

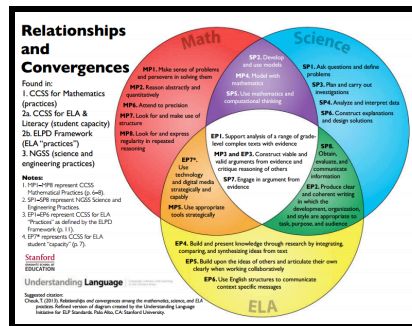
# Year 1 Review (2016-17)

## Engaging in Argument from Evidence

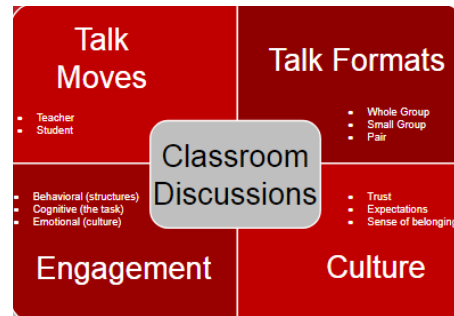
### (1 Hour Grade Level Meeting)

# tinyurl.com/NGSSYear2

## Year 1 Document



Ven



**What** - Student-led vs. Teacher-led

**Why** - More student engagement and deeper understanding

**How** - Build culture and use Talk Moves

- [Talk Moves PPT](#) (READ ONLINE - presenter notes at bottom of slides)
  - [Cooperative Learning Structures](#) (PRINT IF NEEDED)
 

Directions for the cooperative learning structures mentioned in the presentation
  - [Teacher Talk Moves](#) (PRINT)
  - [Student Talk Moves](#) (PRINT)
    - [Kdg Talk Moves](#) (PRINT IF NEEDED)
    - [1st & 2nd Grade Talk Moves](#) (PRINT IF NEEDED)
  - **Introducing Talk Moves into your classroom videos**

These videos are the first time students were introduced to the Talk Moves. Pay attention to how the norms were set first, then when and how the Talk Moves are used. The K-5 videos are with a math example, but Talk Moves can be used in any subject area.

(WATCH YOUR GRADE LEVEL VIDEO)

- **Reflection/Evaluate classroom video**
  - [Kdg \(17:16\)](#)(3:33-6:17), [1st \(18:01\)](#) (4:20-8:50), [2nd \(22:58\)](#)(3:32-7:50)
  - [3rd \(24:12\)](#)(8:40-12:55), [4th\(17:54\)](#)(6:13-14:00), [5th \(27:20\)](#)(11:00-15:08)
  - [Middle School \(21:14\)](#) and [High School \(23:18\)](#)

## Year 2 (2017-18)

### Teachers Getting Out Of The Way: Building Student Argumentation Skills

[Talk Moves - Frequently Asked Questions](#)

[Questions: 4, 6, 11, 14 page](#)

Purpose: Student Centered Discussion

- **Culture**
  - [Discussion Norms](#)/Expectations
    - Look at the Speaker
    - Talk Moves
  - Classbuilding/Teambuilding: ([Your Favorite Drink](#))
    - WORTH IT--MAKE THE TIME!
- **Getting Better at Using Talk Moves**
  - Start with Norms
  - Keeping a straight face
    - Don't tell - Don't tell kids if answers are correct or incorrect
  - Making learning visual
  - Being precise with vocabulary
  - Using names to build culture
  - Don't call on the person you think that has the right answers first
  - **Questioning steps**
    - **T question**
    - **Think Time - Wait Time - No hands**
    - **Call on S**
    - **Another S repeats what was said - not for discipline (#4)**
    - **Another S agrees/disagrees, because adds evidence (#7 & 5)**
    - **Conversation begins**
  - Giving students enough evidence to use in conversation
  - What was the sequence of the conversation? (Teacher, student, teacher, student, student...)
  - Video tape yourself and add up the teacher/student talk time

#### **Teacher Prep**

- Develop a **question**.
- Know the **learning target** - what answer do you want students to give
- Know the **evidence** you want your students to use
- Know the **misconceptions** students will have
- Use academic **vocabulary** precisely - not taught before unit
- Make learning **visual**
- Engagement strategies: Choral Response, Think-Pair-Share, Talking Chips ....

- **Student Accountability**

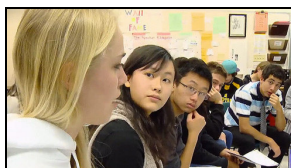
- **Whole Group:** Participating Points- [Seating chart](#) - Keep track of number of time students talk and what day of the week they talked. Teacher sets expectations for how many time, on multiple days, each student needs to participate to earn points. [example picture](#)
- **Whole Group:** Student writing- Formative Assessment- students write their thoughts before coming into discussion. Then writes down what another student said during the discussion, that they agree with
  - [Constructing and Critiquing Arguments](#) - article
  - [Claims and Evidence Template](#)
- **Whole Group/Team:** [Teacher/Student Talk Move Tracking Sheet](#) - Teachers keep track of the discussion by making a check next to which Talk Moves teachers use and which Talk Moves students use.
- **Team:** [Group consensus chart](#) - Each student writes down their idea in their corner. Group must come to consensus and write final answer in center.
- **Team:** Formative Assessment [answer tracking sheet](#) - students write down their idea and then writes down each team member's idea. Then writes down the team consensus thought.
- **Pair:** Formative Assessment Student writes down what they think. Then has a partner discussion. Student has to summarize what their partner's idea was and write it down.

## Science

- Try an NGSS Lesson
  - [Phenomenal Science](#) – free units K-5 (written by Michigan teachers)
  - [TBA ISD](#) – free units K-5 (written by Michigan teachers)
  - [California Academy](#) - free lesson K-12

## [Practice M-Step](#)

Year 2 -



- **Introducing how to have whole class conversations led by students**  
These video are the first time students were introduced to the students leading the conversation. Pay attention to routines, vocabulary, then when and how the Talk Moves are used. The K-5 videos are with a science example, but Talk Moves can be used in any subject area.  
**(WATCH YOUR GRADE LEVEL VIDEO)**
- **Reflection/Evaluate classroom video**
  - [Kdg/1st \(23:40\)](#) (6:30-11:41)
  - [2nd \(23:31\)](#) (12:00-15:40)
  - [3rd \(30-55\)](#) (17:0-20-19)
  - [4th/5th \(26:36\)](#) (20:00-25:00)