



Classroom Routines

for Speaking and Listening Practice and Vocabulary Acquisition



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Turn and Face

Purpose

Use this routine to discuss the CERCA question. Encourage students to use evidence from the text and their graphic organizers during the discussion.

Steps

1. Have students find partners or assign partners. Have each pair stand with their backs to one another.
2. Read a question to students, for example the CERCA question. Give students 60 seconds to think about what they want to say in response.
3. Have students turn to look at their partners and invite them to share their claims, reasons and evidence. Give each students 30 seconds to share.
4. Then have students turn around and provide 30 seconds for students to come up with a reason why you disagree with the other person's argument.
5. Have students turn and share their reasons.
6. Then have students turn around and provide 15 seconds for students to think of a rebuttal to the comment.
7. Have students turn and share their rebuttals.
8. You may wish to repeat with new partners.



Written Discussion

Purpose

Use this routine to have a silent discussion in response to the CERCA question and to promote writing fluency.

Steps

1. Provide the CERCA question and chart paper for students. Write the question on the paper. You may wish to write some of the sentence stems from the lesson as well.
2. Remind students that everyone should write. Allow students to use their graphic organizers and the text so they can cite evidence and reasoning in their comments.
3. Provide 10-20 minutes of writing time. Encourage students to respond to other student's comments. Facilitate the "discussion" by encouraging students to respond to certain comments and making sure all students are writing.
4. Have students work in small groups of 2-3 to find patterns in the responses. For example, did many people cite the same evidence, or did more people agree with one claim than another?
5. Have the groups share the patterns they noticed with the larger group. Together write a CERCA that responds to the question using points from the discussion.



Last Word

Purpose

Use this routine to have students share their response to the CERCA question.

Steps

1. Put students into small groups and have each group select a timekeeper and facilitator.
2. Provide the CERCA question.
3. Have students use evidence from the text and what they wrote on their graphic organizers during the discussion.
4. Choose a presenter. The presenter shares their claim, reasons, evidence, and reasoning. The other members of the group have one minute to comment. Encourage students to use evidence from the text in their comments.
5. The presenter has the last word and shares how the evidence from the others changed or did not change his or her thinking.
6. Allow each student to present. Assure students that they can have the same claim as another, but remind them that they may have different evidence or reasons why they think as they do.
7. As a whole group, discuss what was shared in the small group. Was there consensus about the answer to the question? Why or why not? Did many people use the same evidence? How did people connect their evidence back to their claims?



Share Ideas

Purpose

Use this to focus on text-based evidence and encouraging students to discuss how it connects to claims.

Steps

1. Have students write down several pieces of evidence from the text that support their claim. Students might write their evidence on sticky notes or index cards.
2. Ask the CERCA question. Have students discuss their responses (claims) for about 30 seconds.
3. Have students find a partner and give away one of their pieces of evidence and explain how it connects to their claim.
4. After about 3 minutes (enough for both partners to share their thinking), have students join the big group. Invite students to share how their thinking has changed.
5. Then have students find a new partner and exchange evidence.
6. Repeat until all evidence has been exchanged.
7. Discuss what students learned and how their thinking has changed or was shared by others.



The Debate Game

Purpose

Use the Debate Game to debate the CERCA question. You may wish to have students vote to see which team had the best argument.

Steps

1. Split the class into two teams. Give each team the CERCA question. Have team members work together using their graphic organizers to craft a response. Teams will need to form a claim, add reasons, find evidence, think of reasoning, and write a closing statement. Provide time to also create a rebuttal.
2. Give each side 2 minutes to present their side. The affirmative side goes first.
3. Provide each side 1 minute to prepare their rebuttal. Provide each side 1 minute to give their rebuttal and conclude their argument. The negative side goes first.
4. Discuss the debate. Reflect: What side were you first leaning toward in the debate? Has that changed? What role did your peers have in your learning? Discuss: As a class, discuss which arguments were the strongest on both sides during the debate?

Additional Resources

You can find a complete packet of resources for the Debate Game on our website: <https://thinkcerca.com/resource/the-debate-game-teaching-strategy/>

You can also assign students a direct instruction lesson on the Debate Game with automated assessment here:

https://learn.thinkcerca.com/content/lessons/ML_DebateGame_Grade3-12



Vote With Your Feet

Purpose

Use physical activity to discuss responses to the CERCA question.

