

THE ORAL DEVELOPMENT JIGSAW: FROM DESCRIPTION TO NARRATIVE

notes

Selections from a class videotaped by WestEd as part of the implementation of Quality Teaching for English Learners in New York City

Transcript: Oral Development Jigsaw

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Students have been in the United States between three months and three years.

Segment One

EXPERT GROUP B

Students are working on their description. Ms. Ng invites them to focus on the evidence, not on interpretation. She models how to request for justification.

Student # 7: In the picture many peoples are selling things, and, and, on the back there's a mountain... um, there are many houses.

Student # 8: This scene took place in the market.

Student # 5: They are Chinese, and the thing is in Chinatown...

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Ms. Ng: All right, now, you all got a chance to describe. I want you to make sure you're only describing the picture, don't draw any conclusions, just describe what you see in the picture. You can discuss your answer among each other.

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Student # 8: These Chinese people are doing shoppings in the market.

Ms. Ng: How do you know they're Chinese – (Students begin speaking over her) Do you see any Chinese writing in here? (Students answer: "No.") Let's see. What kind of writing is that on the wall? So what about this? That's Chinese? That's a brick, right?



What is, look at the building, what is this? Okay, you think it's... all right? And what about the, which, where is the character, the main character... what is in his pocket? What is in the little boy's pocket? Do you see something sticking out of this boy's pocket? (Students answer "Money.") You think so?

Student # 8: Yeah, he has money.

Ms. Ng: Okay, you're going to describe to each other all the information in this picture.

Student # 6: I think maybe is the boy robs someone's money and then he comes looking and sees the money, something like that...

Student # 8: This buildings looks, looks like old-time China.

Student # 6: Old time?

Student # 7: I think this boy is very, very rich, he has a lot money...

Student # 5: Why?

Student # 6: Why rich?

Student # 5: Yeah?

Student # 6: If he is rich, he doesn't need to rob someone's money.

Student # 7: How do you know he rob someone's money?

Student # 6: Do you see? Because Ms. Ng just pointed out there's money on his pocket.

Segment Two

Expert Group A

Students collaboratively construct their descriptions

Student # 4: There are two boys, like, age as same with us, fourteen. They don't, they like they from, they look like from India, Nepal, and they hold three cartoon books, they are happy to have it, there's a smile on their face, cause they're, they like to, they like this book, and the scene take place outside the house, it's like at night, they in the story on the black sky.

Student # 2: Blue sky. Blue.

Student # 1: Looks like even a more like, night.

Student # 4: Yeah. I seen a star...

Student # 3: Do you think, is a winter?

Student # 1: Maybe. Yeah. Because of the clothing they wear.

Student # 3: Maybe



Student # 4: Maybe...

Student # 2: Winter, yeah. Winter.

Student # 4: I think it's fall. It's fall.

Student # 2: They're wearing... see this guy?

Student # 4: They're dressing warm.

Student # 2: Having a hat. But the forest is not so, so cold.

Student # 1: What do you think this story's about?

Student # 3: Two boys reading book. A cartoon book.

Student # 4: Cartoon book? Then, what they so happy about?

Ms. Ng: They look happy?

Students: Yeah

Ms. Ng: You're not going to worry about "why." Let's think about what you see first.

Student # 1: We just think about the detail in the...

Ms. Ng: Just the detail what you see in the picture. Don't, you know, don't worry about why. Did you kind of answer all these questions?

Student # 1: We couldn't answer the height, because we didn't...

Ms. Ng: Okay, you don't to have to, right. Any developments after here?

Student # 4: They still, they still read the cartoon book, I don't think they are like—

Student # 1: (*interjecting*) Not very old

Student # 4: Fourteen— fourteen years old don't read that kind of stuff. Right?

Student # 1: Uh—huh.

Student # 4: So they must be of age of ten.
(*laughing*)

Student # 1: Right?

Student # 3: When they reading the cartoon, maybe.

Student # 4: Yeah.

Segment Three

BASE GROUP 4

Talk is used to negotiate the construction of the story

Student # 12: Lucky boy, lucky boy, lucky boy.

Student # 4: Lucky boy?

Student # 15: No lucky boy

Student # 12: Yeah, he's lucky. Everyone wants—

Student # 15: Just think about it. Why he have to be Lucky Boy?



