

**Finding a Voice:**

# **THE IMPACT OF SPEAKING ON STUDENT LEARNING**

**August 2nd, 2022  
1:30-2:30pm**

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The top of the page features a red background with a repeating pattern of white icons, including gears and lightbulbs. A black banner is positioned on the left side of this red area.

**WHAT DO  
YOU SAY?**

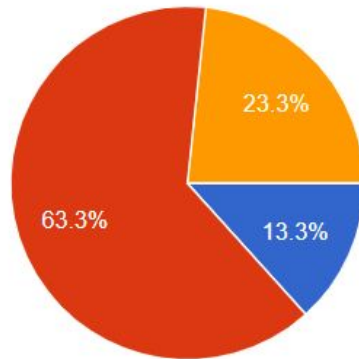
**Writing into  
the Session**

**How did you feel about  
speaking in class when  
you were a student?**

# WHAT DO THEY SAY?

How do I feel about speaking up in class?

30 responses



- I always speak up, participate, and share my answers!
- I sometimes speak up and participate, but only if I'm confident with my answer.
- I prefer not to speak up and participate during class.



WHAT DO  
YOU SAY?

*"I don't talk much in school but love  
to talk at home." - Brooklyn*

A red banner at the top of the page features a repeating pattern of white line-art icons, including gears and lightbulbs. The text 'WHAT DO YOU SAY?' is written in white, bold, uppercase letters on a black rectangular background that is tilted slightly to the right.

# WHAT DO YOU SAY?

**"I don't talk much in school but love to talk at home." - Brooklyn**

**"I'm a very shy student."  
-Kayla**



# WHAT DO YOU SAY?

**"I don't talk much in school but love to talk at home." - Brooklyn**

**"I describe myself as very quiet. I only talk if I'm asked a question. I'm a good listener though and I pay attention." - JeNiah**

**"I'm a very shy student."  
-Kayla**



# WHAT DO YOU SAY?

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-Kayla

"I'm too shy to talk in front of a group of people." -Elijah



# WHAT DO YOU SAY?

"I don't talk much in school but love to talk at home." - Brooklyn

"I describe myself as very quiet. I only talk if I'm asked a question. I'm a good listener though and I pay attention." - JeNiah

"I'm a good student. I just don't like to talk that much." - Cassidy


"I'm a very shy student."  
-Kayla

"I'm too shy to talk in front of a group of people." -Elijah

# BREAKOUT ROOMS

Have a conversation with your group about any of the following questions:

- What were your experiences as a student and speaking in class?
- What surprised you (or didn't!) about my students' responses?
- What changes have you noticed about your students' talking in class lately?




# GIVING STUDENTS A VOICE

building  
confidence

mixing it up


practice,  
practice,  
practice!

A red horizontal banner at the top of the page features a repeating pattern of white line-art icons, including gears and lightbulbs. The text 'GIVING STUDENTS A VOICE' is written in white, bold, uppercase letters on a black rectangular background that is tilted slightly to the right.

# GIVING STUDENTS A VOICE

A solid red square with a black border is positioned on the left side of the page. The text 'building confidence' is written in white, lowercase letters inside the square.

building  
confidence



# GIVING STUDENTS A VOICE

building  
confidence

→ **Non-academic discussions for the  
first week of school**

# GIVING STUDENTS A VOICE

building  
confidence

- Non-academic discussions for the first week of school
- Scaffold the speaking activities so students always feel prepared

# GIVING STUDENTS A VOICE

building confidence

- Non-academic discussions for the first week of school
- Scaffold the speaking activities so students always feel prepared
- Establish a foundation of trust and respect



# MUSICAL DESKS

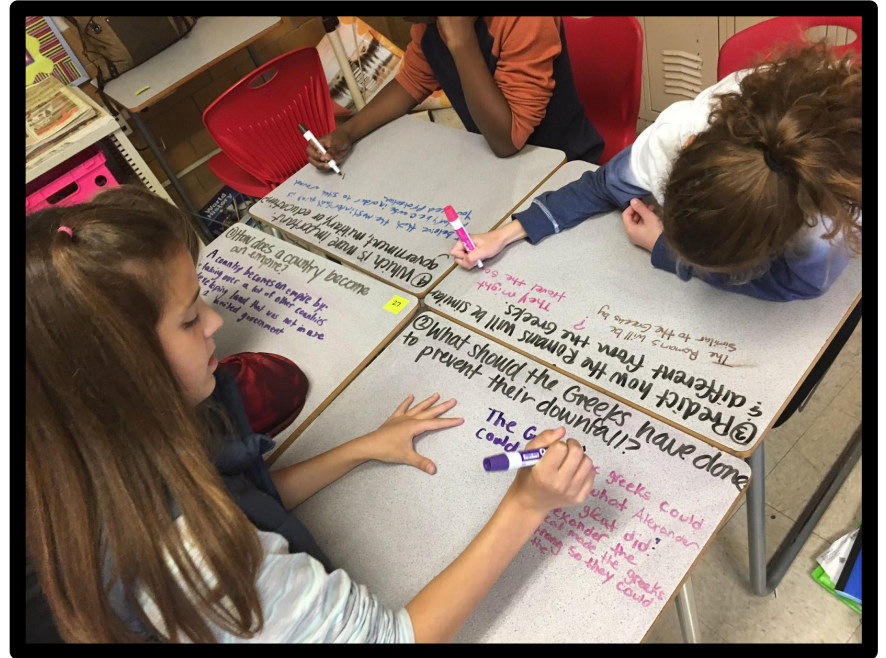
## A different kind of discussion strategy

- Builds students' confidence
- Practices discussion skills in a low-stakes setting
- Fun and interactive - can be used with non-academic topics or content



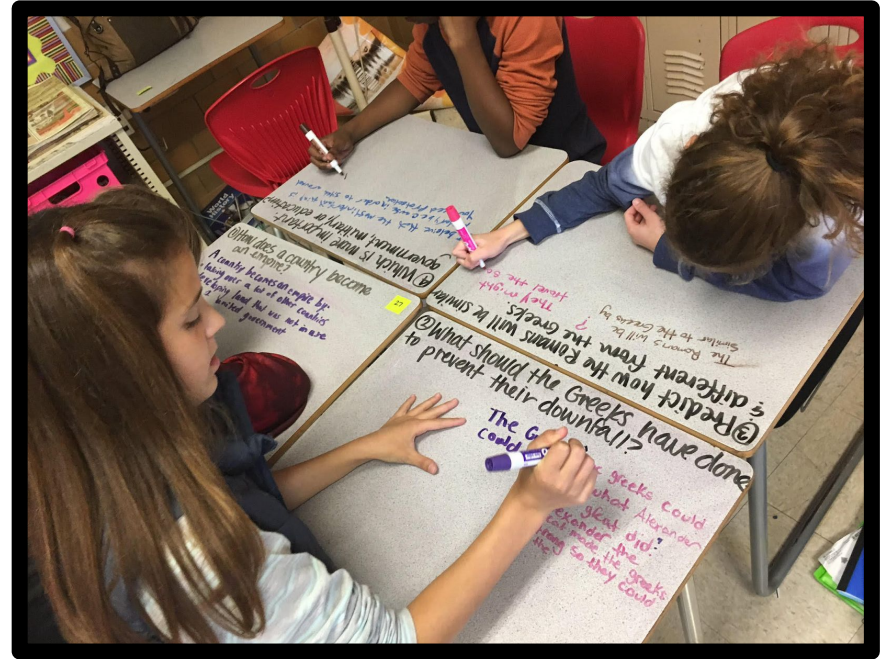
# MUSICAL DESKS

[View handout](#)



