Professional Development Session 1.3: Talk Moves That Help Students Orient to the Thinking of Others

Overview

In this session, which follows the format of Session 1.2, participants are introduced to the talk moves that support the second step in working toward academically productive talk and discussion: helping students to orient to their classmates' contributions, and to listen consistently and with a real effort to understand.

Talk Moves That Support Helping Students Orient to the Thinking of Others

- Who Can Repeat?
- Turn-and-Talk: "Tell us what your partner said."

Session Time

1.5 to 2 hours

Video Clips: Examples of Who Can Repeat?

1.3a1: He's not all done yet. (Kindergarten)

1.3a2: She was counting by fives. (Grade 1)

1.3a3: They were counting by ones. (Grade 1)

1.3a4: Can you repeat that . . . again? (Grade 3)

1.3a5: Finding the volume of a rectangular prism (Grade 5)

See the Video Clips by Chapter table, page xxix, for the length of each video clip.

1.3a6: How did you know that seven-eighths was greater than three-fourths? (Grade 6)

Suggested Reading

Classroom Discussions: Using Math Talk to Help Students Learn, Grades K-6, Second Edition (Chapin, O'Connor, and Anderson 2009), Chapter 2: "The Tools of Classroom Talk."

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Additional Materials

- Reproducible 1.3, 1 copy per participant
- Paper and markers or a means of displaying written work for all participants to see

Directions

Part 1: Helping students orient to the thinking of others

1. Provide an overview for the session. Explain that in today's session participants will focus on talk moves that help students orient to the thinking of others (the second step toward productive classroom discussion). See the "Talk About It" section to support your overview.

TALK About It

Introducing Session 1.3

Remind participants that as they become skilled at helping their students externalize their own thinking, it will become important to focus on whether those students are orienting to the thinking of others. If the goal is to hold a discussion in which students can productively share their thinking and work with the reasoning of their classmates, they must be willing and able to *listen* to what their classmates say, and they must *try to understand*. The culture of a classroom that features productive math discourse will also feature students who listen to one another.

In order to understand what their classmates are saying, students have to *hear it*. And you have to have a sense of whether they have understood it. So two of the talk moves in this section help to ensure that everyone has heard the previous contribution and has understood it at least well enough to repeat it or put it in his or her own words. The third move is helpful in getting across to students that they have a responsibility to listen to the contributions of others.

- 2. Ask participants to consider how they can tell when a student is listening to what other students say. Some participants will have observed that some of their students may appear to be listening when in fact they are just sitting and waiting for their turn to talk.
- 3. Provide a copy of Reproducible 1.3 to each participant. In addition to an overview of the talk moves that help students orient to the thinking of others, this reproducible contains all the discussion questions for this session. Ask participants to consider each of the talk moves described in the first part. Then have them discuss the following questions with the person next to them. After a few minutes, facilitate a large-group discussion.



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Session 1.3 Discussion Questions

- Which talk moves have you used? What have your observations been?
- What are the potential benefits of each move for the student who is speaking and the other students in class?
- What are the potential benefits for the teacher?
- Are there costs of each move for the students or for the teacher?
- How could the perceived challenges of these moves be approached and dealt with?

TALK About It

Discussing the Talk Moves

As you discuss the talk moves, teachers will become more prepared to view the videos that feature these moves. Make sure to point out that *these talk moves do not have to be repeated word for word*. There are many ways to get the same meaning across.

Part 2: Viewing the DVD



Session 1.3 Video Clips Overview

There are six short video clips addressing the family of talk moves we call "Who can repeat?" The talk format turn-and-talk is a practice already viewed in Session 1.2. Depending on time and interest you may want to review examples of this as listed in Session 1.2.

1.3a Video Clips: Examples of "Who Can Repeat?"

1.3a1: He's not all done yet. (Kindergarten)

In this clip, Mrs. Hayward's students are working on circling groups of hearts on a card with seven hearts. One student circles only three of the hearts.

1.3a2: She was counting by fives. (Grade 1) In this clip, Mrs. Delaney's class is using a hundreds chart to explore counting patterns.

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- 1.3a3: They were counting by ones. (Grade 1) In this clip, the teacher, Mrs. Delaney, is working with her students on counting money. She asks a student to restate what another student has said about counting nickels and pennies.
- 1.3a4: Can you repeat that . . . again? (Grade 3) In this clip, a student gives her solution for how many packs of juice to buy. The teacher, Mrs. Foley, asks Laila to repeat.
- 1.3a5: Finding the volume of a rectangular prism (Grade 5) In this clip, a student gives his way of finding the volume of a rectangular prism. The teacher, Mrs. Foley, asks others to repeat.
- 1.3a6: How did you know that seven-eighths was greater than threefourths? (Grade 6) In this clip, a student explains her reasoning in deciding where to place fractions on a number line. The teacher, Mrs. Rowan, asks others to repeat.
- 4. Let participants know that they will now be viewing video clips of the talk moves they just discussed in Part 1 of this session. If you haven't already done so, go over the Guidelines for Watching Videos of Teaching (see page 9).
- 5. Depending on the interests and grade levels of your participants, you may decide to focus on a subset of the video clips, or you may decide to watch all of them. For each video you decide to show, provide a brief overview including the demographics of the school (refer to the demographics table on page xxxvi).
- 6. Let participants know they will be viewing the video clip(s) twice. First they will watch the clip, then they will be given specific questions to guide their second viewing.
- 7. Play the first selected clip. Allow participants to watch it in its entirety.
- 8. Refer participants to the discussion questions on Reproducible 1.3. Ask participants to talk with the person next to them about the descriptive question, What did you see happening here? Encourage them to focus on *low-inference* descriptive observations, not critiques or analyses of the teaching. After a few minutes, ask participants to hold a large-group discussion



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about what they observed. You might then ask the participants, "Did anything surprise you, interest you, or make an impression on you?"

Video Clips 1.3a1–1.3a6 Discussion Questions (First Viewing)

- What did you see happening here?
- Did anything surprise you, interest you, or make an impression on you?
- 9. Tell participants that they will be watching the selected clip again, this time with specific questions to consider. Read the corresponding discussion questions, clarify if necessary, and ask participants to keep these questions in mind as they watch the clip a second time.

Video Clips 1.3a1–1.3a6 Discussion Questions (Second Viewing)

- What can you observe about the student who said the original utterance and the students who are repeating?
- How do the interactions you see provide opportunities for formative assessment?
- What evidence do you see that these interactions support language development? Do you see evidence that the interactions support more robust understanding?
- 10. View the selected clip for a second time.
- 11. Ask participants to talk to the person next to them about the discussion questions. Then facilitate a large-group discussion about what they observed.
- 12. Repeat steps 5 through 11 for each video clip you have selected to view.

Part 3: Summarizing

13. Summarize the learning from the session. Hold a ten-minute wrap-up discussion in which participants summarize what they learned, and what they intend to do with what they have learned. Provide participants opportunities to reflect on and respond to questions such as the following.

Session 1.3 Summary Discussion Questions

- We have talked about these moves in terms of getting students to orient and listen to others. Can you see other functions these moves might serve?
- What are some other ways of getting across the meanings expressed by these talk moves?
- These talk moves are not intended to be rigid and formulaic phrases. How can you adapt them to your own style while accomplishing the same goals?

Suggested Reading

If participants want additional information on this topic, suggest they read *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6, Second Edition* (Chapin, O'Connor, and Anderson 2009), Chapter 2: "The Tools of Classroom Talk."