

REPRODUCIBLE 1.3

Professional Development Session 1.3

Talk Moves That Help Students Orient to the Thinking of Others

Discussion Questions

The videos in this session focus on talk moves that teachers use to help students orient to the thinking of their classmates: listening and trying to understand. As you view the videos in this session, you will be considering examples of a family of talk moves we call “Who can repeat?”

1. “Who can repeat?” You ask students to restate, repeat, or reformulate what another student has said.

When a student says something complex but potentially important, you may want to incorporate that into the ongoing discussion. But if students did not hear it, or were not paying attention, they will not be able to take the next step and think about it. (This family of talk moves includes examples like “Who thinks they can repeat what Steven said?” “Who would like to restate that?” or “Who could put that into their own words?”) Consider this example (also on Reproducible 1.2):

Rania: The denominator size is opposite the fraction size.

Teacher: Can you give us an example? I’m not sure what you mean.

Rania: If the denominator is smaller, like four is smaller than five, the fraction will be bigger. Like one-fourth is bigger than one-fifth.

If you want to make sure that all students hear this, you can start by asking the class, “Who can repeat what Rania said?” Usually at least one student will be able to repeat at least part of what Rania said. After they do, make sure that you check back with the original student to see if that is what she intended.

Teacher: Who can repeat what Rania just said? It was a bit complicated, but it’s important for us to think about it. Who can repeat? Terry?

Terry: I think she said that one-fourth is bigger than one-fifth, and four is bigger than five. No, I mean four is smaller than five.

Teacher: Is that what you meant, Rania?

Rania: Yes.

It’s important to note that this should not be used as a management move: although some teachers use this move to catch students who are not listening, if you use it only in



this way students may not be inclined to participate. They will be more enthusiastic if you use it in a positive way.

At the beginning of your efforts to use productive classroom talk moves, some students may resist repeating. It's important to get across that they are allowed to say, "I didn't hear," or "I didn't understand," but they must then ask the person to repeat, and then you must follow up by asking them to repeat after that.

2. Turn-and-talk: "Tell us what your *partner* said."

After a turn-and-talk, you can ask students to tell the whole class what they said to their partner. As described in Reproducible 1.2, this preparation helps reluctant students speak up. You can also use this practice to help students orient toward the thinking of others. When you ask a student to report out after a turn-and-talk, you can say, "Tell us what your *partner* said." For students who would prefer to use the airtime for themselves, this helps get across the message that all students are responsible for listening to others and for being able to repeat back what they said.

Session 1.3 Discussion Questions

- Which talk moves have you used? What have your observations been about them?
- 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?

Video Clips 1.3a Discussion Questions (First Viewing)

- What did you see happening here?
- Did anything surprise you, interest you, or make an impression on you?

Video Clips 1.3a 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?
- Do you see evidence that these interactions could support language development with younger students? with English language learners? Do you see evidence that students' learning of academic language may be served by this type of talk move?
- Do you see evidence that the classroom interactions in these video clips support more robust understanding on the part of the students?



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?
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