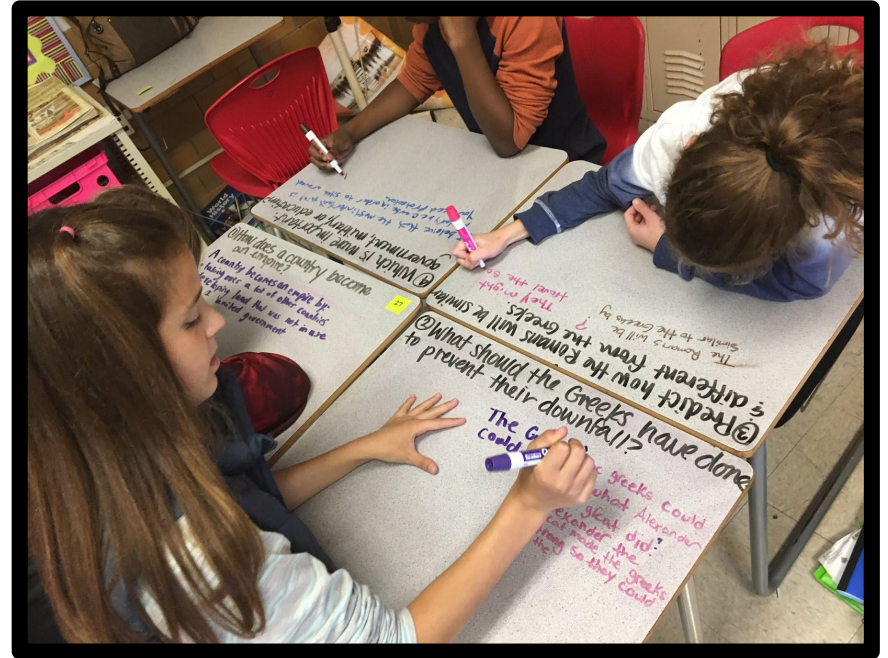
# MUSICAL DESKS

1. Arrange desks into groups of four. Come up with 4 open-ended questions for students to answer. Print them on strips of paper and tape onto student desks (one per desk).



# MUSICAL DESKS

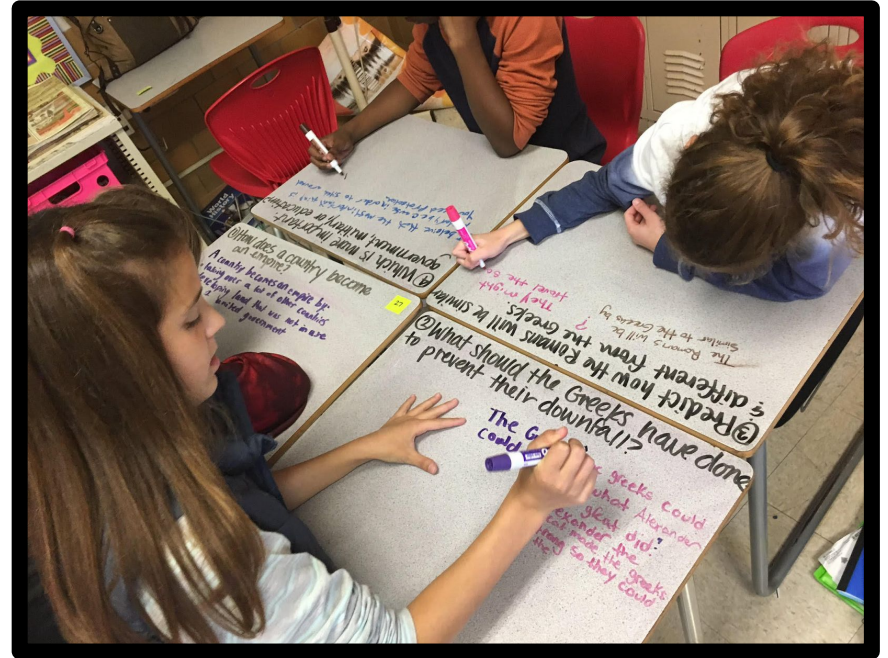
2. Give each student a dry erase marker. Make sure each student in a group has a different colored marker.





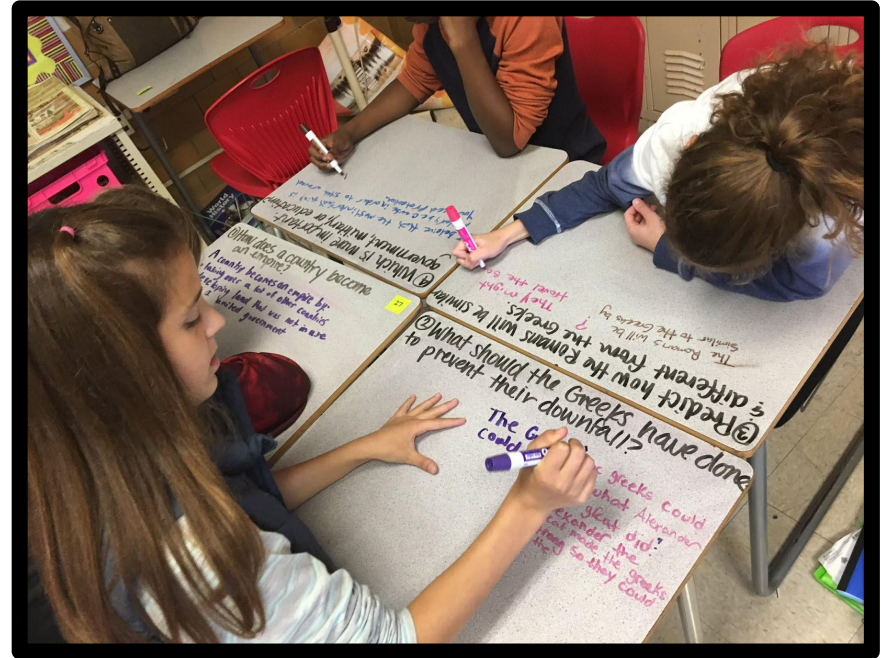
# MUSICAL DESKS

3. Invite students to respond to the question on their desk (in bullet points, sentences, words, pictures, etc.) for as long as music is playing - about 2 minutes.



# MUSICAL DESKS

4. After 2-3 minutes, stop the music. Students will rotate seats within their groups - but they should keep their same colored marker with them.



