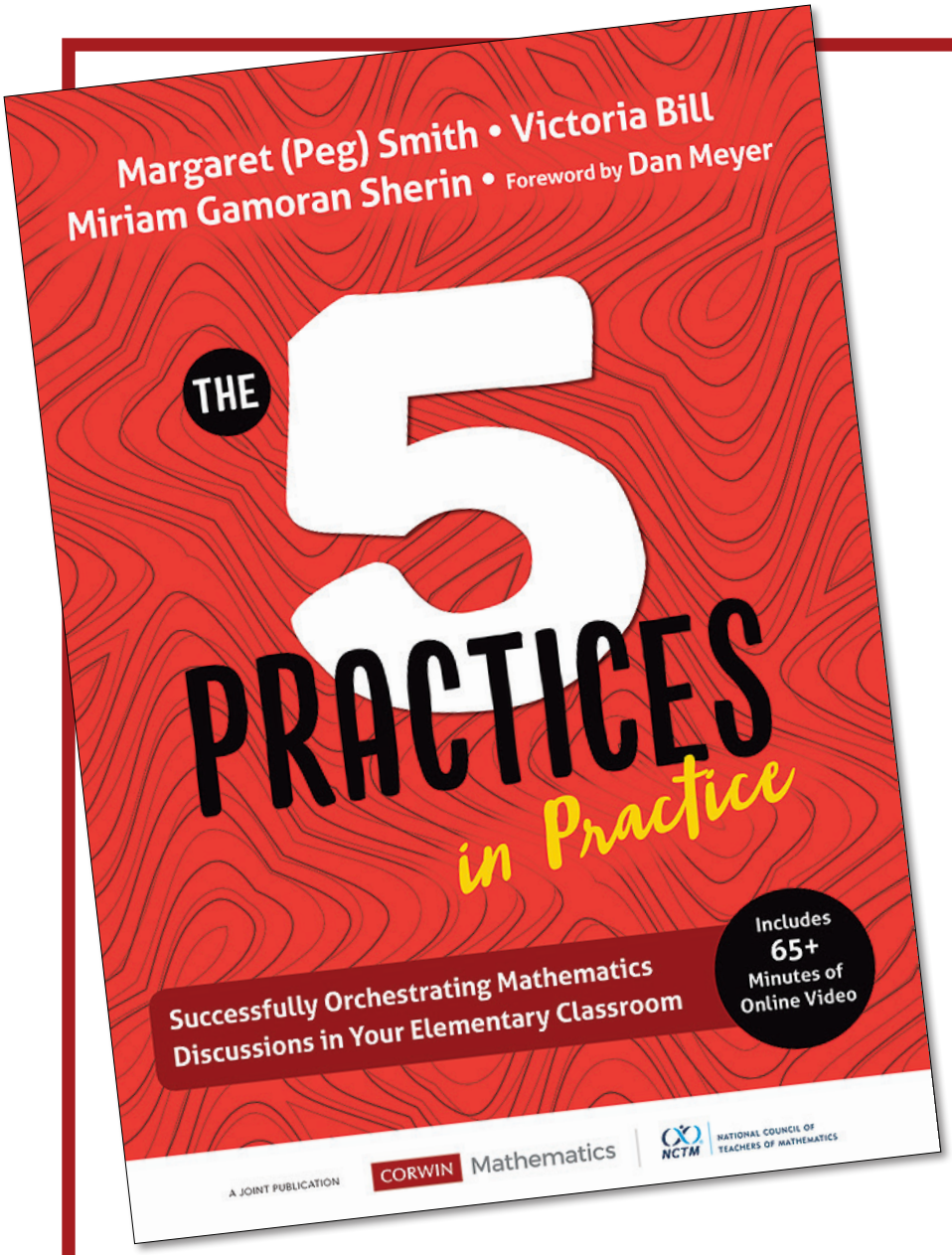


Thank you

FOR YOUR INTEREST IN CORWIN

Please enjoy this complimentary excerpt from T*he Five Practices in Practice, Elementary*, by Margaret "Peg" Smith. This handy chart identifies a set of moves that teachers can make to hold students accountable for attending to mathematics discussions and presentations.

LEARN MORE about this title, including Features, Table of Contents, and Reviews.

CORWIN Mathematics

Keeping the Entire Class Engaged and Accountable During Individual Presentations

It is easy for the student presentations that take place at the end of a lesson to turn into a series of show and tells, where each presenter explains what he or she did and the rest of the class is silent. Having some students sit passively, while other students explain, however, is not sufficient to ensure learning. The teacher needs to make certain that the entire class is engaged in and accountable for what is being presented. According to Michaels, O'Conner, Hall, and Resnick (2013),

> *When classroom talk is accountable to the learning community, students listen to one another, not just obediently keeping quiet until it is their turn to take the floor, but attending carefully so that they can use and build on one another's ideas. Students and teachers paraphrase and expand upon one another's contributions. If speakers aren't sure they understood what someone else said, they make an effort to clarify. They disagree respectfully, challenging a claim, not the person who made it. Students move the argument forward, sometimes with the teacher's help, sometimes on their own.* (pp. 2–3)

So what exactly can you do to hold students accountable? In Figure 1, we have identified a set of moves that teachers can make to hold students accountable for attending to the discussion.

