

# Leveraging Academic Conversations So Learners Lead

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**Value Line-Up:  
Line up according to  
your preference.**

**When you go to Starbucks or Dunkin,  
do you chat with the barista?**

**No**

**Yes**



**When you are at a social event, are you naturally a Chatty Kathy or a Wallflower?**



**Chatty Kathy**

**Wallflower**

**Which description best illustrates the majority of your classroom memories: student silence or student chaos?**



**Student Silence**

**Student Chaos**

**How would students in your school describe their classroom memories: student silence or student chaos?**



**Student Silence**

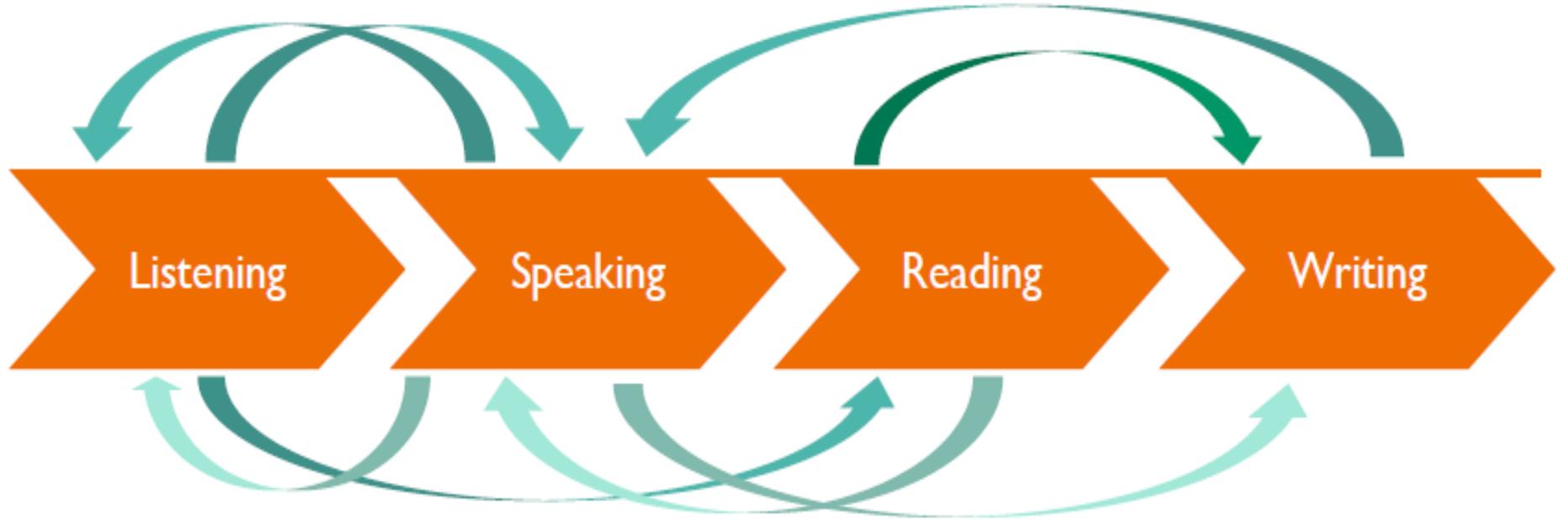
**Student Chaos**

# Objective

- **Today we are going to explore how to leverage academic conversations as a way to provide equity in access to content for all.**
  - **Academic Conversation: Foundation**
  - **No Floor/No Ceiling Tools: Access for All**
  - **Mathematical Discourse & Conferring**

# **Academic Conversations: A Foundation for Equity and Excellence**

# Reasons to Converse in School



# Introduction

## Academic Conversations

- **Sustained and purposeful**
- **Back-and-forth dialogue**
- **Explore topic:**
  - creating/posing ideas**
  - clarifying ideas supporting ideas**
  - evaluating ideas**