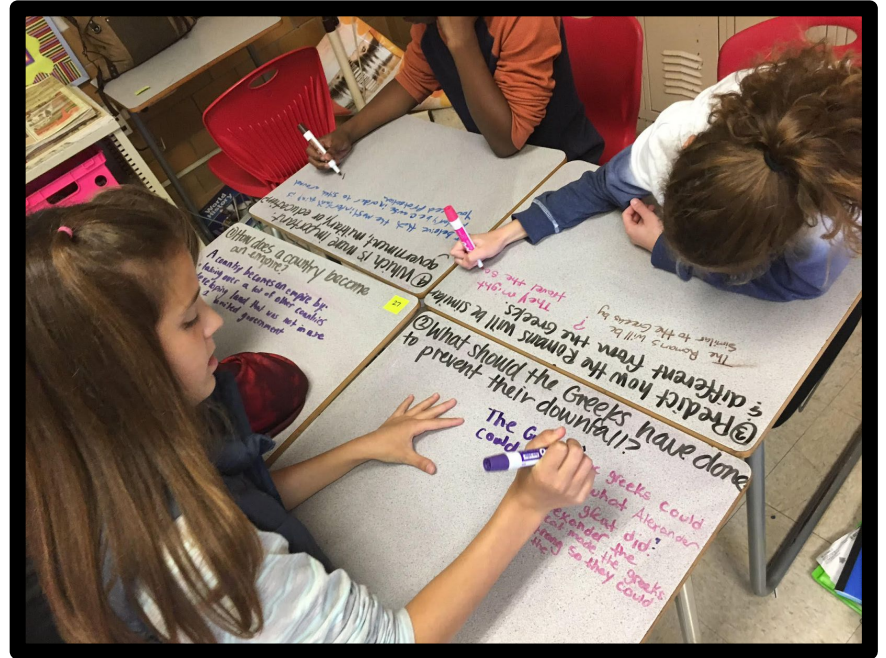
# MUSICAL DESKS

5. Encourage students to first respond to the previous response already written:

✓ = I agree!

X = I disagree

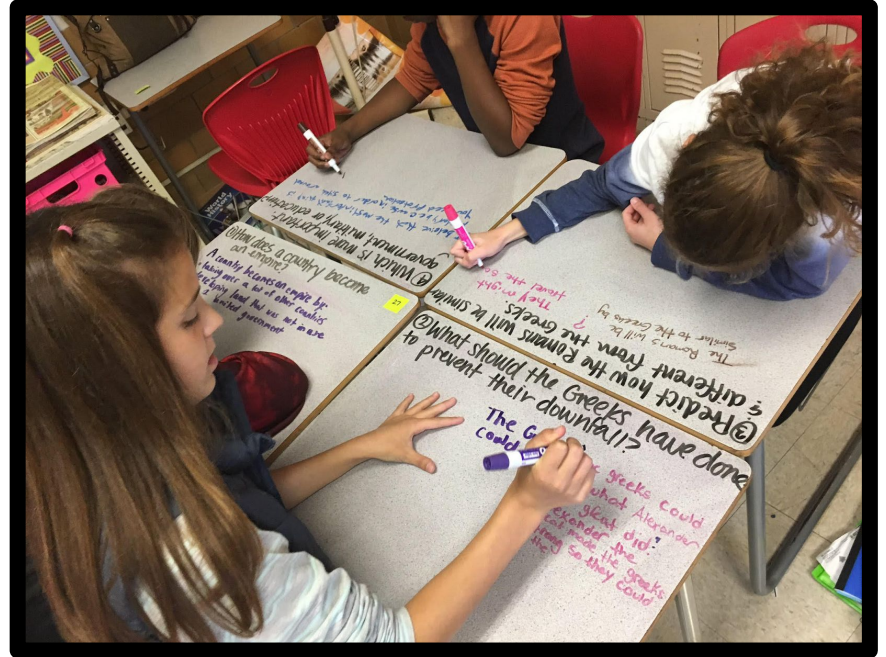
? = I don't understand...





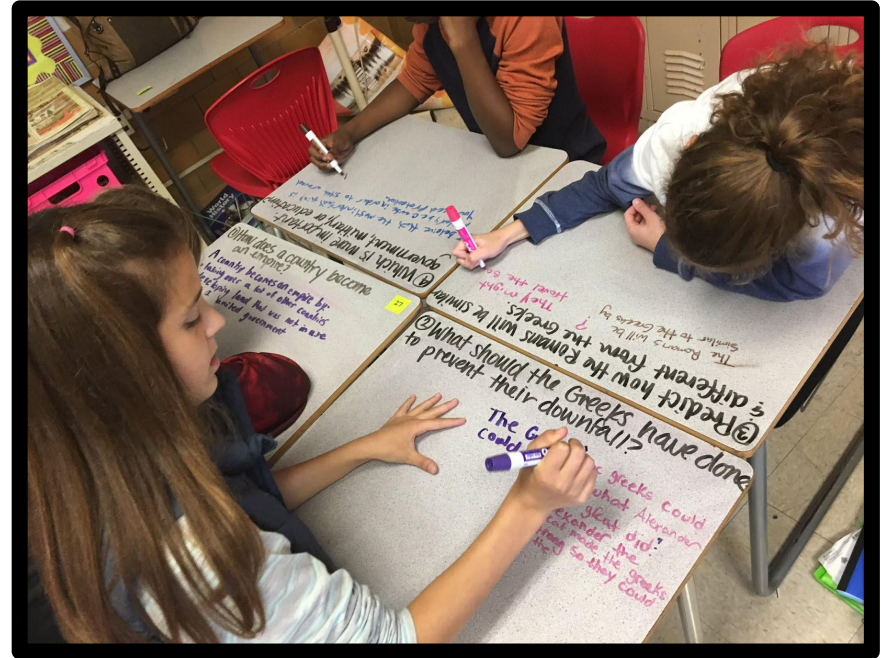
# MUSICAL DESKS

6. Start the music again. Students will respond to the new question, adding their own thoughts and ideas. Encourage students to build off their group member's ideas by drawing arrows, circling, etc.



# MUSICAL DESKS

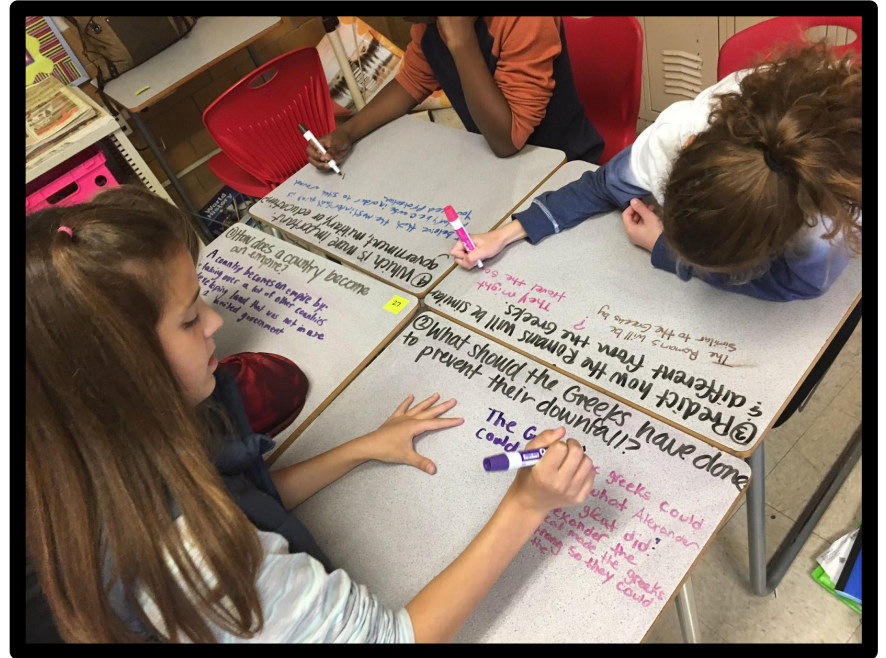
7. Repeat until students rotate back to their original seat. Back in their original seat, students will read through all the responses on their desk and circle the detail that best answers the question.