Figure 1 • Talk moves intended to hold students accountable for participation in a discussion

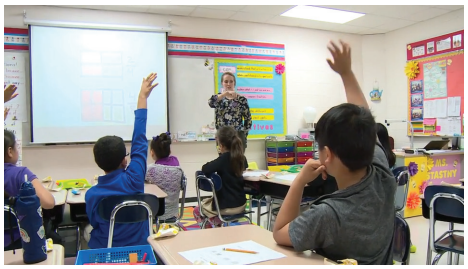
TEACHER MOVES	PURPOSE	EXAMPLES	SOURCE
Adding on: Prompting students for further participation	To invite additional contributions to the discussion in order to engage more students or to gain a deeper understanding of an idea	• Would someone like to add on to what she just said? • Can you say more about how you figured that out?	Chapin, O'Connor, & Anderson (2009, pp. 13–16)
Reasoning: Asking students to compare their own reasoning to someone else's reasoning	To allow students to engage with and make sense of their peer's ways of thinking that may be different from their own	• Do you agree or disagree? Why? • How is what he said the same as or different from how you thought about it?	
Repeating: Having a student repeat what another student has said in her own words	To give students another version of a contribution and to ensure that students are engaged in listening to their peers	• Can someone repeat what he just said in their own words?	
Revoicing: Repeating what a student has said and then checking with the student to make sure you have accurately captured their idea	To clarify what a student has said or to amplify an important idea	• So, you are saying . . . • So, here is what I heard you say . . .	
Waiting: Giving students time to think about the question that has been posed before asking for a response	To ensure that all students have an opportunity to think about the question posed and to provide a student who has been called on time to gather his or her thoughts	• Take a minute to think about this. • I am going to wait until I see more hands. • Take your time . . . we will wait.	

TEACHER MOVES	PURPOSE	EXAMPLES	SOURCE
Revise: Allowing students to revise their initial thinking based on new insights	To make it clear to students that changing one's mind based on new information is how learning occurs and that this is valued	• Would anyone like to revise his or her thinking? • Has anyone's thinking changed? Why?	Kazemi & Hintz (2014, p. 21)
Turn and talk: Allowing time for students to discuss an idea that has been presented with a partner or small group	To give students time to think about a question that has been posed rather than be expected to answer immediately and to clarify and share ideas with a small number of peers before doing so publically	• Take two minutes and turn and talk to your table group about . . .	
Challenging: Redirecting a question raised back to students or using students' contributions for further investigation	To turn the responsibility for reasoning and sense-making back to students and develop shared understandings in the classroom	• That's a good question. What do you think about what she just said?	Michaels, O'Conner, Hall, & Resnick (2013, p. 22)
Marking: Noting a valuable contribution that was made to the discussion	To highlight a contribution that is directly relevant to what the teacher is trying to accomplish in the lesson	• Did everyone hear what she just said? She . . . • That's an important point.	
Recapping: Summarizing key points made in the discussion by several students	To make public in a concise and coherent way what can be concluded at a particular point	• So in looking across the presentations, here is what I am hearing . . . • Here is what we have discovered . . .	
Inviting: Asking a student to contribute in the discussion	To make diverse points of view available for public discussion	• _____, would you share what you and your group came up with? • _____, you have a puzzled look on your face. What are you thinking? • _____, your strategy was not the same as this one. What did you do differently?	Herbel-Eisenmann, Cirillo, Steele, Otten, & Johnson (2017, pp. liv–lvii)
Probing: Following up on what an individual student has explained or produced	To make a student's thinking process more transparent to others, to elicit additional justification for why he took a particular action	• Can you explain how you got . . . ? • How do you know that? • Why does that work?	

In Analyzing the Work of Teaching, you will analyze the discussion that took place in Ms. Stastny's class as students tried to determine which fractions and related diagrams fulfilled the conditions stated in the problem.

Analyzing the Work of Teaching

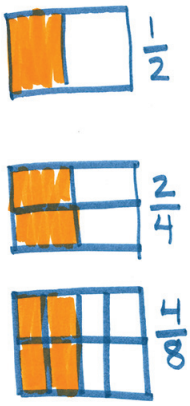
Holding Students Accountable



To read a QR code, you must have a smartphone or tablet with a camera. We recommend that you download a QR code reader app that is made specifically for your phone or tablet brand.

Video Clip 6.5

In this Video Clip, students in Ms. Stastny's class are discussing the three diagrams shown below and trying to determine which ones fit the conditions stated in the problem and why. Many students had the fractions $\frac{1}{2}$ and $\frac{2}{4}$ and the related diagrams to show Tanesha and David's portions, respectively.



As you watch the video clip, consider the following questions:

1. What does Ms. Stastny do to help her students engage in the discussion of the three representations? What talk moves (see Figure 1) does she use?
2. What evidence is there that students **are** making sense of the presented ideas?

References

Chapin, S. H., O'Connor, C., O'Connor, M. C., & Anderson, N. C. (2009). *Classroom discussions: Using math talk to help students learn, Grades K–6*. Sausalito, CA: Math Solutions.

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Kazemi, E., & Hintz, A. (2014). *Intentional talk: How to structure and lead productive mathematical discussions*. Portsmouth, NH: Stenhouse.

Michaels, S., O'Conner, M. C., Hall, M. W., & Resnick, L. B. (2013). *Accountable Talk™ sourcebook: For classroom conversations that work*. Pittsburgh, PA: Institute for Learning, University of Pittsburgh.