# **Academic Conversation: Building the Foundation**

# Step 1: Building a Conversation Culture

Establishing & Practicing Conversational Norms

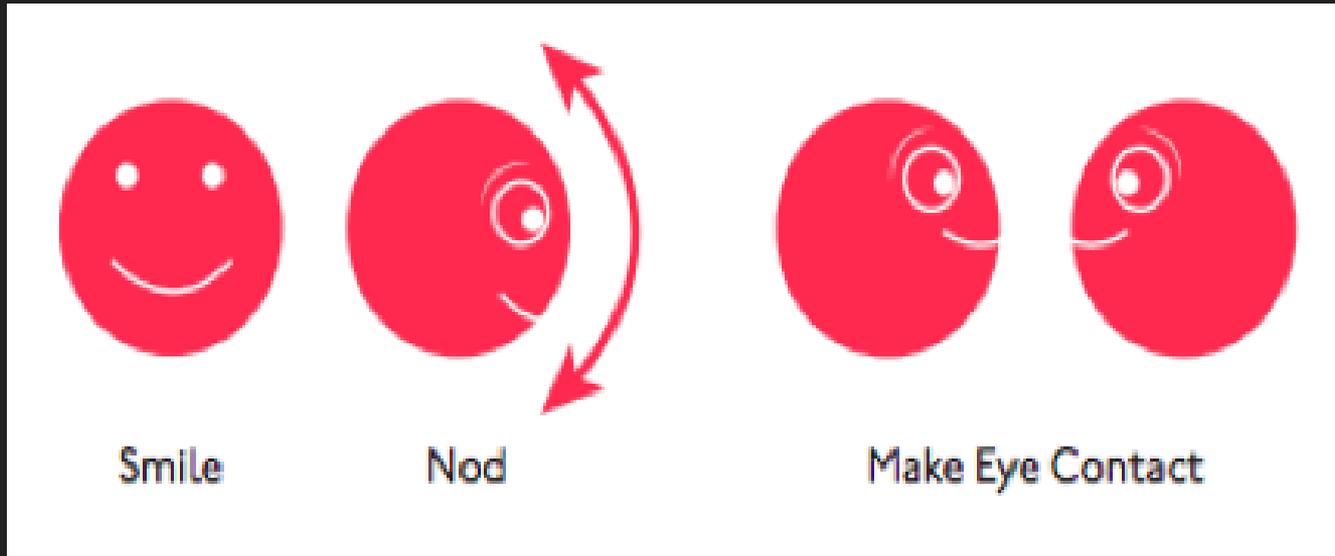
**Why do some students shy away from linguistic interactions?**

# Conversation Norms

- × Take turns = share air time
- × Listen to each other
- × Share and explain ideas
- × Maintain eye contact
- × Respect different ideas
- × Respectfully disagree
- × Let others finish without interrupting
- × Maintain attentive posture
- × Use appropriate gesturing
- × Nod to affirm understanding

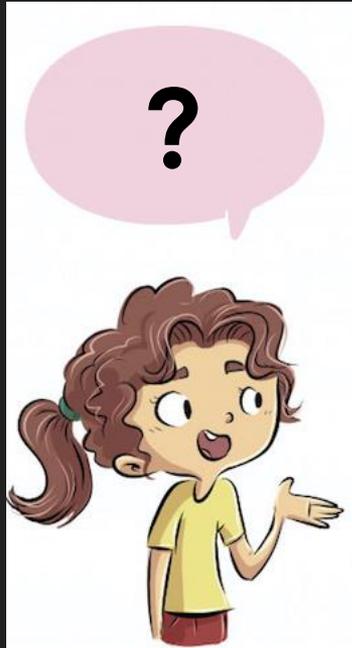
# Step 2: Listening Skills Unpacked

## Active Listening: Physical Indicators of Listening



# Cognitive Indicators of Listening

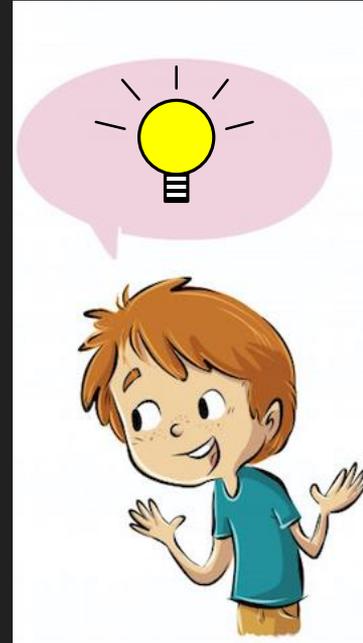
## During and After Listening to My Partner:



Am I understanding what my partner is saying? Can I summarize it in one sentence?