# MUSICAL DESKS

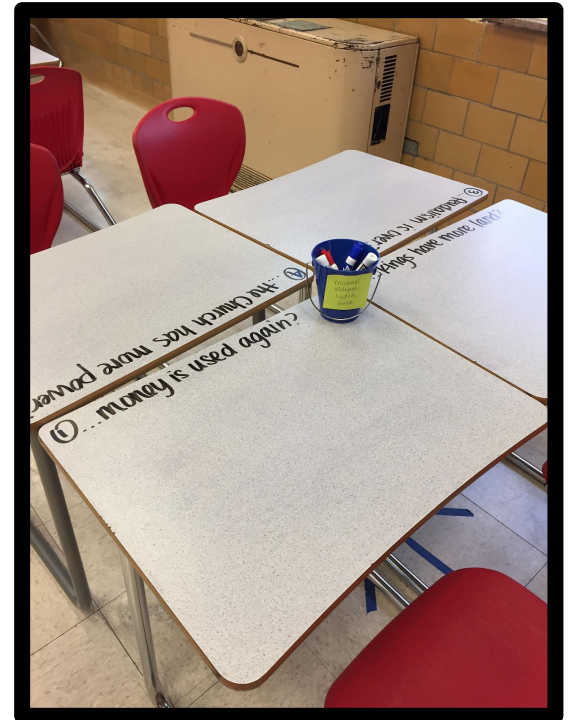
8. Erase the desks easily with Clorox wipes.



# MUSICAL DESKS

## HELPFUL HINTS:


1. Have a bucket of different colored markers set out at each table group.
2. Assign mixed-ability groups before class by writing names on a sticky note.
3. Play the music REALLY loud, so kids aren't tempted to chat instead of write.



# GROUP CHAT

Is this strategy something you could use with your students?

- What are your initial thoughts?
- When would be a good time to use this strategy?
- How might this strategy help build students' confidence to start talking in class?

A red banner at the top of the page features a repeating pattern of white line-art icons: gears, lightbulbs, and speech bubbles. The banner itself is a solid red rectangle with a black border.

# GIVING STUDENTS A VOICE

mixing it up

# GIVING STUDENTS A VOICE

mixing it up

→ **Variety of different strategies**

**TURN AND TALK**  
**TIMED PAIR SHARE**  
**RALLY ROBIN**  
**ROUND ROBIN**  
**QUICK CHATS**  
**CALL OUTS**



# GIVING STUDENTS A VOICE

mixing it up

- Variety of different strategies
- Mixture of low-stakes speaking (with partner or small groups) and whole-class discussions

# CONNECT THE DOTS

## A low-stakes discussion game

- Builds students' confidence
- Practices discussion skills in a low-stakes setting
- Fun and interactive - can be used with non-academic topics or content

# CONNECT THE DOTS

1. Come up with 20+ vocabulary words from a unit (or, even better - have your students come up with the words!). Write them across a page in a random order.



rebel	Thomas Jefferson		
George Washington	Stamp Act	Boston Tea Party	Tea Act
Declaration of Independence	Paul Revere	Redcoats	
Boston Massacre	Parliament	minuteman	Bunker Hill
"No taxation without representation"	colonist	tyranny	Benjamin Franklin
King George III	Battle of Lexington and Concord	Patriot	



# CONNECT THE DOTS

2. Divide students into groups of 3-4. Give each student in the group a different colored marker. Each group gets a copy of the page of terms.



# CONNECT THE DOTS

3. Each student in the group will take turns drawing a line between 2+ terms and explaining the connection between them to their group.


"\_\_\_\_\_ and \_\_\_\_\_ are connected because \_\_\_\_\_."



# GROUP CHAT

Is this strategy something you could use with your students?


- What are your initial thoughts?
- When would be a good time to use this strategy?
- How might this strategy help build students' understanding of the content?

The top portion of the image features a red background with a repeating pattern of white line-art icons, including gears and lightbulbs. A black rectangular box is tilted and placed over this background.

# GIVING STUDENTS A VOICE

A solid red square with a black border is positioned in the lower-left area of the image.

practice,  
practice,  
practice!



GIVING  
STUDENTS  
A VOICE

practice,  
practice,  
practice!

→ My goal is for all students to talk  
every day



# GIVING STUDENTS A VOICE

practice,  
practice,  
practice!

- My goal is for all students to talk every day
- Consider using a tracking sheet for accountability

# GIVING STUDENTS A VOICE

practice,  
practice,  
practice!

- My goal is for all students to talk every day
- Consider using a tracking sheet for accountability
- Made student voice a priority!





# BREAKOUT ROOMS

How do students talk in  
your classroom?

# BREAKOUT ROOMS

How do students talk in your classroom?

- Mostly full class discussions?
- Lots of group work?
- A mixture?
- Is student speaking intentional?
- Or, does it tend to be off-task talking when they're supposed to be working?

**Write first - then we'll talk!**

A red banner at the top of the page features a repeating pattern of white line-art icons, including gears and lightbulbs. The text 'WHAT THE DATA SAYS' is written in white, bold, uppercase letters on a black rectangular background that is tilted slightly to the right.

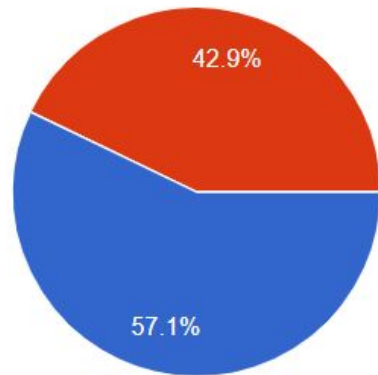
## WHAT THE DATA SAYS

**Students claimed that speaking in class helped them understand the information better.**

# WHAT THE DATA SAYS

How does speaking in class (either to a partner or during a whole class discussion) impact your understanding?

21 responses



- Talking about the information definitely helps me understand it better.
- Talking about the information sometimes helps me understand it better.
- Talking about the information doesn't really help me understand it better.
- Talking about the information definitely does not help me understand it better.

