

BLACKOUT

Classroom Discussions Chapters 1 & 2

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| <p>What are some of the social aspects of using student talk within the classroom? (p. 8-10)</p> <p>Successful implementation:</p> <ul style="list-style-type: none"> • Fosters the ability to communicate clearly. • Motivates students to make their thoughts clear and comprehensible. • Builds students' confidence about their own ability to engage in intellectual discussion. • Promotes listening skills, as students feel obligated to listen to one another, • Requires that students provide evidence for their claims/arguments. • Allows for the development of an understanding of precision, clarity, intellectual honesty, effort, thoroughness by mathematicians & scientists. | <p>Why would you use the <u>revoicing</u> talk move with students? (p. 12-13)</p> <ul style="list-style-type: none"> • Revoicing allows teachers to interact with students in a way that will continue to involve that student in clarifying his/her own reasoning. • Revoicing helps other students to continue to follow along in the face of confusion. • Revoicing can make one student's ideas available to others. • Revoicing gives students time to hear it again, contribute to ongoing discussion, or to focus on a change that has occurred in the discussion. | <p>Within a classroom discussion, how would the use of <u>wait time</u> impact the discussion? (p. 15-16)</p> <ul style="list-style-type: none"> • Use of wait time makes it possible for all students to make important contributions to the classroom discussion. • Students are able to take the time they need to think and reason mathematically. • Wait time may be used after a question or query is posed as well as after a student has been called on in order to enable him/her to organize their thoughts before responding to the group. |
| <p>What are the benefits of <u>asking students to restate someone else's reasoning</u>? (p. 13-14)</p> <ul style="list-style-type: none"> • It gives students more time to process the first student's statement. • It adds to the likelihood that the rest of the students will follow the conversation and understand what is going on. • This move is valuable for all ELL students as overtime, and with use, the students realize that people listen closely to what they say, the students then (increasingly) make efforts to make their contributions comprehensible. | <p>When reading the four narrative examples in chapter two that showed how the talk moves look in action, was there anything that stuck out in your mind? (p. 21-41)</p> <p>Answers may vary!</p> | <p>How does classroom talk promote student learning? (p.6-7)</p> <ul style="list-style-type: none"> • Classroom talk may provide direct access to ideas, relationships among those ideas, strategies, procedures, facts, mathematical history, and more. • Classroom talk supports student learning indirectly through the building of a social environment (community) that encourages learning and builds mutual respect. • Classroom talk helps students understand more deeply and with greater clarity the concepts being taught or explored. |
| <p>What is the key part of using the <u>asking students to apply their own reasoning to someone else's reasoning</u> talk move? (p. 14)</p> <ul style="list-style-type: none"> • The teacher refrains from supporting one idea or the other and uses "talk moves" to elicit respectful discussion of ideas. • Asking students to <u>EXPLAIN and APPLY their own reasoning to someone else's reasoning is critical</u> to supporting student's mathematical thinking. | | <p>What is the eventual result of using <u>prompting students for further participation during classroom discussions</u>? (p. 14)</p> <ul style="list-style-type: none"> • Prompting students for further participation increases participation in the discussion by asking for further commentary. • <u>Over time, the use of this move will result in students showing more willingness to weigh in on what the group is considering.</u> |
| <p>What are the ground rules for respectful and equitable participation? (p. 20-21)</p> <ol style="list-style-type: none"> 1. Set clear ground rules for interaction making sure to have high standards <ul style="list-style-type: none"> • Ground rules must center on each student's obligation to treat one another with respect. • No name calling/derogatory noises/remarks allowed. EVER! • The use of "I was joking" is not an acceptable defense for a disrespectful remark. 2. Set clear consequences for the violation of rules. <p>Conditions for FULL participation...the teacher must make sure that every student:</p> <ul style="list-style-type: none"> • is listening to what others say. • can hear what others say. • may participate by speaking out at some point. | <p>Briefly describe the three productive talk formats and when you might use them. (p. 16-20)</p> <p>There are three productive talk formats:</p> <ol style="list-style-type: none"> 1. Whole class discussion 2. Small group discussion 3. Partner talk <p>Additional answers may vary!</p> | <p>What are some of the cognitive aspects of using student talk within the classroom? (p. 7-8)</p> <ul style="list-style-type: none"> • Asking students to talk about mathematical concepts, procedures, and problem solving helps them understand more deeply and with greater clarity. • It can make clear what they don't understand and may help determine gaps in understanding. • It promotes reasoning. • Hearing arguments and counter arguments teaches students how to make and support arguments. • Gives students more to observe, more to listen to, and more opportunities to participate in mathematical thinking. • Allows students' to reflect on their own thinking. |

Blackout Directions:

Each group will have their own blackout board and some post-it notes for the conversation. One person in the group will start by self-selecting a question to answer for the group. After he/she answers the question, they will cover it with a post it note. The rest of the group members may add more to the answer so that the group develops a well rounded answer/understanding of the content of the question/query. The person that selected the first question will hand the highlighter to another group member and the process will start over again.

Groups may decide to write key-highlights on top of the post-its as we will be reviewing as a whole group.