Student # 4: You know, like, ten-dollar bill.
Student # 12: Everybody walking down the street, nobody saw it, how come he saw it?
Student # 4: Yeah, he suffers, right, walking on the street, found ten-dollar bill, then go to market. And he, they buy books—
Student # 12: Yeah, buy some—
Student # 4: Buy cartoon books—
Student # 12: No I think, I think this is the first one, the one on the street, and he saw ten-dollar bill, and then he went to market and—
Student # 4: How about sad first, sad first—
Student # 15: No, not really—
Student # 4: Sad first—
Student # 15: Not really—
Student # 4: Walking on the street—
Student # 12: Yeah—
Student # 4: Yeah, on the street, right? He sad, he sad, right, and he on the street. On the street he found—
Student # 12: Ten-dollar bill
Student # 4: And...
Student # 12: Went to the market to buy something
Student # 4: Buy the books!
Student # 12: To buy books and, happy ending! There, lucky boy.
Student # 4: He had, the sad first, found money – sad, money, market, books.
Student # 15: No, it's like—
Student # 12: I don't think it's a market
Student # 5: Yeah— A lot of people selling stuff on the street.
Student # 12: It makes, bookstore, isn't it?
Student # 4: Uh, book market—
Student # 5: They sell different kinds of stuff
Student # 4: Okay. Book market.
Student # 15: No! No, it's not book market!
Student # 4: What's it about? That's where you're selling a book
Student # 15: It's about something. It's not book market
Student # 12: Write the title first, "Lucky Boy."
Student # 4: Okay, "Lucky Boy."

BASE GROUP 3 PRESENTS STORY:

Student #3: The title for the story is "Lost in the City." And the setting is a crowded street, and the characters are Danny and John.



Student #11: Danny and John are best friends. One day they were reading comic books in the park. After they finished reading their comic book, they decide to go to market to buy some food to eat.

Student #8: They are surprised that the street is too crowded. When they got, then they got separated in the crowd while they were walking, John found a ten dollar bills.

Student #16: Danny was lost. He didn't know anything about this city. John was looking for Danny. Danny was very unhappy because he couldn't find John.

Ms. Ng: So that's the end, right? Okay, very good... (class applauding)

BASE GROUP 4 PRESENTS STORY:

Student #15: Our title is "Lucky Boy." The setting is on the street in the neighborhood. Character is Danny and Robby. One summer they, Danny go out to buy a gift for, for his brother named Robby. They are twins; today is their birthday.

Student #12: Okay. Meanwhile, Danny is walking on a street. He saw a ten-dollar bill, and he was so surprised.

Student #5: He's thinking about to use the money to buy a birthday gift for his brother. He goes to the outdoor market to look for a gift.

Student #4: Then he buy book, he buy comic book and bring the book to his brother. And the, his share the books, and they are very happy to have these books.

(class applauding)

BASE GROUP 1 PRESENTS STORY:

Student #1: The title of our story is "The Lucky Day." The setting is out on the street. The character is Alex and Mike.

Student #14: One day Alex went walking alone in the street. He look sad, bored, because he saw, he saw a comic book and he couldn't buy it because he used his allowance, and all his money, in clothes. He buy them and don't save one thing to use the money to buy unnecessary things.

Student #9: Suddenly a ten-dollar bill popped into Alex's sight. It's like a light in the darkness. His face full of happiness, he pick up and put the bill inside his pocket.

Student #6: He didn't put away his money – the half ten-dollar bill stuck out his pocket. He walked out of crowded market and into the bookstore.



Student #1: He can't wait to tell his best friend Mike what happened to him today. He shared the comic book with him in the when he back home. The happiness, the big smile hanging their face all day long.
(class applauding)

BASE GROUP 2 PRESENTS STORY:

Student #13: The title of our story is called "Visit a Friend on a Lucky Day." The characters is Jose and his friend Han. And Jose is walking on the street in the sunny day. He is wearing a brown sweater. His hand in his pocket and looks very sad because he don't have any more money to visit his friend.

Student #10: Suddenly, he see a ten-dollar bill on the street. He feel surprised that there is money on the street, so he pick it up and put in his pocket.

Student #7: He doesn't have enough money to buy anything from the market, so he thinks that- Finally he goes into a bookstore and buys some comic books for his friend, because the comic books are the cheapest thing he can buy.

Student #2: He goes to his friend Han's house, then they read comic books together. The comic books are funny, there's a lot of laughter in the house.