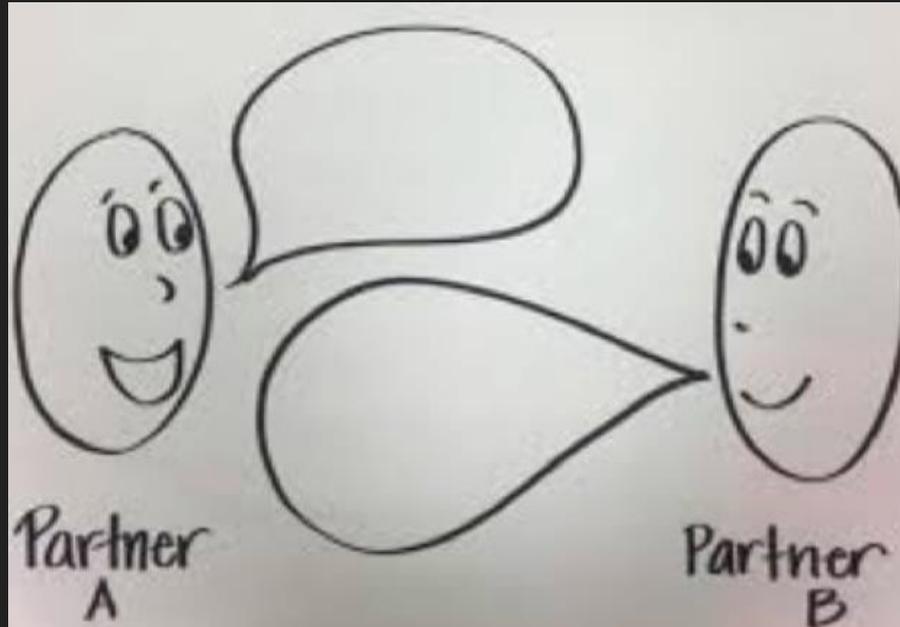
Does what my partner is saying help to support and build up the current idea? Does it argue against the current idea?

Does what my partner is saying help to clarify the current idea?



# Talk Moves

## Listening Talk Moves: Listening Lingo



# Benefits of Unpacking

## Active Listening- Physical Indicators of Listening

Create positive feelings and contribute to feelings of safety and trust

## Focused Listening- Cognitive Indicators of Listening

Guides students through steps of how to understand in order to respond.

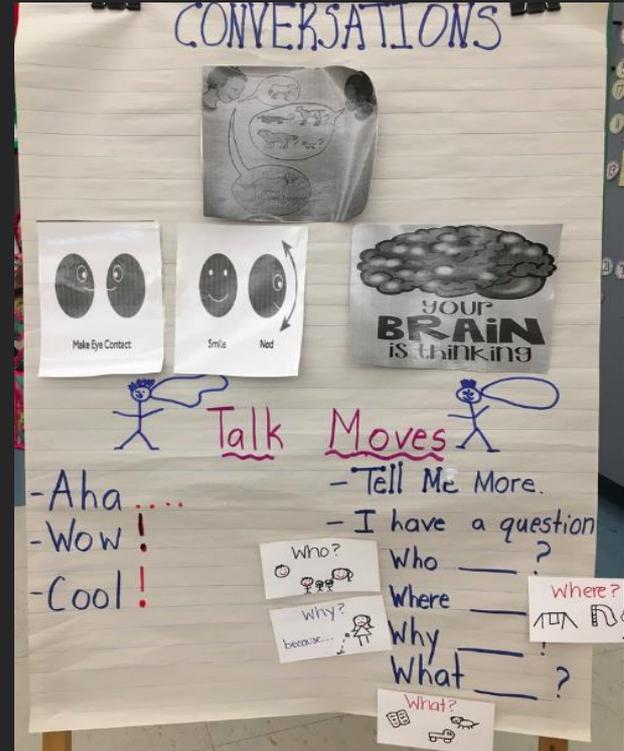
## Listening Talk Moves – Listening Lingo

- Oh really. Wow! Interesting! Uh huh Hmm.
- Tell me more about \_\_\_\_\_.
- I've never thought/heard of this before.
- I have a question about \_\_\_\_\_.

