

Discourse Strategies

(Promoting Academic Talk with your students)

Please plan on implementing at least 2 different strategies by Thursday so that you begin to start planning for more intentional conversations amongst your students. We will talk about how the strategies went and how you can continue to incorporate them with your planning. Please check the ones you plan on using in your classroom this week. If you know of a great one besides these, then check “other”.


4 Corners

<https://www.pinterest.com/pin/5911043241955732/>

4 FOUR CORNERS

I have the signs for Four Corners set up in my room at all times, making it easy to use this strategy whenever the moment is right.

- 1 Hang four signs in each of the corners of your classroom that read: “cold,” “cool,” “warm,” and “hot.”
- 2 Give students a statement to consider, such as, “fair does not always mean equal treatment.” Have them move to the sign that best represents their level of agreement with the statement.
- 3 Once there, have them discuss with their group why they all feel this way.
- 4 Have each group share with the class their reasoning for thinking the way that they do.



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MULTIPLACES FOR MIDDLE SCHOOL

☐ Equity Sticks

(use a variety of DOK level questions—found in units of study)

<https://www.pinterest.com/pin/30399366208709708/>



Snowball



Give each student a fresh piece of paper. Have the students write 1 question about a particular topic, skill, or concept. Next, have the student wad up the paper. Then, when they get the signal from you, they can throw it at another person standing in their place. Once the “snowballs” have been thrown, another person (on your signal) can pick up any snowball. That person has to take the snowball, and add 1 of the following on it:

1) Write “I agree because....”

2) Write “I disagree because...”

3) Add another question to the snowball.

Do a couple of rounds so you can teach kids how to discuss key concepts in a way that they understand for future conversations.

□ Fishbowl

<http://www.theliterarymaven.com/2016/03/SocraticSeminars.html>

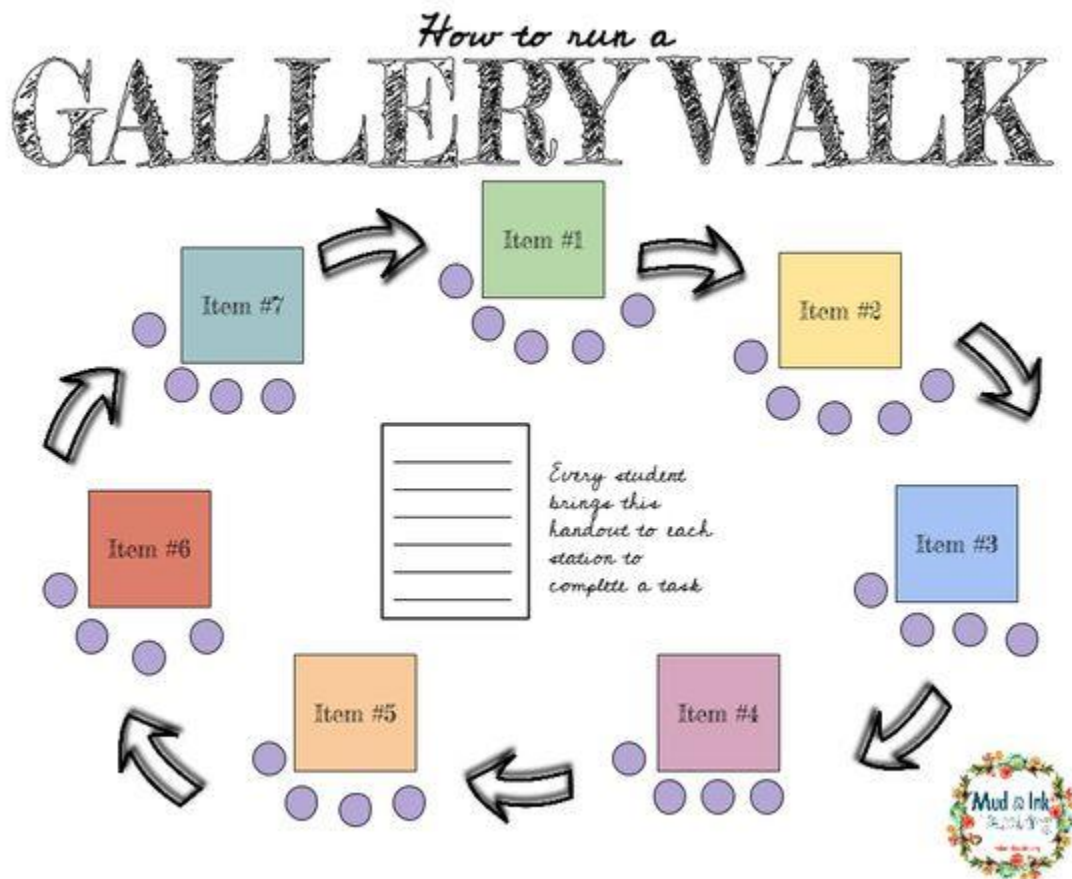
Fishbowl Discussions

*create inner and outer circles
to increase participation,
prevent domination by one
or two students,
and make
tracking the
discussion
easier*



□ Gallery Walk

<http://www.mudandinkteaching.org/new-blog/2016/8/18/best-practices-the-gallery-walk>



□ Jigsaw

Jigsaw

Students will discuss / learn about / complete a task related to a specific topic.

