

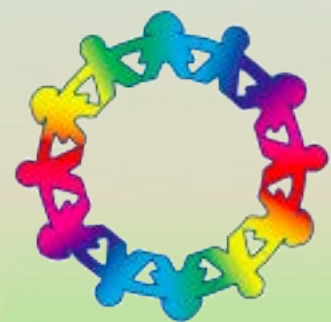
POPEY

Provincial Outreach Program for the Early Years

www.popey.ca

Wait, Talking is Good?

Intentional Oral Language In the Primary Classroom



[@POPEYBC](https://twitter.com/POPEYBC)

Session S2

12.45-2.15

October 25, 2019

What We'll Focus On This Afternoon...

Strategies, resources and ideas for:

- Building language capacity for primary learners
 - ▶ Scaffolded supports → develop students' thinking, language and vocabulary skills
 - *planning for intentional talk*



POPEY co-planned this session's objectives
in consultation with BCPTA's Planning Committee



Listening & Speaking

Students learn by listening
AND responding to others.

 **interaction** is **key** - in order to gain **deeper understanding**

interactive skills help:

- ★ to create **good dialogue**
- ★ to make **collaboration** possible
- ★ to facilitate **problem-solving**



Why is Talk Important?



- ✓ Talk provides a **window** into student **thinking**
- ✓ Talk supports robust learning by **boosting memory**, providing **richer associations**, and supporting **language development**
- ✓ Talk supports **deeper reasoning** and encourages students to **reason with evidence**
- ✓ Talk **primes** students in **scientific thinking**
- ✓ Talk supports the **development of social skills** and **encourages risk-taking** with **huge payoffs for learning**

Creating Well-Established Class Norms for Talk

A foundation of clear ground rules for conversations:

- ▶ Students will **listen** to one another **attentively** and **respond respectfully** (build trust)
- ▶ Students have to **speak loudly** enough for others to hear them
- ▶ Students have to **speak up** and **ask for clarification** when they can't hear another student
- ▶ Students need to **understand** this kind of talk is **expected of everyone**, and everyone will have a **chance to participate regularly** in classroom **discussions**



How Can Teachers Support Productive Talk?

Teacher tools fall into two categories:

1. Talk Formats

- * Ways to group your students that **guide** student talk

2. Talk moves

- * Strategic teacher moves designed to open up conversations and support student participation, explanations, and reasoning



Talk Formats to Support Student Talk



* Teacher-guided whole group discussion

- ▶ teacher acts as a model, a participant and a guide

* Small group work

- ▶ Students work in groups of 3-4
- ▶ Teacher circulates, listens in, provides support or guidance as needed
- ▶ Clear expectations, including norms for listening



* Partner talk

- ▶ Teacher pauses mid-lesson or conversation and asks students to consider a particular question with a talk partner seated next to them
- ▶ This is very brief - lasting only 1-2 minutes
- ▶ Allows for 100% participation - **all** students talking/listening/thinking

Talk Moves to support student Talk - You Try It!

Choose one topic to **think and talk about** for the next few minutes.

We are going to try out some **talk moves** together with a table partner!

What is your favourite...

book

season

vacation spot and why?

food

hobby

movie

wellness activity

your choice



Goals for Productive Discussions and Nine Talk Moves

Supporting Student Engagement, Thinking & Talking

* **GOAL: Individual students share, expand and clarify their own thinking**

1. Time to Think:

- Partner Talk
- Writing as Think Time
- Wait Time



2. Say More:

- Can you say more about that?
- What do you love about Hawaii ?
- Can you give me some more details about that?

Goals for Productive Discussions and Nine Talk Moves

Supporting Student Engagement, Thinking & Talking



3. So, are you saying...?

- So, let me see if I've got what you're saying...
- Are you saying you love **summer** because you love **holidays**?