The top portion of the image features a red background with a repeating pattern of white line-art icons, including gears and lightbulbs. A black rectangular box is positioned in the upper left, containing the text 'WHAT DO THEY SAY?' in white, bold, uppercase letters.

# WHAT DO THEY SAY?

*"It helps me understand things better when I get to talk about it." -Jacob*



The top portion of the image features a vibrant red background. It is densely populated with white line-art icons of gears and lightbulbs, some of which have radiating lines around them, suggesting ideas and mechanical processes. The icons are scattered across the top, creating a textured, thematic header.

## WHAT DO THEY SAY?

**"It helps me understand things better  
when I get to talk about it." -Jacob**

**"Hearing it again helps it  
get stuck in my brain."  
-SaRiah**

The top portion of the image features a red background with a repeating pattern of white line-art icons, including gears and lightbulbs. Below this pattern is a solid black rectangular box containing the title text.

## WHAT DO THEY SAY?

"It helps me understand things better when I get to talk about it." -Jacob

"Hearing it again helps it get stuck in my brain."  
-SaRiah

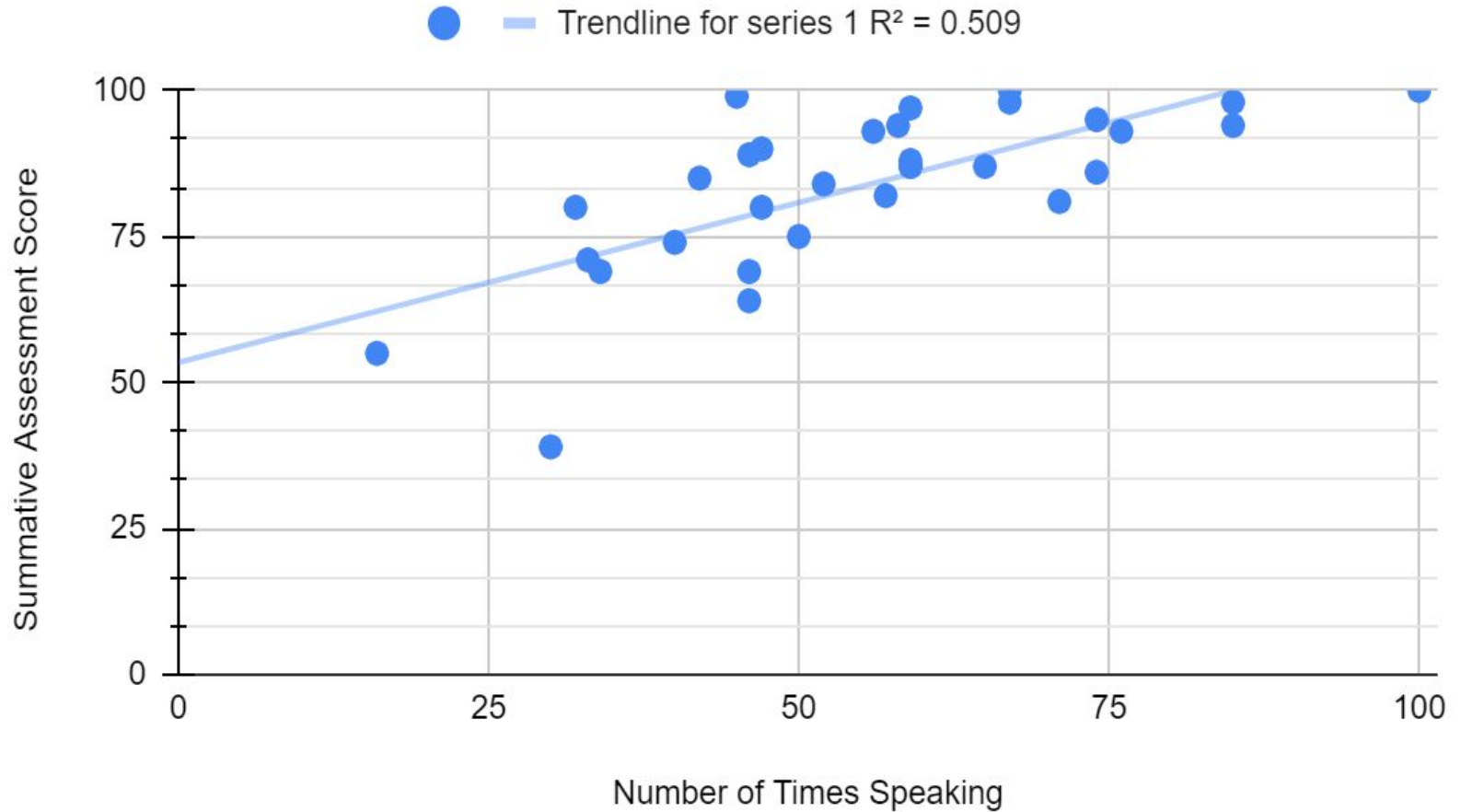
"My participation in class helped me because it helped my brain focus on what we were talking about." -Maya

A red background with a repeating pattern of white line-art icons including gears, lightbulbs, and speech bubbles. A black rectangular box is positioned in the upper left corner, containing the text 'WHAT THE DATA SAYS' in white, bold, uppercase letters.

## WHAT THE DATA SAYS

**The average score on the unit assessment was an 83.3%. Each student talked an average of 46.5 times throughout the unit.**

# Speaking and Understanding



A red background with a repeating pattern of white line-art icons including gears, lightbulbs, and speech bubbles. A black rectangular box is positioned in the upper left corner, containing the text 'THE RESULTS' in white, bold, sans-serif font.

