Speaking and Listening

Speaking and Listening Routine 1

Partner Discussions

Purpose: Support children in making effective and successful use of partner discussion time.

1. **Provide a discussion topic** and assign partners.

2. **Monitor discussions.** Partners should:

   - Restate the purpose.
   - Begin the conversation. One partner initiates by asking the other.
     What do you think about _____ ?
   - Take turns and build on one another's ideas.
     That's a good idea. Also, _____ .
     That might work. Or maybe we could _____ .
   - Ask questions and clarify ideas that are not clear.
     What do you mean by _____ ?
   - Summarize what they discussed.
     My partner and I discussed _____ .

3. **Regroup.** Bring the class back together. Call on a few children to share what they discussed with their partners.

See also:

- Cooperative learning structures, pages BP15–BP16: Think, Pair, Share; Inside-Outside Circle; Three-Step Interview

- Academic Talk flip chart

Speaking and Listening Routine 2

Group Conversations

Purpose: To ensure that everyone in the group conversation has a part to play.

1. **Form groups.** Provide a discussion topic.

2. **Assign roles and monitor discussions.** Be sure to vary the roles in discussions throughout the year so that all children have a turn assuming each role. Encourage children to follow a process.

   - The **facilitator** restates the purpose and begins the conversation.
     We're talking about _____.
     Our topic is _____. Does anyone have any ideas?

   - All members take turns and build on one another's ideas.
     _____ has a good idea. I also think _____.
     I have a different idea from _____. I think _____.

   - The **facilitator** ensures that no one dominates the conversation.
     _____, let's let someone else speak.

   - The **encourager** praises participators and encourages those who are not talking as much.
     Thanks for sharing that idea, _____.
     What do you think, _____?

   - Everyone asks questions and clarifies ideas that are not clear.
     What do you mean by _____?

   - The **time keeper** lets the group know when there are five minutes left.

   - The **note taker** summarizes what the group discussed.

3. **Regroup.** Bring the class back together. Call on a few note takers to share what their groups discussed.

See also:

- Cooperative learning structures, pages BP15–BP16: Corners, Fishbowl, Jigsaw, Roundtable

- Academic Talk flip chart

Speaking and Listening Routine 3

Presentations

Purpose: To support children in making effective, successful presentations and to ensure that listeners participate actively.

1. **Provide practice time.** Allow time for children to practice their presentations with a partner. Monitor practice to ensure children are speaking clearly and making good eye contact.

2. **Monitor presentations.** Speakers should:
   - Set up the visual part of their presentation (if applicable).
   - Stand up tall.
   - Speak clearly and loud enough for everyone to hear.
   - Introduce their presentation.
     My presentation is about _____.
   - Stay on topic.
   - Use appropriate gestures.

3. **Prompt the audience.** Listeners should:

- Listen attentively.

- Try to understand the message.

- Ask questions if they don't understand something.
  What does _____ mean?

- Make eye contact with the speaker. Smile or nod to show they are listening attentively.

- Ask about something else they want to know about the topic.

4. **Conclude.** Follow up with a brief, whole-class discussion of the presentation. Ask the audience to tell what the presentation was about.