# Listening Skills Tools

## Anchor Charts

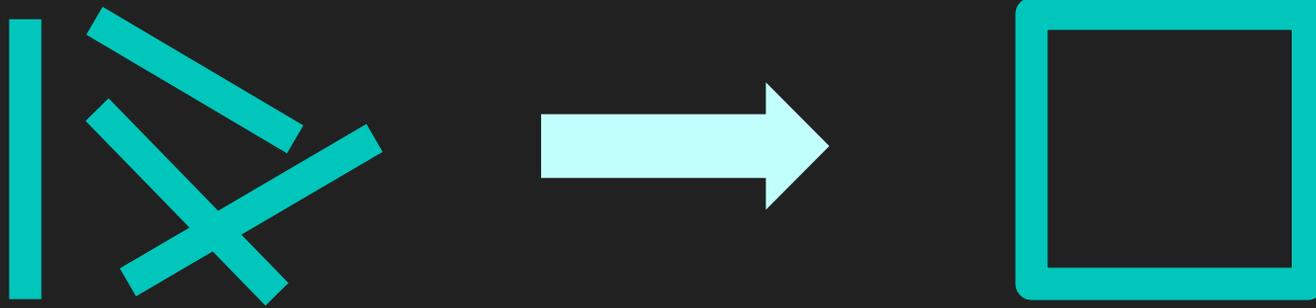
- Used as a teaching tool
- Used as a scaffolding tool
- Used as a reference



# Step 3: Introduce and Practice Conversation Skills



# Skill 1: Create and Pose Ideas



State an idea that solves a problem, finds a pattern, or gives an opinion.

## Question

What is your idea?

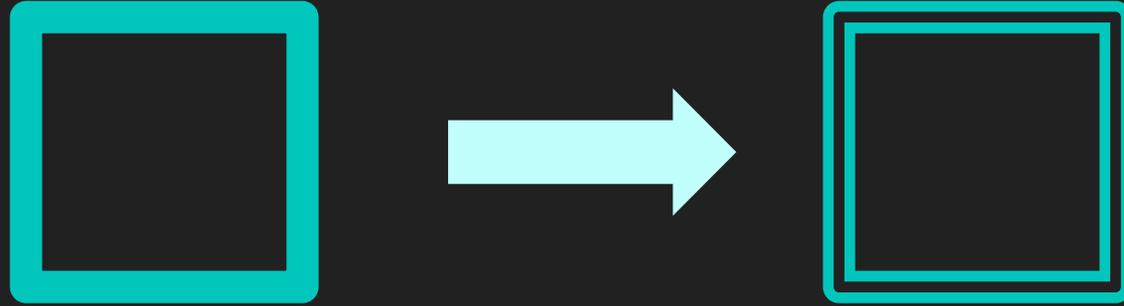
What does it remind you of?

## Responses

One idea is...

That reminds me of...

# Skill 2: Clarify Ideas



Make sure you both have the same understanding of the idea (be on the “same page”). You and your partner have a clear idea to build up.

## Question

Can you elaborate on...?

What do you mean by...?

What is your definition of...?

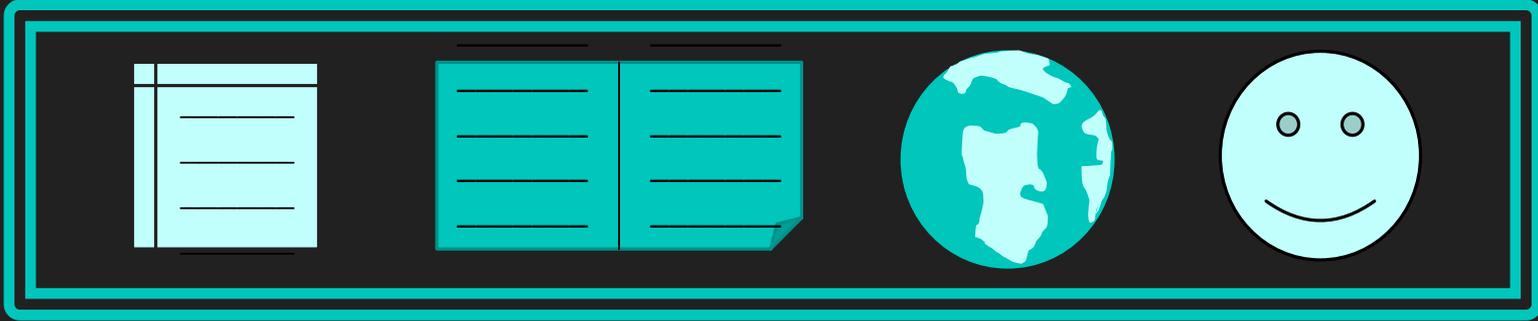
## Responses

In other words, you are saying that...