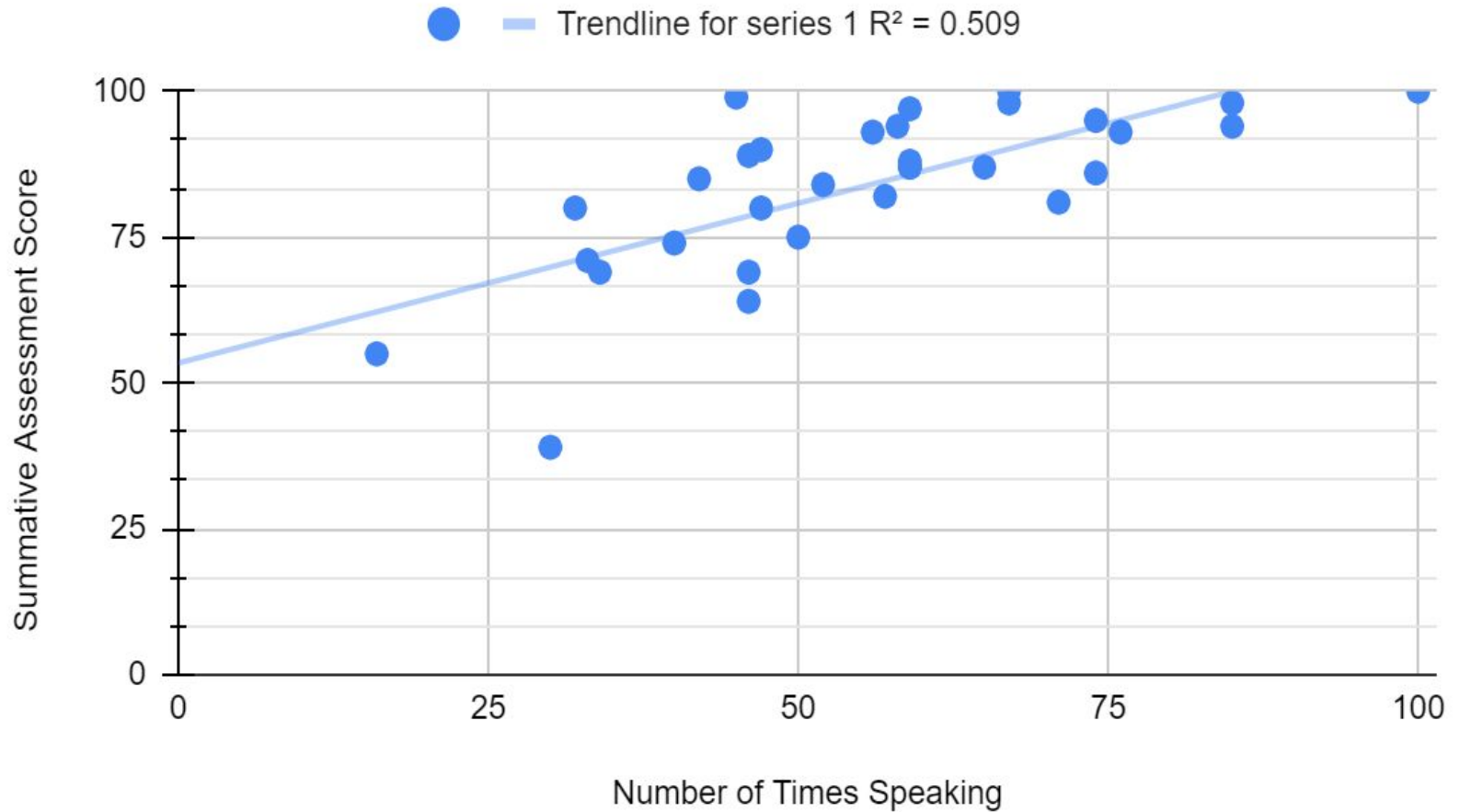
# THE RESULTS

**What do you notice?**

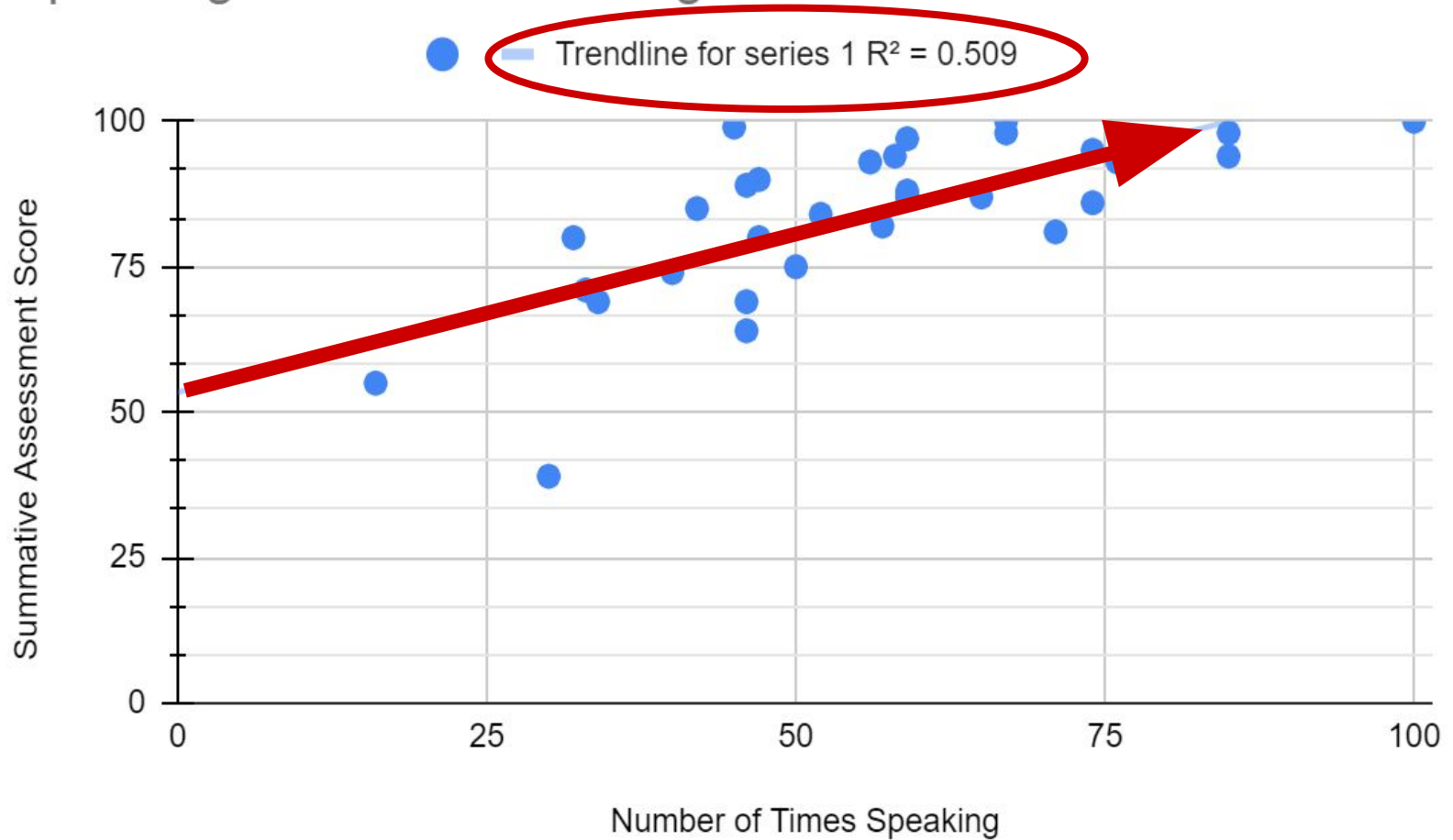
**Jot down a few thoughts.**



# Speaking and Understanding



# Speaking and Understanding



A red horizontal band at the top of the page features a repeating pattern of white line-art icons: gears, lightbulbs, and speech bubbles. The text 'DIGGING DEEPER' is written in white, bold, uppercase letters on a black rectangular background that is tilted slightly to the right.