1. Each student... is a member of two groups - a home group and an expert group.

2. Home groups... meet and each student is given a different task according to teacher directions.

3. Expert groups... Students move to their expert groups to complete their task. All students in an expert group are completing the same task.

4. Students return... to their home groups. They teach what was learned in the expert groups to their home group members.

□ **Quick Draw (Step/Justify to a partner)**

In small even groups, have each student draw a concept, skill, or topic. After they have finished drawing, have them pass their drawing to someone in their group. Those 2 students will find a place on the floor, or other area and use the following conversation starters:

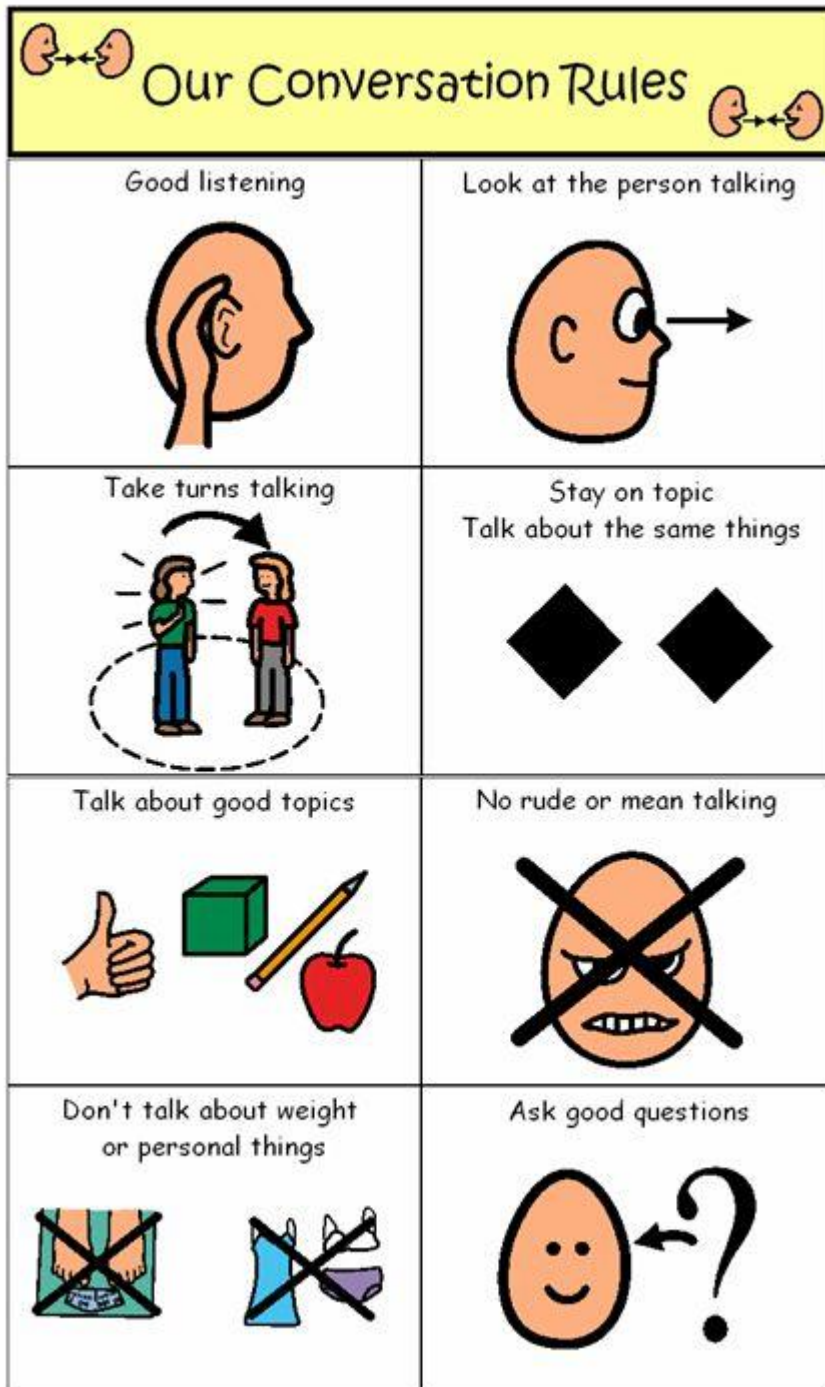
- 1) Why did you draw that?
- 2) Tell me more about why you....
- 3) Do you have another way to do that and can you show me?

□ **Talking Chips (You can begin to demonstrate how these work and consistently use them once they understand what they are for.)**

<http://wikiwomi.wikispaces.com/Talking+Chips>



- Make your own class conversation poster and use it with fidelity to teach your students how to use academic discourse



- Other