

BLACKOUT

Classroom Discussions Chapters 1 & 2

<p>What are some of the social aspects of using student talk within the classroom? (p. 8-10)</p>	<p>Why would you use the <i>revoicing</i> talk move with students? (p. 12-13)</p>	<p>Within a classroom discussion, how would the use of <i>wait time</i> impact the discussion? (p. 15-16)</p>
<p>What are the benefits of <i>asking students to restate someone else's reasoning</i>? (p. 13-14)</p>	<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>How does classroom talk promote student learning? (p.6-7)</p>
<p>What is the key part of using the <i>asking students to apply their own reasoning to someone else's reasoning</i> talk move? (p. 14)</p>		<p>What is the eventual result of using <i>prompting students for further participation</i> during classroom discussions? (p. 14)</p>
<p>What are the ground rules for respectful and equitable participation? (p. 20-21)</p>	<p>Briefly describe the three productive talk formats and when you might use them. (p. 16-20)</p>	<p>What are some of the cognitive aspects of using student talk within the classroom? (p. 7-8)</p>