*** GOAL: Students listen carefully to one another**

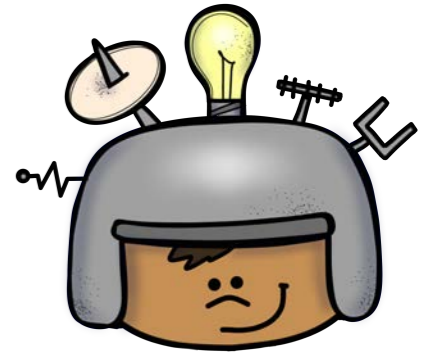
4. Can you rephrase or repeat that?

- You love reading historical fiction because it blends two genres.
- You enjoy yoga because it makes you feel strong and grounded.

Goals for Productive Discussions and Nine Talk Moves

Supporting Student Engagement, Thinking & Talking

* **GOAL: Students deepen their reasoning**



5. Ask for evidence or reasoning:

- Why do you enjoy travelling so much?
- What are your reasons for taking up photography?
- How did you decide that is your favourite book?
- What made you think that?

6. Challenge or counterexample:

- Are there other places you like to visit as well?
- Have you ever tried skiing instead of snowshoeing?
- Would you try kayaking? Reading autobiographies?

Goals for Productive Discussions and Nine Talk Moves

Supporting Student Engagement, Thinking & Talking

You and your partner now join up with another partnership at your table, and you'll now become a group of 4 people.

- ▶ First, **share your favourites** with your new, bigger group.
- ▶ Then, get ready to try the last three TALK MOVES...



Goals for Productive Discussions and Nine Talk Moves

Supporting Student Engagement, Thinking & Talking



* **GOAL: Students think with others**

7. Agree/Disagree and Why?:

- Do you agree/disagree with each others' favourites? (and why?)
 - I'd rather do a city holiday than a beach one.
- Does anyone want to respond to someone's favourite?
 - I haven't tried blogging - how do you find time to do it?

8. Add On:

- Who can add onto the favourite that Sarah shared?
- One great activity to do in Hawaii is snorkelling...
- Can anyone take that suggestion and push it a little further?
- If you love mysteries, have you read any books by this author?

Goals for Productive Discussions and Nine Talk Moves

Supporting Student Engagement, Thinking & Talking

* **GOAL: Students think with others** ...continued

9. Take turns to explain what someone else means:

- Kristen's saying she loves trail running because it's peaceful and energizing.
- I think Amy enjoys the excitement and attractions in NYC.
- Grace loves travelling to learn about other cultures and to try new experiences.



Strategies for Effective Talk



Discussion Guidelines

Sentence Stems

Talking Points

Groupings

Strategies for Effective Talk



Discussion Guidelines

★ create a set of guidelines with students about what makes for good discussion

- ▶ always respect each others' ideas
- ▶ invite someone to contribute by asking a question
- ▶ give proof of listening
- ▶ clarify, challenge, summarize, and build on each others' ideas
- ▶ be prepared to change your mind

Discussion Guidelines

with a group of 4-5 at your table,
create a set of guidelines
about what makes for good discussion



Strategies for Effective Talk

Sentence Stems

★ give students sentence starters to help them build **richer** vocabulary, speak in **full sentences**, and **interact more** with one another

- ▶ I think...
- ▶ Linking to...
- ▶ I agree / disagree with...
- ▶ What do you mean by...?



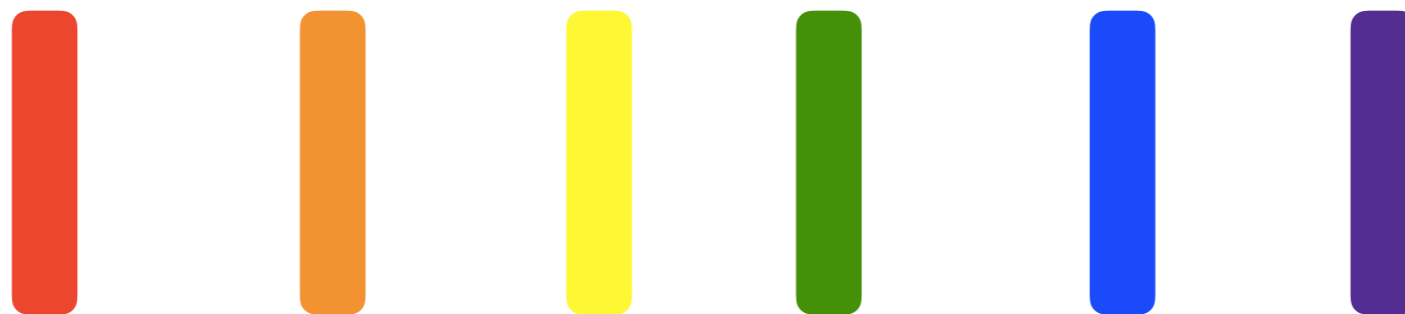
**teach students to build on
what others are saying**