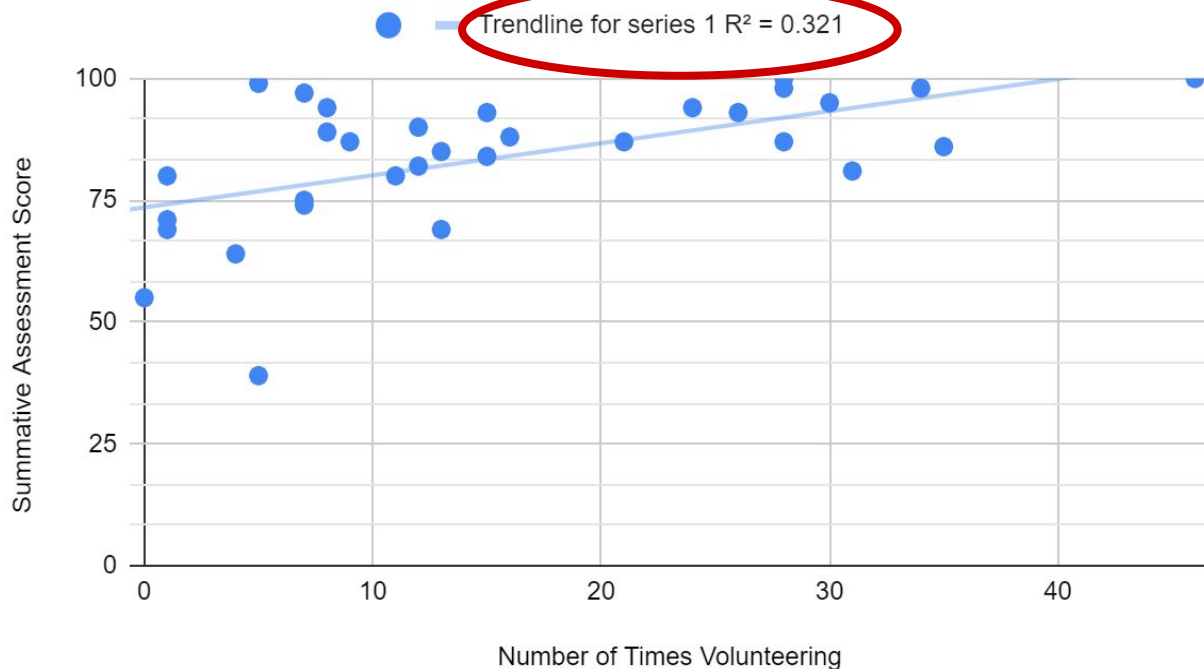
**DIGGING  
DEEPER**

**The type of talk matters.**

# DIGGING DEEPER

Whole-class discussions didn't benefit students as much...

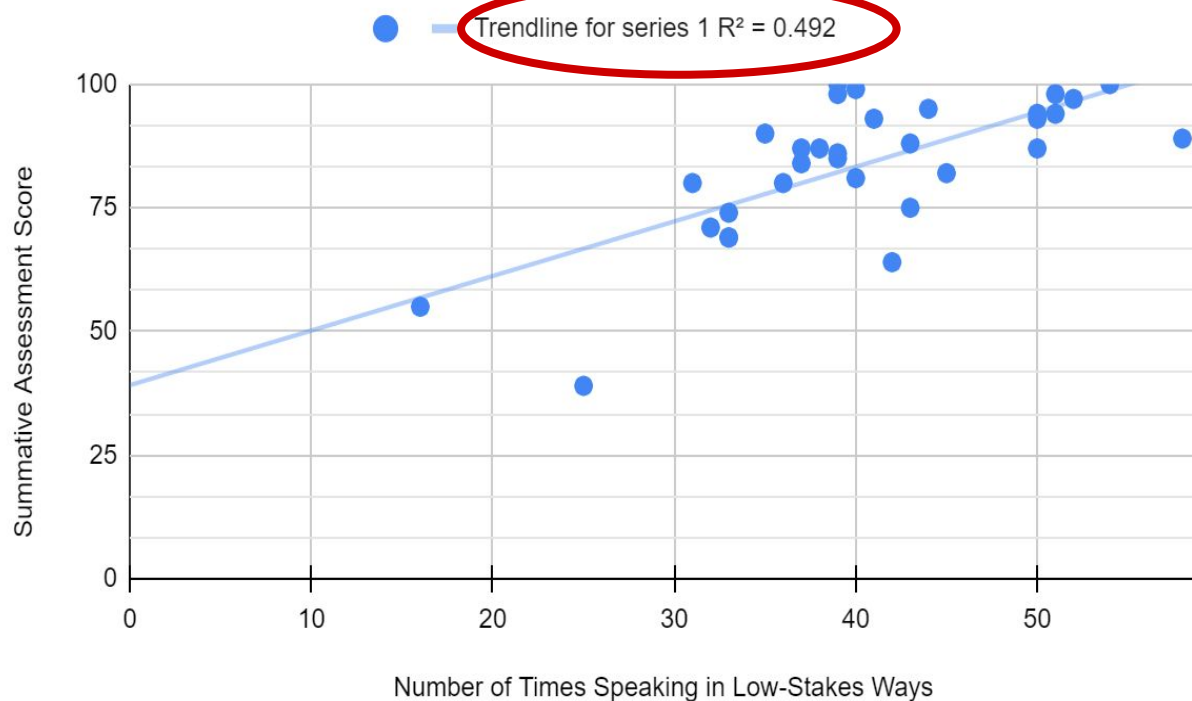
Volunteering to Share Answer



**DIGGING  
DEEPER**

**...but  
low-stakes  
speaking did.**

Low-Stakes Speaking





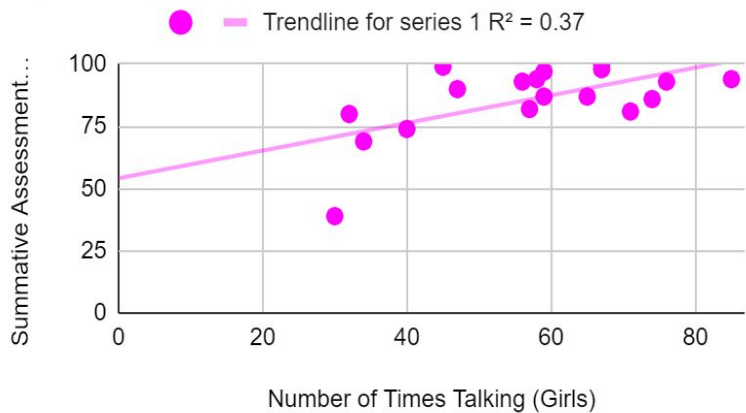
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**DIGGING  
DEEPER**

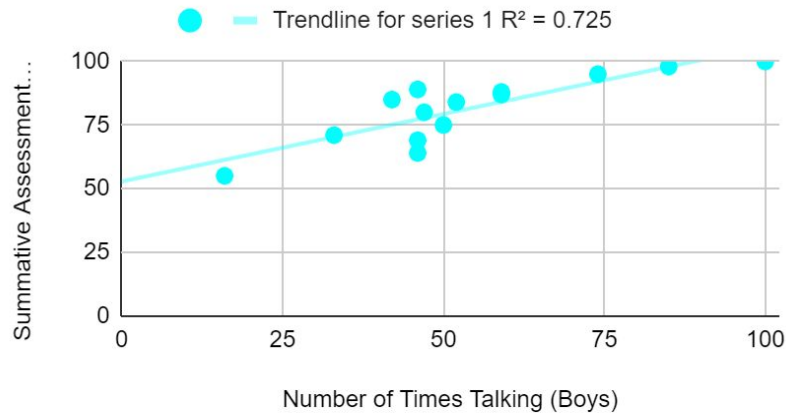
**Girls and boys benefit from different  
types of talking.**