What I mean by...is...

I think that this word means...

# Skill 3: Support Ideas with Examples, Evidence, and Reasons



## Question

Can you give an example from the book?

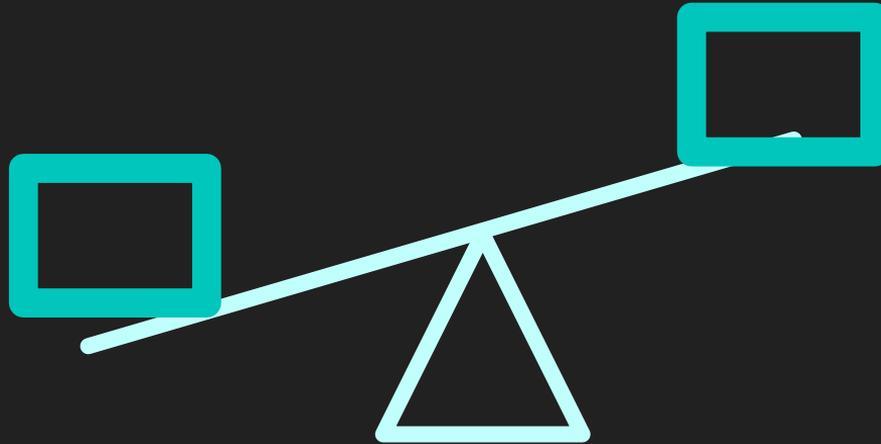
How does that example support the idea that...?

## Responses

In the book it says...

This is important to the idea because...

# Skill 4: Evaluating-Comparing-Choosing Ideas



Weigh the evidence of the two ideas and choose the heaviest one:

## Question

What do you think about the idea that...?

Is this reason more important than that one?

What might be the other points of view?

What can we agree upon?

## Responses

I want to expand on your point about....

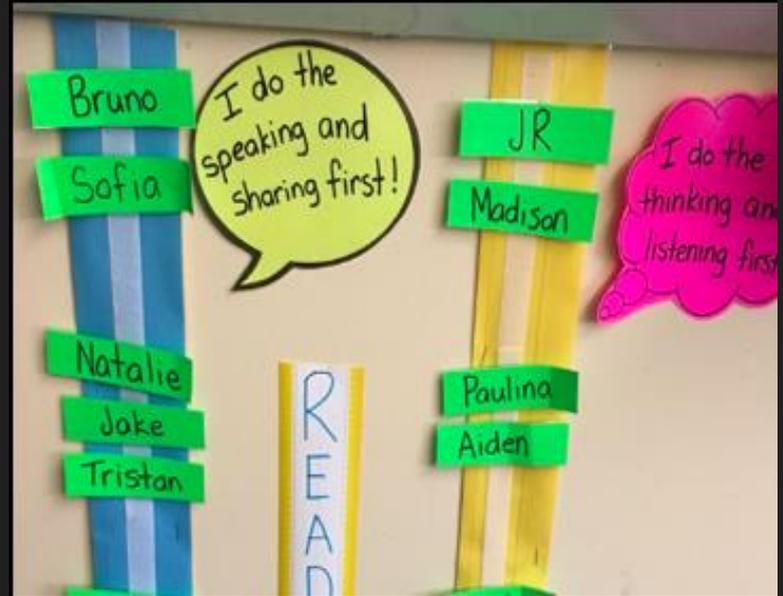
This reason is more important because....

Another way to look at this could be.....

As a result of this conversation, can we agree that...