Strategies for Effective Talk

Talking Points

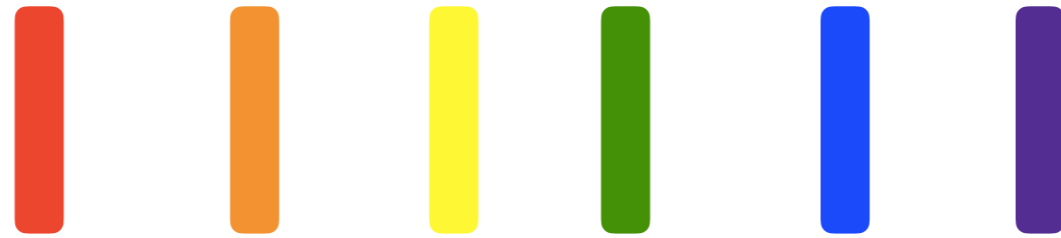
★ engage students by having them respond to a **controversial statement**, instead of a yes/no question

Grab a popsicle stick from your Activity Pack



Get up and find a **Popsicle Partner** from another table

Strategies for Effective Talk - Talking Points



Discuss these talking points with your **popsicle partner**:

- ▶ Would you rather be too hot or too cold? Why?
- ▶ Non-fiction books are better than fiction books.
- ▶ Ping pong is better than hockey.
- ▶ Would you rather have a party or go on a trip? Why?
- ▶ Vegetables are better than desserts.

Effective Routines for Developing Oral Language



Students should have daily experiences with:

- ▶ **having time to talk**
- ▶ **open-ended questions** - with opportunities for **all children to participate**
- ▶ **scaffolded speaking, listening, reading and writing activities**
- ▶ **discussions about independent reading & writing**
- ▶ **listening to educators model speaking in complete sentences**
- ▶ **language games, word-play activities, drama centre, role plays, sharing...**
- ▶ **using pictures to generate, reinforce & link new language and vocabulary**



Talk Time and oral storytelling

If they can't say it, they won't be able to read or write it. – M. Clay



Talk Time and Oral Storytelling

✓ Talk time starts with a talking circle and a simple story

- ▶ Amy went to the park this weekend.
- ▶ Slowly build on it with the class, throughout the week



✓ Students get the chance to

- ▶ say a story themselves, and
- ▶ hear the story being told over and over again, with the same language

provides **scaffolded support** as
students **build confidence** with
oral storytelling and language



Oral Storytelling



- at your table groups, the person with the **shortest hair** goes first
- they will **share a recent experience** (*e.g. I took my dog for a walk last night.*)
- **tablemates will ask questions** to fill in the details of the story/experience, until it becomes an oral 'short story'
 - (*what kind of dog do you have? where did you go? what's its name?*)
- go around the table and **take turns sharing** a recent experience, having a **conversation** to fill in **details** and make each one an oral short story