# DIGGING DEEPER

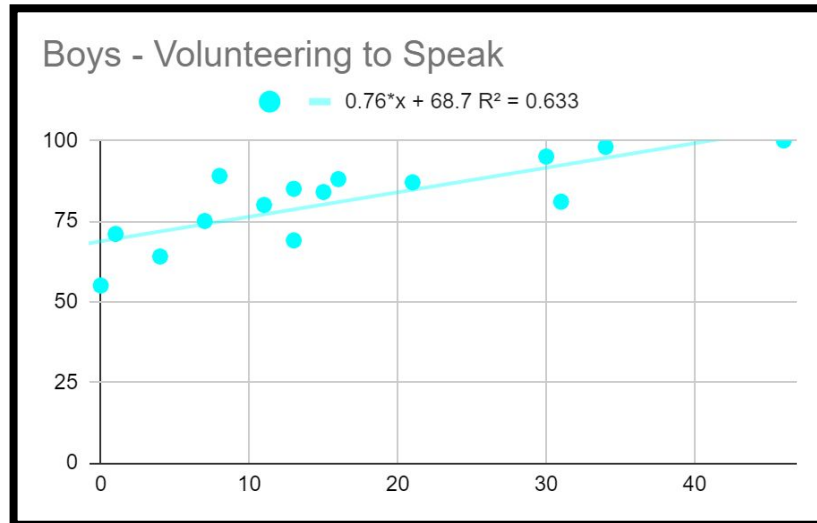
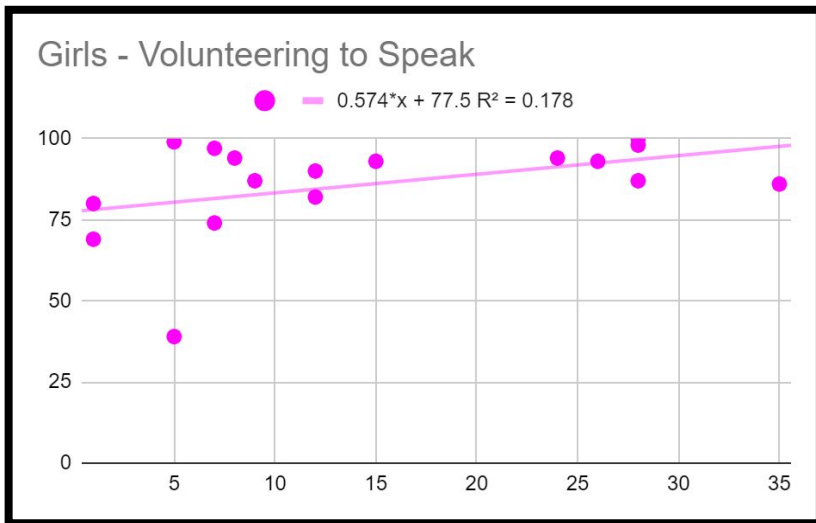
## Speaking and Understanding - GIRLS



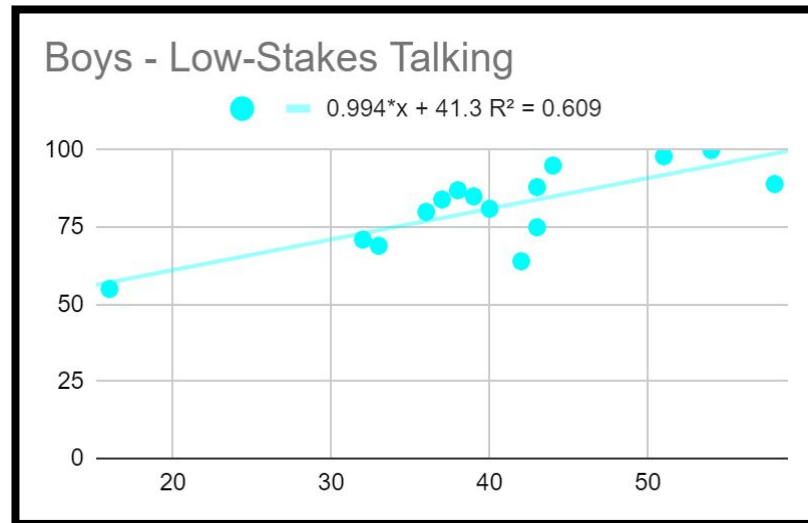
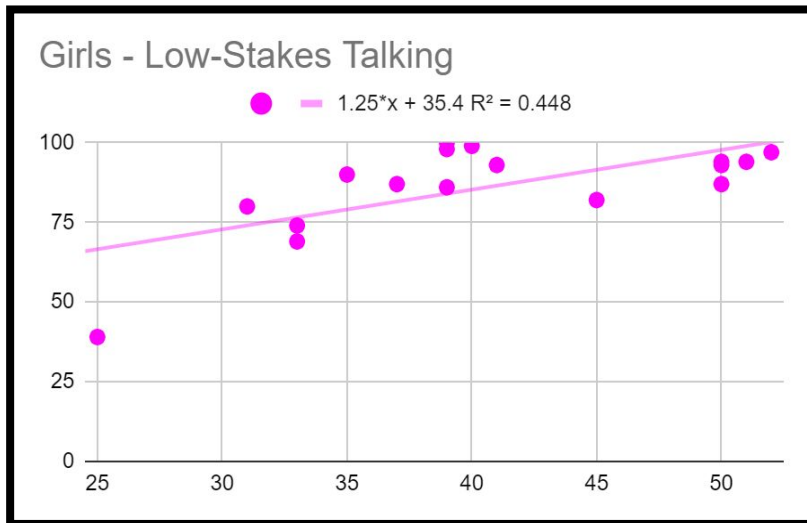
## Speaking and Understanding - BOYS



# DIGGING DEEPER



# DIGGING DEEPER



# BREAKOUT ROOMS

What were your reactions to the data results?

- What surprised you?
- What didn't surprise you?
- What are the implications for your own classroom discussions?
- How might you incorporate more intentional and meaningful talking in your classroom?

**Write first - then we'll talk!**



The top of the slide features a red background with a repeating pattern of white line-art icons, including gears and lightbulbs. A black rectangular box is positioned in the upper left corner, containing the text 'FINAL TAKEAWAYS' in white, bold, uppercase letters.

# FINAL TAKEAWAYS

- **Students need to be speaking in class every day.**
- **Speaking in the classroom should be intentional - and taught!**
- **Speaking strategies should be varied and structured to benefit all students.**



# 180 DAYS

**“Learning is social. Talk deepens thinking and learning. Yes, there are moments when we seek deep, reflective silence in our classrooms, but these moments are balanced by the frequent buzz that occurs when students share interesting thinking with each other.” - *180 Days***

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PROJECT!**

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17th at VOA!

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- OWP PD at your school
- MAT degree program
- Weekend workshops,  
CCP credentials, credits

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