# Partnership Variations

- A and B
- Reading and writing partnerships
- Math groups partnerships
- Personality and proficiency match
- Peanut Butter and Jelly Partners
- Cookies and Milk Partners
- Triads
- Book Clubs
- Second Set Partners



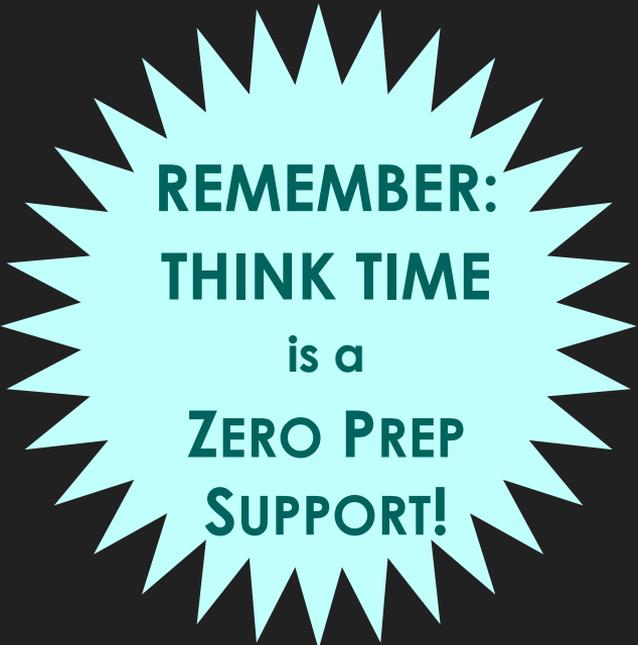
# Prompts

## Make practice more valuable

- + Use relatable, fun, engaging and authentic prompts
- + Provide a relatable venue for sustained, focused conversation
- + Consider different ideas and skills that YOUR students can share

## Connect prompts to the curriculum

- + Based on need add supports for using the new language, content and thinking



**REMEMBER:  
THINK TIME  
is a  
ZERO PREP  
SUPPORT!**

# Examples of Academic Prompts

**LESS EFFECTIVE:**

**vs**

**MORE EFFECTIVE:**

**Discuss how you solved this math problem.**

**Work with your partner to come up with two ways to solve this problem. Ask each other “why” questions as you talk to explain your choices. For example.....**

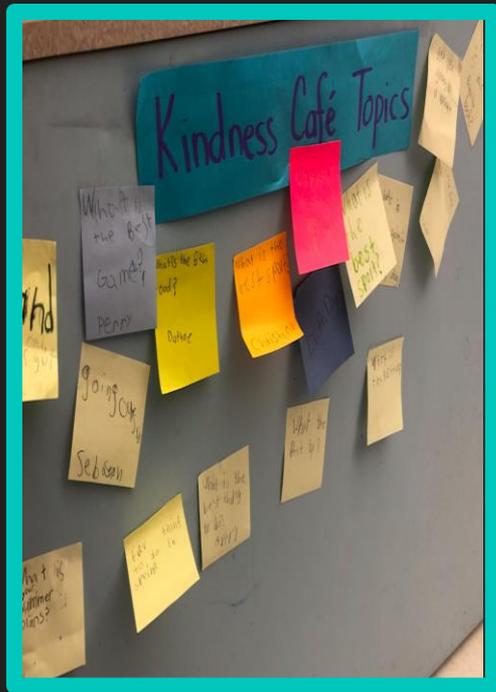
**Describe the polar bear to each other.**

**How do adaptations help the polar bear survive in its habitat? “If a polar bear didn’t \_\_\_\_\_ it probably wouldn’t survive because...”**

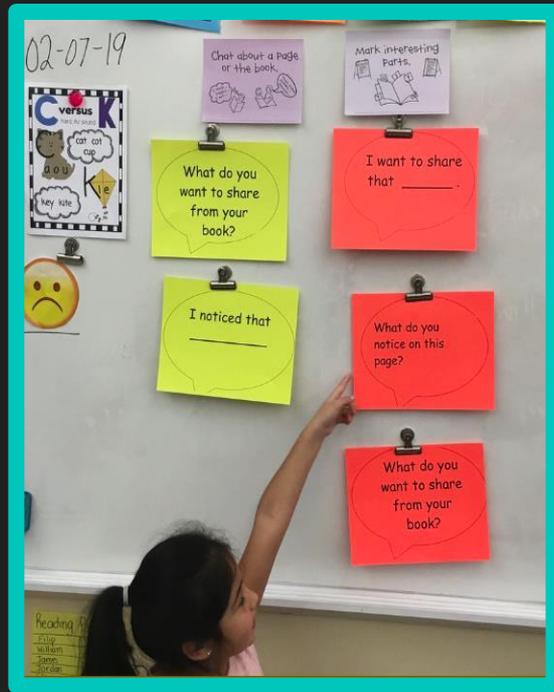
**In your conversation talk about your books...**