Steps

1. Label one side of the room Strongly Agree and the other Strongly Disagree. Tell students that an imaginary line connects these two.
2. Read the CERCA question and one claim that students provided during the lesson discussion. Have students vote with their feet, finding a place along the line that best describes whether or not they agree with the claim statement. Students who stand toward the middle are undecided.
3. Have students share the evidence from the text and their reasoning that best explains why they chose that spot on the line.
4. Repeat with additional claims. Remind students that they can use the same evidence and reasoning, even though they might move on the line.



Fishbowl

Purpose

Use this activity as a precursor to peer editing.

Steps

1. Arrange chairs in two concentric circles, the inner circle smaller than the outer.
2. Provide the CERCA question for students. Have students in the inner circle discuss the question, including stating a claim, citing evidence, and explaining reasons and reasoning. Have students use their graphic organizers in their discussion. Remind students that each person should have an opportunity to share.
3. Have students in the outer circle observe the students in the inner circle and note times when they used textual evidence, explained their reasons, or used counterarguments effectively.
4. Allow time for each person in the outside circle to stop the discussion to share a counterargument or a piece of evidence from the text that has not been mentioned.
5. Provide all students a chance to be in the inner and outer circles, though they do not need to have both roles in the same class period.
6. Discuss the conversation in the inner circle. Have students note when students were effective arguers. Encourage students to share any alternative points of view, or claims that were not shared in the fishbowl discussion.



Think-Pair-Share

Purpose

Use this activity to help students share their responses to a CERCA. Also can be used for Vocabulary or Summarizing.

Steps

1. Provide the CERCA question and one minute for students to think of their response. Have them use their graphic organizers to help them.
2. Have students turn to a partner and have partner one share for 60 seconds. Provide 30 seconds for partner two to ask questions or pose counterarguments. Repeat with partner two sharing for 60 seconds with 30 seconds for discussion.
3. Bring the group together and have teams report on what was shared. Write responses and note places where students agree and disagree. If possible, create a whole group response to the CERCA question.



World Cafe

Purpose

Use this activity to encourage summarizing skills as well as sharing responses to the CERCA question.

Steps

1. Have small groups sit together and select a leader. The leader takes notes and summarizes the discussion.
2. Provide the CERCA question and have students use their graphic organizers in their discussion of the question.
3. Provide time for the leader to summarize the discussion. Provide simple sentence frames if necessary. Have the other students move to the next table.
4. Have the leader present the summary to the new group. The new group should select a new leader who can take notes and will summarize the discussion. Allow time for the group to discuss.
5. Repeat as time allows. As a whole group discuss the summaries and note the similarities and differences from the different discussions.



Frayer Model

Purpose

The Frayer Model is a graphic organizer used for word analysis and vocabulary building. The model prompts students to think about and describe the meaning of a word or concept by defining the term, describing its essential characteristics, providing examples of the idea or concept, and offering non-examples of the idea or concept.

