SEAL Strategy: Five-Exchange Conversation

Format:

1. Teacher asks a question.
2. Student responds to that question.
3. Teacher repeats what the student has said, and then amplifies the statement using more complex and extended language.
4. Teacher responds to what the student has said and asks a follow up question.
5. The sequence is repeated through five exchanges.
SEAL Strategy: Barrier Game

Directions:

Pair up with a partner!

Establish who will be Partner A and who will be Partner B.

Set up the barrier game.

Partner A holds up the barrier and then picks a card from the pile of picture cards.

Partner A describes the picture to Partner B.

Partner B can ask clarifying questions.

When ready, Partner B can hold up a card to guess and see if s/he has the correct card selected.

Game ends when each player has one card left and remaining cards are held up and confirmed as a match.

Then switch roles and play again.
Barrier Game Variations:

**Variation #1: Objects** Each child has a matched collection of small objects (e.g., a variety of insects for an Insect unit). The “speaker” selects one of the objects and describes it to the second student, who has to identify which object it is and match it with one from his/her own pile. The speaker cannot use the name of the object, but can only describe what it looks like and what it does. Then they switch roles.

**Variation #2: A Set of Photos** Each student has a matched set of Picture File Cards related to the thematic unit. The first student selects a photo and describes what is in the photo without using the name of the object or animal. The second student has to figure out which animal or object is being described and select the correct photo. Then they switch.

**Variation #3: A Task/Drawing:** Each child has a piece of paper and pencil or marking pens. One student draws a picture without the other seeing it. That child places the objects on his/her paper, and then describes to his/her partner where each object belongs on the paper. The “listener” follows directions and places his objects according to the directions. Then the two remove the barrier and see if their speaking and listening skills created a match.

**Variation #4: Location and Positional Language (Prepositional Phrases):** Each student has a matching mat with various boxes and triangles drawn on it. They also have a set of matching objects. The first student places the objects on his/her paper, and then describes to his/her partner where each object belongs on the paper. The “listener” follows directions and places his/her objects according to the directions. Then the two remove the barrier and see if their speaking and listening skills created a match!
**SPEED DATING**

**Format:**

1) Converse with as many peers as you can during a set amount of time.
2) Gather as one piece of information from your peer and share your thoughts.
3) Record ideas on the sheet.
4) Repeat the sequence as many times as you can before time’s up!
5) Find a new partner and gather more information!

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<th>My Ideas</th>
<th>My Peers’ Ideas</th>
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