**What interesting parts/words do you want to share? “I want to share \_\_\_\_\_. What do you notice on this page?”**

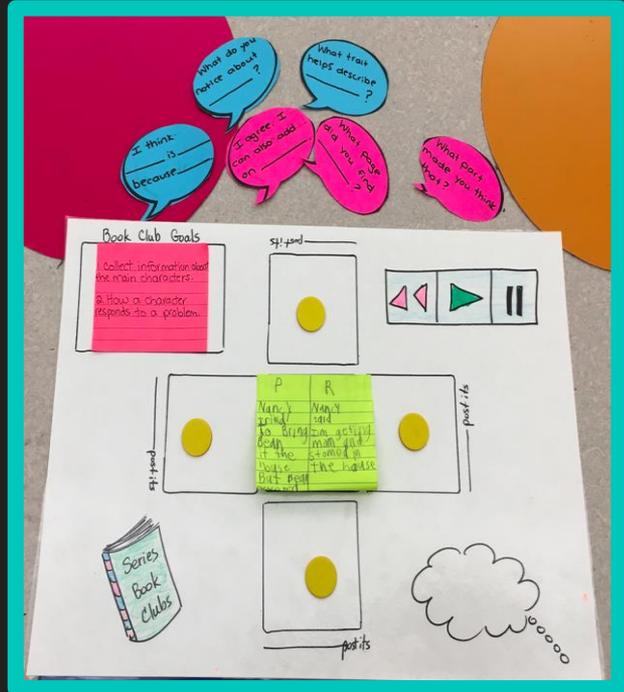
# Classroom Application



Topic Generation Wall



Conversational Frames



Sentence Stems to Support Book Clubs

# Think Write Pair Share

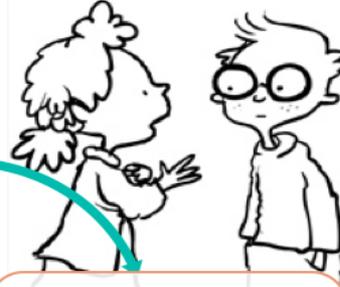


- About the prompt
- Your:
  - Thoughts
  - Opinions
  - Conclusions

**Think**

**Write**

- Down your thoughts
- Make notes to capture your ideas.



- Find a partner
- Share your thinking
- Clarify your confusion

**Pair**

**Share**

- With the class what you learned
- Write down what's discussed, evidences, examples



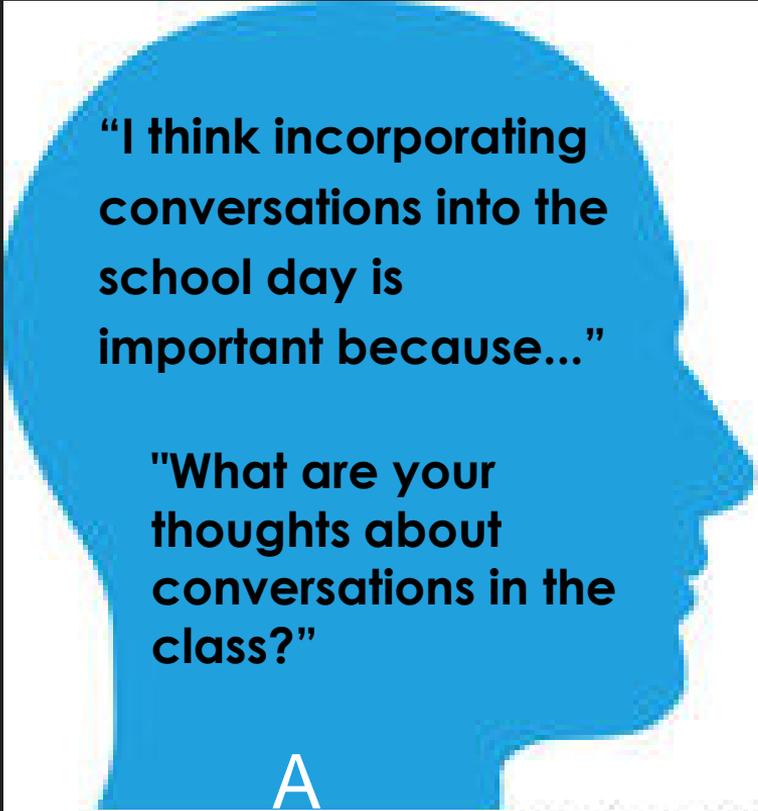
# Let's Practice!