Mentor Text Read-Aloud

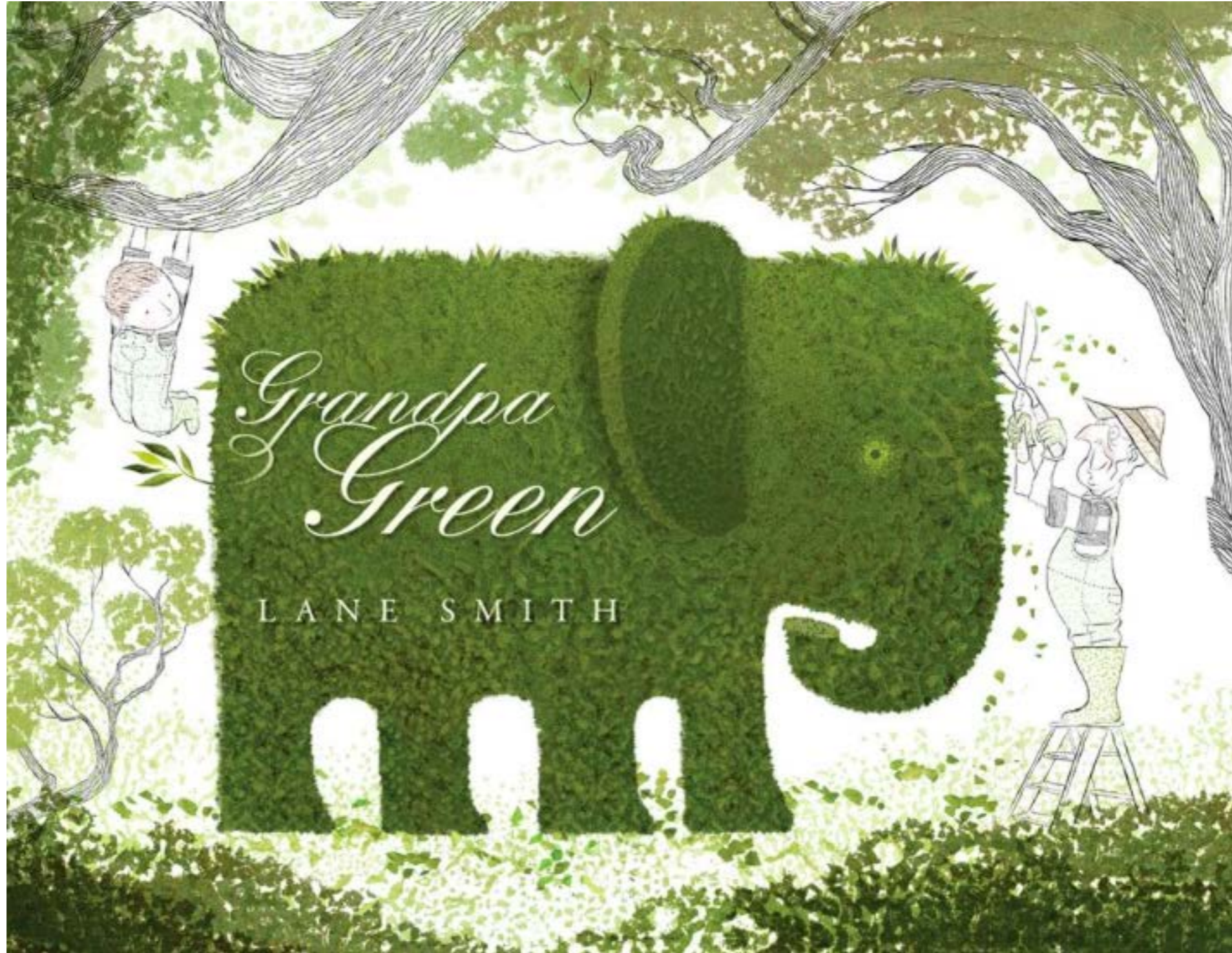
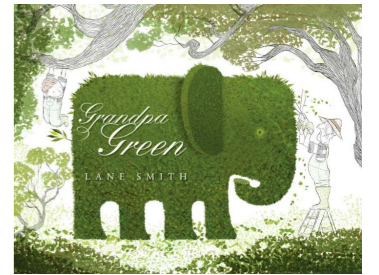


image from [amazon.ca](https://www.amazon.ca)



Important People



✓ **reflect** on how **Grandpa Green** remembered the **people & memories** in his **life** through his **gardening**

✓ **oral discussion with a table partner:**

- ▶ talk about people in your life who matter to you
- ▶ choose one person that you'd like to talk about
- ▶ share some memories you have for this person

Separates the
formulating of
sentences from the
very difficult task of
writing sentences

Final Reflection: Looking Back to Look Ahead

What's something that you're going to take with you?

