

What Is The The “Turn and Talk” Strategy?

Students work in pairs and/or small groups to address open-ended questions and make meaning collectively by sharing and building on one another’s ideas.



Why Use The “Turn and Talk” Strategy?

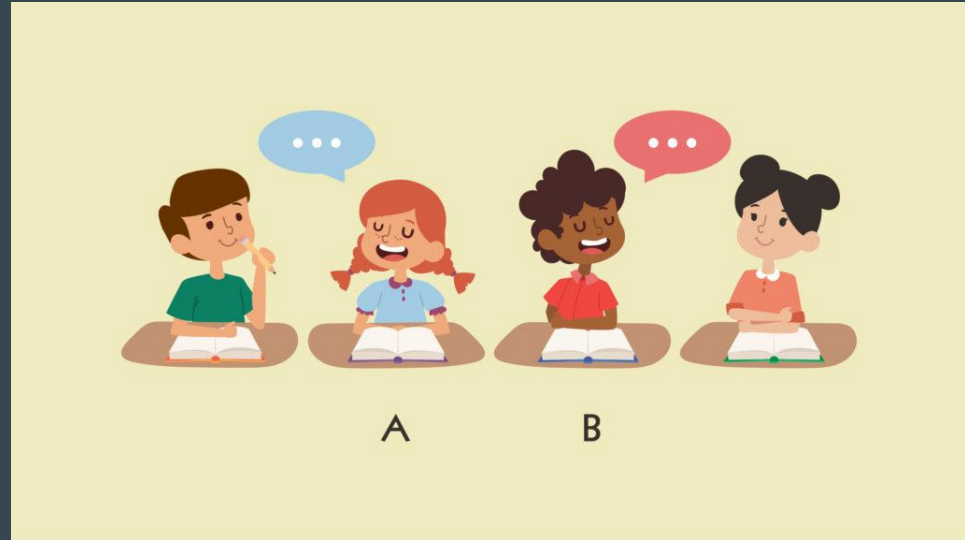


1. Sets an expectation for engagement from every student.
2. Provides a universal access point so that student learning is self-directed and meaningful.
3. Exposes students to various perspectives, which helps them grow their own.
4. Honors students’ background knowledge and capital, which increases their academic status and confidence.

How Do You Implement The “Turn and Talk” Strategy?

Questions to consider:

- What do you want students to learn and/or practice?
- What sources and/or resources should students have access to prior to, during, and after the discussion?
- What type of open-ended question(s) will best elicit thoughtful responses from students?
- How will students be held accountable for their contributions?
- What structures do students need to be successful?
 - Strategic pairing?
 - Timing?
 - Turn-taking?
 - Note-taking?
 - Sentence starters?



Teacher as Facilitator

DURING DIALOGUE	AFTER DIALOGUE
<p>Review the prompt and task expectation with the class before sending them off to dialogue. To check for understanding, ask students to break down the task and prompt in their own words.</p>	<p>Ensure that students apply the knowledge they gain from the turn and talk experience by asking them to contribute their ideas to a larger class discussion, write, draw, etc. If facilitating a class discussion after a turn and talk experience, be sure to have follow-up questions handy.</p>
<p>Circle the room as students discuss, taking note of ideas you hear that should be amplified to the whole class and who said them.</p>	<p>Debrief the dialogue experience. While the debrief can be used to amplify valuable ideas and insights that came up regarding content, it should also make space for students to metacognitively reflect on their contributions to the process.</p>
<p>Provide frequent task and time reminders for students during dialogue.</p>	<p>Attribute any future reference of ideas and insights that are surfaced during dialogue to the students that presented them.</p>
<p>Use proximity and eye contact to redirect students who are disengaged or off-task.</p>	<p>Repeat, repeat, repeat.</p>

“Turn and Talk” in Action

Example: Senior English

Context: A senior English class is in the middle of a unit focused on generating arguments.

Step 1: Teacher projects a body paragraph from an anonymous student work sample, as well as a rubric, and asks students to work with a partner to evaluate the paper’s argument.

Step 2: Teacher asks students to repeat directions to check for understanding. Teacher tells students that they have six minutes to discuss and should be prepared to share insights with the class. Teacher circles room, listening for and noting insights that should be amplified to the class.

Step 3: Teacher tells students that they have two minutes remaining, reminding them that each student should be prepared to contribute to class discussion.

Step 4: Teacher strategically calls on a few students to share thoughts with class. Teacher also calls on 2-3 randomly selected students to ask if they agree or disagree with presented insights and why. Class discussion takes about 20 minutes.

Step 5: Teacher checks for understanding by projecting a new body paragraph and asking students to apply the thinking from their partner work to independently evaluate and write about the new sample. Teacher collects their written responses.

Example: 6th Grade History-Social Science

Context: A sixth grade history class is about to begin a learning segment on hunter-gatherer societies

Step 1: Teacher projects a photo of a hunter-gatherer community and asks “What do you notice? What do you wonder?”

Step 2: Teacher directs students to turn to student next to them and discuss for four minutes.

Step 3: Teacher circles the room while pairs (or groups of three) discuss, listening for ideas to call into the larger class discussion, reminding students when they have one minute left.

Step 4: Teacher calls on four to six students, asking them to share their noticings and wonderings. Teacher asks if there is anything any student would like to add before ending the discussion.

Step 5: Teacher closes the activity by telling students that they will spend the next couple of days learning more about hunter-gatherer societies before moving on to an activity that allows students to dive deeper into the content.

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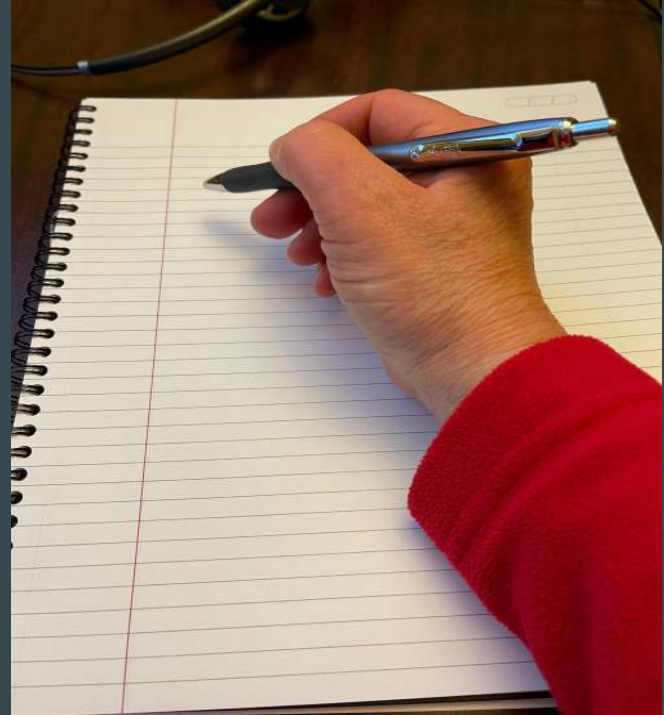
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