Steps

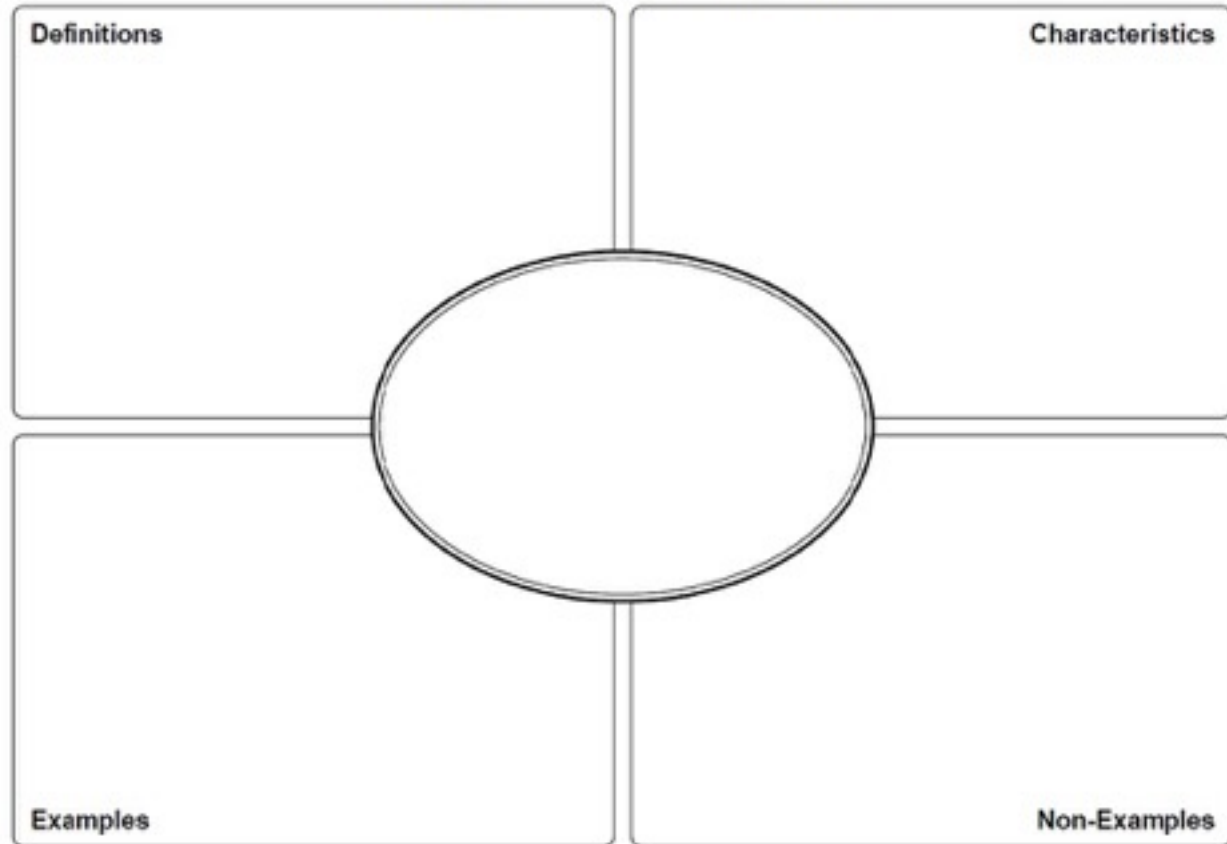
1. Explain the Frayer Model graphic organizer to the class. Use a common word to demonstrate the various components of the form. Model the type and quality of desired answers when giving this example.
2. Select a list of key concepts from a reading selection. Write this list on the chalkboard and review it with the class before students read the selection.
3. Divide the class into student pairs. Assign each pair one of the key concepts and have them read the selection carefully to define this concept. Have these groups complete the four-square organizer for this concept.
4. Ask the student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.

Source

Frayer, D., Frederick, W. C., and Klausmeier, H. J. (1969). A schema for testing the level of cognitive mastery. Madison, WI: Wisconsin Center for Education Research.



Frayer Model Diagram





List, Group, and Label

Purpose: The List/Group/Label strategy offers a simple three-step process for students to organize a vocabulary list from a reading selection.

Steps

1. Select a main topic or concept in a reading selection or CERCA question.
2. Have students list all words they think relate to this concept. Record student responses.
3. Have groups of 3 or 4 students join together related terms from the larger list. Have the teams provide “evidence” for this grouping—that is, require the students to articulate the common features or properties of the words collected in a group.
4. Ask the student groups to suggest a descriptive title or label for the collections of related terms. These labels should reflect the rationale behind collecting the terms in a group.
5. Finally, have students read the text selection carefully and then review both the general list of terms and their collections of related terms. Students should eliminate terms or groups that do not match the concept’s meaning in the context of the selection. New terms from the reading should be added, when appropriate. Terms should be “sharpened” and the groupings and their labels revised, when necessary.

Sources

Taba, H. (1967) *Teacher’s handbook for elementary social studies*. Reading, MA: Addison-Wesley.

Lenski, Susan D., Wham, Mary Ann, & Johns, Jerry L. (1999). *Reading and learning strategies for middle and high school students*. Dubuque, IA: Kendall/Hunt.



Semantic Webbing

Purpose

This technique builds a side-by-side graphical representation of students' knowledge and perspectives about the key themes of a reading selection before and after reading. It helps to activate prior knowledge or experience of the theme, idea, or concept; organize both new and prior knowledge; and make connections between new and prior knowledge.

Semantic Webbing takes two forms: divergent webbing and convergent webbing.