(an activity, goal, strategy, routine, etc.)

Share it with a tablemate!

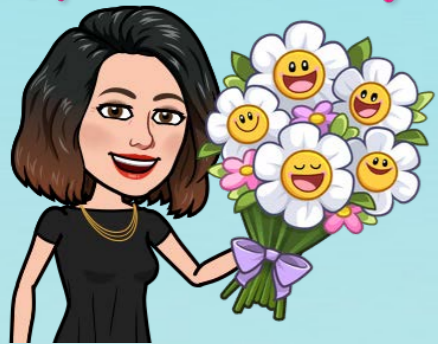


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THANK YOU!



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Many Thanks!



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★ additional resources to support today's learning are at the back of the eHandout



[@POPEYBC](https://twitter.com/POPEYBC)

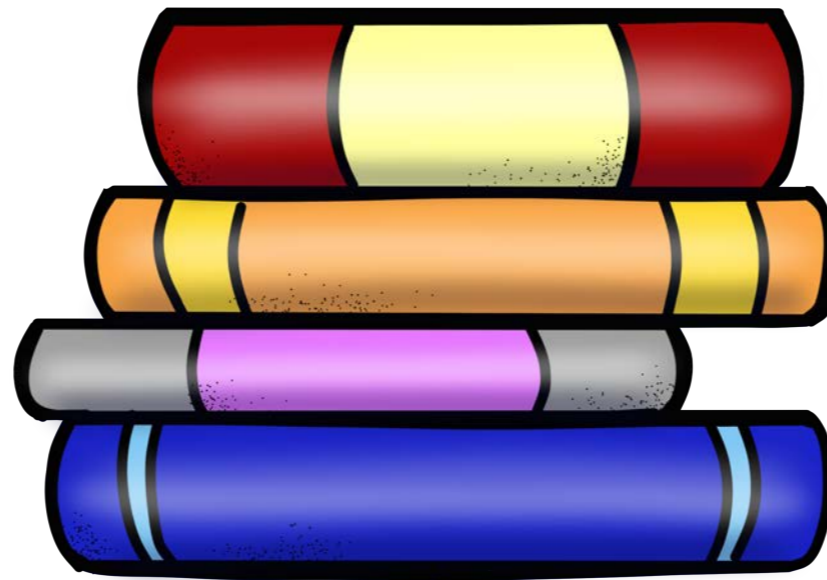



[popeybc](https://www.instagram.com/popeybc)



pinterest.ca/popeybc

Sources





Books

Units of Study in Phonics - Calkins, Louis & The Reading and Writing Project

Launching the Writing Workshop - Leograndis

The Writing Strategies Book - Serravallo

Comprehensive Literacy Resource Book - Kindergarten - Trehearne

Nancy Updegraff - Learning Sciences International - Presentation



Info Links

more info links are available on our [website](#)

[Edutopia: Oracy - The Literacy of the Spoken Word](#)

[Talk Science Primer by Sarah Michaels & Cathy O'Connor: TERC \(Technical Education Research Centers\)](#)

[Literacy Connections - Oral Language Activities That Promote Reading Readiness](#)

[Time for Talk Resource Package: Department of Education - Western Australia](#)



Videos

more videos are available on our [website](#)

[Oracy in the Classroom: Strategies for Effective Talk - Edutopia](#)

[The Teacher Appreciation Song - Bored Teachers](#)



“Oral language skills can be developed through **whole-class, small-group, or paired activities**, as well as **individual** instruction and **independent** work.

