer. After a brief conference the original student called on will give the answer to the class.

\*\* Recommended Option for Expanding a Respectful Learner Response: When calling on a specific learner after the question has been asked, add the request:

**"Learner's Name, stand and deliver."** The learner will be expected to stand and after addressing the teacher, give the answer to the question in a complete sentence. This strategy offers a great state change helping to keep learners engaged.

## STATE CHANGES

continued:

- \* Tell a joke or laugh
- \* Hold up an object
- \* Use cooperative group structures
- \* Stand on a chair/stool/table
- \* Use expansive gestures
- \* Food
- \* Use procedural callback such as "Give me five!"
- \* Music - Play in background; Play a musical instrument
- \* Visualization exercise
- \* Point to something
- \* Lead in physical movement activity
- \* Use visuals – video/posters, etc.
- \* Have students turn in chairs to face another direction.

### Directions:

- 1) Put participants in groups of two. Have them decide who is going to speak first. Encourage speaking in complete sentences.
  - 2) Give a topic that they will talk about to each other.
  - 3) On the word **'GO'**, the first person will begin talking on the topic to his/her partner. At the direction given, **"Stop and Switch"** the first person quits talking and the second person begins.
  - 4) At the end of the given time, each person must relate one thing that their partner shared with them.
  - 5) The facilitator will give the "stop and switch" direction every 20+ seconds for 1 - 2 minutes. At the end of the time the facilitator allows each pair to share one thing their partner told them.
- OPTION: After the time for talking in pairs is up, put into groups of four and have them share one thing their partner told them.

**Have already written on the board the following table:**

1-5	Beginning with 1-5, ask for a show of hands for each of the ranges and write down the number of students
6-10	
11-15	out to the side.
16-20	
21-25	3. The second time learners are going to write again
26-30	using the same topic, only this time instruct them to write only in complete sentences. After this second writing session, write down the scores in a second column as before.

Process as to the WHY the difference in results. *How do we think? What inference might be made with these results between writing in single words/short phrases and complete sentences?*

\*\*Speaking in complete sentences is very important to aid in writing in complete sentences.

In future sessions have them write only in complete sentences. Use this activity to promote writing fluency every few weeks. Have them keep a record of their improvement over the year. Do two sessions each time so you will need four topics.