## Round 1 Prompt:

**What are the benefits of incorporating conversations into your lessons?**

**Both partners think about the benefits as well as their experiences with this practice and jot the ideas for the conversation.**

# What are the benefits of incorporating conversations into your lessons?



**"I think incorporating conversations into the school day is important because..."**

**"What are your thoughts about conversations in the class?"**

**A**



**"Oh really.  
Hmm...Interesting"**

**"What you shared was interesting because...."**

**"Am I right in hearing your say that....?"**

**B**

**Partner A**

**Partner B**

# Let's Reflect

How was your conversational experience impacted when:

- Structure for cognitive and visual indicators of listening were given?
- Time was allocated to think and converse with a partner before sharing with a wider audience?
- Response starters and question frames were provided?

What impact do you anticipate these supports will have on the rate of participation, quality and quantity of the academic conversations in your classrooms?

# Now, let's add another layer.

## Round 2 Prompt:

1. Read “The Benefits of Conversing in School” and denote ideas or concepts (+) you want to discuss in response to the question:
2. What do you think about the idea of incorporating more opportunities for academic conversations into the school day?

# What do you think about the idea of incorporating more academic conversation into the school day?



**A**

**A**

**B**

**B**

# Further Reflection

- **How was your conversational experience and idea generation process impacted by:**
  - **Response stems and question frames?**
  - **Opportunity to read and discuss ideas about this topic?**
- **What impact do you anticipate these strategies will have on the rate of participation, quality and quantity of the academic conversations?**

# **Academic Conversation for Equity in Mathematics**

# Low Floor, High Ceiling

- **Equity and Excellence**

Teacher-designed activities that are engaging, mentally stimulating, and accessible to all learners

- **“Low floor, high ceiling”**

All learners can engage in regardless of ability level

- **Mathematical Practices: Questions to Develop Mathematical Thinking**

# Examples

- **3 Act Math**
- **Number Sense Warm-Ups**
- **Estimation 180**
- **Number Talks/Number Strings**

# Today's Engagement: 3 Act Math

## Act 1:

Introduce an inquiry-based problem.

What do you notice?

What do you wonder?

Help students to create a range of estimates with their actual estimate included.

What information is needed to solve?

## Act 2:

Give students more information to help them solve.

Support the productive struggle!

Students solve using various methods

Academic conversation/questioning prompts are essential!

## Act 3:

Answer is revealed, usually through video.

Questioning is Key...

Discuss where the students' answers fell within ranges.

Incorporate mathematical practices.

# Reflection/Questions

# Mathematical Discourse and Conferences

# Mathematics

is not about  
numbers,  
equations,  
computations, or  
algorithms:  
it is about

# Understanding.

-William Paul Thurston

# The Structure of a Math Conference

## Conferring

The math conference allows student thinking to be visible while giving the teacher a time to understand the math learner and the opportunity for both student and teacher to learn.

- Research Student Understanding and Skills
- Decide What is Needed
- Teach to Student Needs
- Link to the Future

# Types of Math Conferences

- Compliment
- Comprehension
- Skill
- Problem Solving
- Self Assessment & Goal Setting
- Recheck

# Conferring Activity

Conduct a math conference. Each person will be given the opportunity to be the teacher (Partner A) and the student (Partner B)

- Analyze the work provided.
- Choose a conference type to emulate and use “100 Questions that Promote Mathematical Discourse” as a resource.



# Reflection

- Share how your math conferences were different. What made them different?
- What do you see as a benefit of these strategies when planning your own math conferences?
- Take **two minutes** to describe this pathway.

# Closing & Reflection

Click the link or use the QR code to access our reflective Padlet.

<https://padlet.com/jmooore61/kho2qehzshy1>