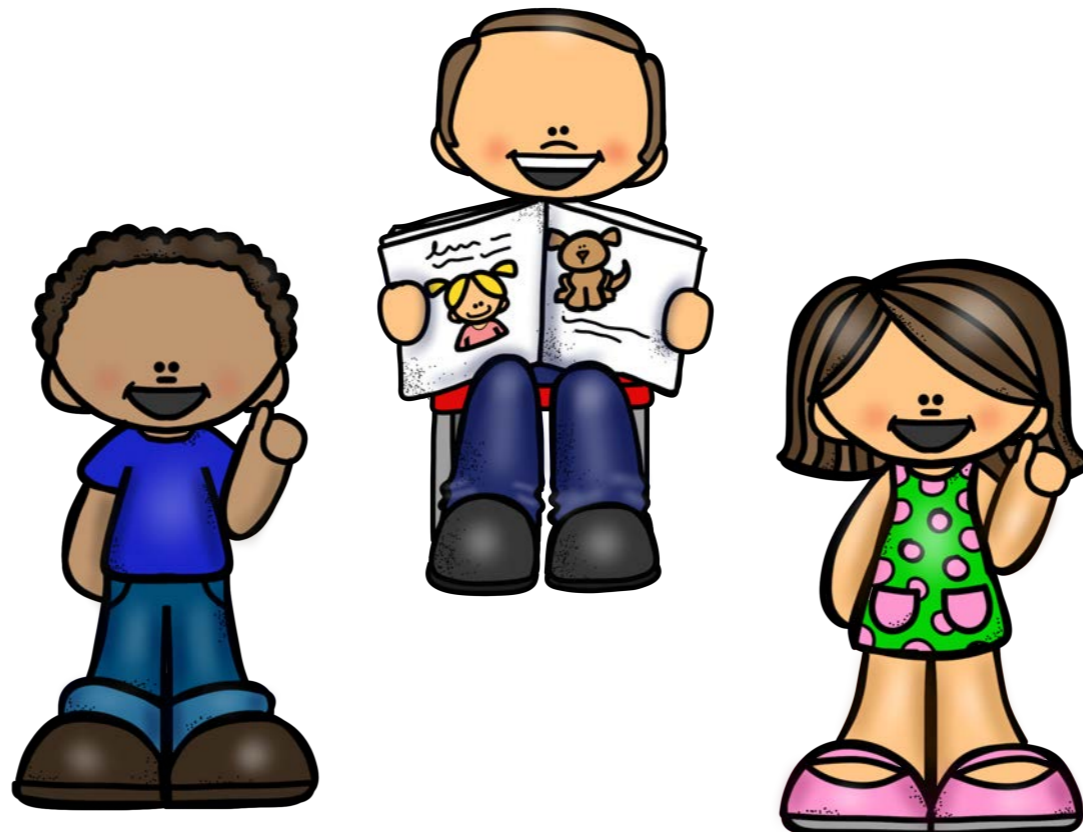
Teachers need to consider **all** classroom activities as **opportunities to model, explain, and reinforce language.**”



Students Learn By Talking

Talking represents the student's thinking.

We engage students in conversation that is grounded in a variety of texts - those that students read, hear read aloud, or write - and that expands their ability to comprehend ideas and use language to share thinking.



The Language Classroom

- ♦ **Daily** open-ended questions with opportunities for many children to participate
- ♦ **Model** speaking in sentences and require students to answer in complete sentences
- ♦ Read aloud to students **daily**, introducing new vocabulary as you go
- ♦ **Scaffolded support** - I read, we read, you read
- ♦ Speaking, listening, reading, writing activities **daily**
- ♦ Play language **games**



Establishing a Culture of Productive Talk

What are the elements of academically productive talk?

1. A belief that students can do it
2. Well-established ground rules
3. Clear academic purposes
4. Deep understanding of the content
5. A framing question and follow-up questions
6. An appropriate talk format
7. A set of strategic “talk moves”



Daily Book Talks

The teacher models and demonstrates topics or questions during daily informal conversations about books:

I liked it when...

I didn't understand when...

My favourite part was...

I thought it was funny when...

I liked...

S/he was really...

I learned about...

I think the character was sad because...

This story reminded me of the time when I...



