

Speaking and Listening

Research Basis: Research shows that students have few opportunities to engage in meaningful academic conversations in school and that speaking is the neglected skill. For learning to take place, we need to shift from the teacher delivering all the instruction to having lessons built around academic discussion with increased productive student talk (Cazden, 1988, 2001).

Speaking and Listening Routine 1

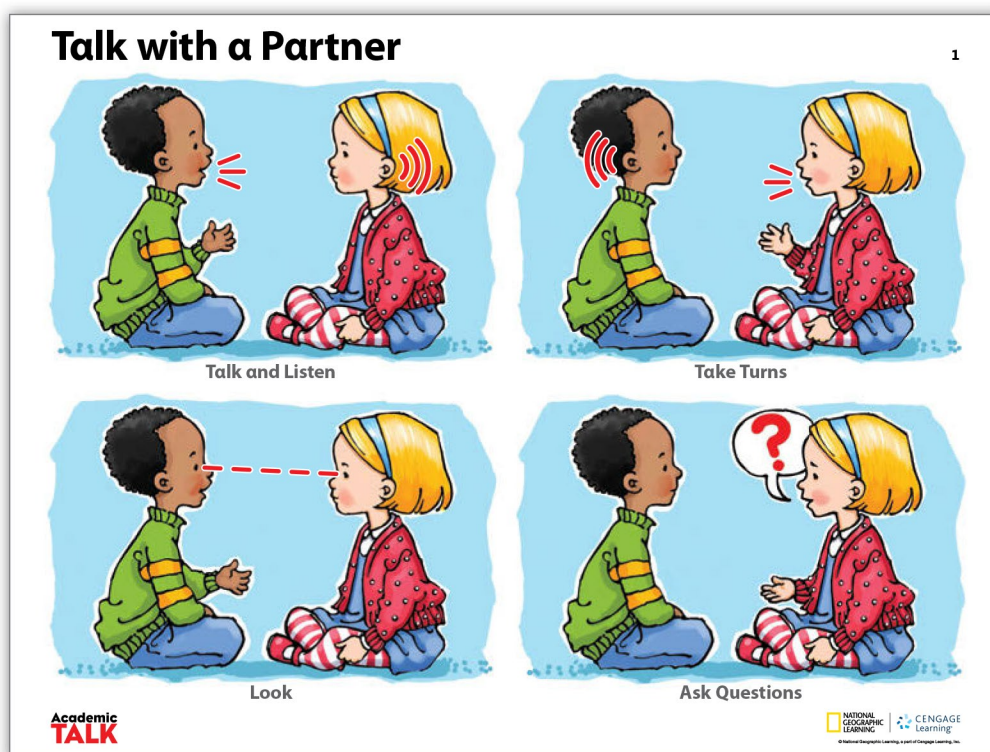
Partner Discussions

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

- 1. Form pairs.** Assign partners so that more vocal children are paired with less vocal children. Introduce the discussion topic.
- 2. Monitor discussions.** Provide assistance as needed. Partners should:
 - Make eye contact.
 - Restate the purpose.
We are going to talk about _____.
 - Begin the conversation. One partner starts by asking the other.
What do you think about _____?
 - Take turns.
 - Listen while the partner talks.
 - Ask questions when they don't understand something.
What do you mean by _____?
 - Report what they discussed.
We talked about _____.
- 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: Turn and Talk; Think, Pair, Share; Three-Step Interview
- Academic Talk poster



Academic Talk poster

Speaking and Listening Routine 2

Group Conversations

Purpose: To ensure that everyone in the group conversation has a chance to talk.

1. **Form groups** with a mix of more vocal and less vocal children. Provide a discussion topic.
2. **Restate the purpose.** Ensure that children are focused on the task.
3. **Monitor discussions, helping out as needed.** Group members should:
 - Make eye contact.
 - Take turns. (*Remind children that everyone should have a chance to speak.*)
 - Listen while another member talks.
 - Ask questions and clarify ideas that are not clear.
What do you mean by _____?
 - Prepare to retell the main points that were discussed.
We talked about_____.
4. **Regroup.** Bring the class back together. Have a volunteer from each group share what their group discussed.

See also:

- Cooperative Learning Structures: Corners, Jigsaw, Roundtable
- Academic Talk poster



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.