Divergent Webbing

Steps

1. Write a key word or phrase from a reading selection.
2. Have students think of as many words as they know that relate to this key idea. Write these words to the side.
3. Ask students to group these words into logical categories and label each category with a descriptive title.
4. Encourage students to discuss/debate the choice of the category for each word. Write the students' conclusions (the categories and their component words).
5. Finally, have the students read the text selection and repeat the process above. After reading, have students add new words and categories related to the key idea.

Convergent Webbing

Steps

1. Identify several themes in a reading selection. Write each theme at the top of a column.
2. Ask students to share their prior knowledge on each of these themes. Write brief summary statements on this information beneath the appropriate category.
3. Encourage students to make predictions about how the text will handle the stated themes. Stress the context of the text (time frame, author's background, subject matter, etc.) as the criteria for making these predictions.
4. Discuss the predictions and have the class decide which are best. Write these predictions under the appropriate category.
5. Have students read the selection. Record any new information (beyond prior knowledge) students gained from reading. Encourage the group to evaluate the accuracy of their predictions.
6. Require students to revise the recorded information recorded based on their reading experience.

Source

Maddux, C. D., Johnson, D. L., & Willis, J. W. Educational computing: Learning with tomorrow's technologies. (Boston: Allyn & Bacon, 1997).



Vocabulary Squares

Purpose

Use to reinforce vocabulary at a student's reading level.

Steps

1. Use a four part square. Have students work together or individually and label each part of the square with four of the following: definition in their own words, synonyms, variations, part of speech, prefix/suffix/root, sketch, symbol.
2. Share responses.



Picture Cue

Purpose

Use a self-generated drawing to assimilate new vocabulary.

Steps

1. For each word, provide time to draw an image students can easily associate with a word or concept.
2. Do not judge drawings, but asking students to share their thinking is appropriate.
3. You may wish to post these on a word wall as appropriate.



Act It Out

Purpose

Similar to Picture Cue, students use their bodies to assimilate new vocabulary. This is great for kinesthetic learners.

Steps

1. Provide students with vocabulary words.
2. In groups have students think about how they could act out the words or concepts.
3. Then have students perform. Discuss why students acted as they did.
4. You may wish to have students do the same words or different sets of words depending on time available and number of words.



Interactive Word Wall

Purpose

Students interact with words in a variety of ways to build word and concept knowledge.

Steps

1. Choose a short list of related words, such as from the reading, and lead students in interactions such as:

Categorize and Classify: This is a basic activity. You might categorize broadly by parts of speech or more narrowly by related concept or subject. After this activity, you can compare categories, use one of the categories to create a map or conceptual model.

Comparing and Contrasting: Sort words into broad or narrow categories and then compare and contrast categories.

Create Descriptions: Prompt students to use the words to describe concepts. Use words in context: Provide students with a list of words and challenge them to use all the words either in a summary of the text or in their final ThinkCERCA writing.

Label Diagrams: Using the words on the wall, have students label diagrams and illustrations. You may wish to provide students with one big concept and have students draw a diagram and label it using words from the wall. Alternatively, you could provide a diagram or illustration for students to use. Have students share their thoughts.

2. As you broaden the word wall, incorporate more words into these activities as appropriate. Encourage students to help you find words that are related.



Create a Concept Map

Purpose

This specialized activity uses the Interactive Word Wall to create understanding of a concept. This might be especially useful to support academic language development within a subject area, including a particular time period in history, a scientific phenomenon, or specialized ELA knowledge such as understanding figurative language.

Steps

1. Provide students with a small group of related words, between 10-20 words.
2. Have students work together in small groups to create a map that shows the relationship between two and three words. You may wish to provide sticky notes so students can explain how words are related.
3. After mapping, have students explain their thinking. Encourage students to use the definitions of words in their explanation. Invite questions from other students about the relationships.
4. Discuss how the concept mapping helped students understand the concept and the words. After reading the text, revisit the mapping to see if students have new ideas about connections they can make.



Fist-to-Five

Purpose

Students show degree of agreement, readiness for tasks, or comfort with a learning target/concept.

Steps

1. Students can quickly show their thinking by holding up (or placing a hand near the opposite shoulder) a fist for 0/Disagree or 1-5 fingers for higher levels of confidence or agreement.