Highlights of strategies to support



model

:how to retell instructions

:reading, miming, repeating
&/or illustrating stories

*-using drawings, pictures,
gestures etc.*

:use of open ended questions

*-who, what, where, when, why &
how*

:use of higher level questions &
answers during discussions

:how to adjust the speed &
level of language

prompt

:explaining word meanings to
each other

*-oral explanations
-discuss topics of learning*

:retelling of instructions to a
peer

:practicing how to develop
ideas by thinking aloud

:using illustrations in writing

provide

:**many opportunities** for
conversation - with different
partners & for different
purposes

:**many opportunities** for
students to talk to peers about
texts they've read & written

:information in a variety of
different formats

-visual, oral & graphical

Options for Assessment



Observe & Notice What Students Know, Understand & Can Do

- ✓ tone
- ✓ pace
- ✓ volume
- ✓ articulation
- ✓ taking turns
- ✓ asking questions
- ✓ exploring oral storytelling
- ✓ making personal connections
- ✓ exchange ideas and perspectives
- ✓ using sources of information and prior knowledge to make meaning

Through

- ✓ interactions with peers
- ✓ listening to how children talk about their own learning
- ✓ stories, role-plays, sharing, self-evaluations
- ✓ listening to children's book responses
- ✓ use of language strategies to support reading and writing

Oral Language Observational Checklist

Oral Language - Observational Checklist

Date: _____

M = Most of the Time S = Some of the Time N = Not Yet

Name	Speaks Clearly & Fluently	Uses Complete Sentences in Speaking	Communicates Effectively with Adults and Peers	Actively Participates in Oral Activities <i>(shared reading, discussions...)</i>	Asks for Clarification When Needed	Uses Language Rather Than Physical Means to Resolve Conflict

Adapted from - Comprehensive Literacy Resource - Kindergarten - Trehearne



Goals for Productive Discussions and Nine Talk Moves

Supporting Student Engagement, Thinking & Talking

* **GOAL: Individual students share, expand and clarify their own thinking**

1. Time to Think:

- Partner Talk
- Writing as Think Time
- Wait Time



2. Say More:

- Can you say more about that? *What do you love about Hawaii ?*
- What do you mean by that?
- Can you give an example?

Goals for Productive Discussions and Nine Talk Moves

Supporting Student Engagement, Thinking & Talking

* **GOAL: Individual students share, expand and clarify their own thinking** ...continued

3. So, are you saying...?

- So, let me see if I've got what you're saying. Are you saying...?

* **GOAL: Students listen carefully to one another**

4. Can you rephrase or repeat that?

- Who can repeat what Dylan just said, or put it into their own words?
- (After a partner talk) What did your partner say?

Goals for Productive Discussions and Nine Talk Moves

Supporting Student Engagement, Thinking & Talking

* **GOAL: Students deepen their reasoning**

5. Asking for evidence or reasoning:

- Why do you think that?
- What's your evidence?
- How did you decide that?
- What made you think that?

6. Challenge or counterexample:

- Does it always work that way?
- How does that idea fit with Sarah's example?
- What if it had been _____^{pizza}_____ instead?

Goals for Productive Discussions and Nine Talk Moves

Supporting Student Engagement, Thinking & Talking

- ▶ You and your partner now join up with another partnership (or two) at your table, and you'll become a group of 4 (or 6) people.
- ▶ First, **share your favourites** with your new, bigger group.
- ▶ Then, get ready to try the last three TALK MOVES...

Goals for Productive Discussions and Nine Talk Moves

Supporting Student Engagement, Thinking & Talking

* **GOAL: Students think with others**

7. Agree/Disagree and Why?:

- Do you agree/disagree? (and why?)
- Are you saying the same thing as Ethan or something different, and if it's different, how is it different?
- What do people think of what Carson said?
- Does anyone want to respond to that idea?

8. Add On:

- Who can add onto the idea that Ivy is building?
- Can anyone take that suggestion and push it a little further?

Goals for Productive Discussions and Nine Talk Moves

Supporting Student Engagement, Thinking & Talking

* **GOAL: Students think with others** ...continued

9. Explaining what someone else means:

- Who can explain what David means when he says that?
- Who thinks they can explain in their words why Evelyn came up with that answer?
- Why do you think she said that?