

Navigator Schools

Action Step: Turn and Talk

Why	Turn and Talk serves a number of purposes including active student engagement & reengagement, checking for understanding and misunderstanding to help pivot instruction, allowing for multiple students to productively struggle and demonstrate & defend their thinking instead of just calling on one hand.
Action Step	What: Instructional staff will use Turn and Talk in order to increase student engagement and check for understanding of the target learning objectives.
Break It Down	<p>How:</p> <p>During intellectual prep:</p> <ul style="list-style-type: none"> <input type="checkbox"/> During lesson planning, pre-plan rigorous questions to use for your Turn and Talk based off of your target learning objective (**use Bloom's taxonomy, Demonstrate and Defend stems, etc). <input type="checkbox"/> Prescript sentence stems/frames that incorporate key academic vocabulary. <p style="padding-left: 40px;">Planning Tips for Differentiating Turn and Talk</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify your students who may be reluctant to engage in Turn and Talk (examples can include shy students, English Language Learners, students with IEPs) <input type="checkbox"/> Front load questions and where to find the answer (Example: students are reading a short paragraph. Teacher front loads privately to the student by saying, "While we are reading this paragraph, I want you to think about (provide the question)." <p>During instruction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Predetermine student partners and indicate who will speak first (wall side/window side, longer hair/shorter hair, etc.) <input type="checkbox"/> Teacher cues, "Pair." Students respond with "Pair" and face one another. <input type="checkbox"/> Teacher states the question, provides a sentence stem, and says "Share." <input type="checkbox"/> Students discuss the question prompt using the sentence starter while the

	<p>teacher circulates and checks for understanding.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher indicates when to switch with a cue (bell, hand clap, etc.) <input type="checkbox"/> Teacher uses an attention getter to end the Turn and Talk. <input type="checkbox"/> Teacher cold calls on students to check for understanding.
<p>Learning Resources</p>	<p>Videos:</p> <p>Teaching Turn and Talk to Kinder</p> <p>Turn and Talk (Navigator Schools)</p> <p>Turn and Talk (GEM Prep)</p> <p>Workshops and readings:</p> <p>Turn and Talk Workshop</p> <p>Doug Lemov's Field Notes: Managing Student Participation</p> <p>Doug Lemov's Field Notes: Systems & Routines (Turn & Talk)</p> <p>**Tools for planning rigorous question stems:</p> <p>Teacher Demonstrate & Defend Frames</p> <p>Bloom's Taxonomy Question Stems</p>
<p>Question stems for Turn and Talk practice</p>	<ul style="list-style-type: none"> ● I see there are only a few hands, let's take a minute to turn to our partner and share our thoughts about... ● So many of you would like to answer this! Since I want you all to have a chance, let's turn and talk to our partners. ● This question may take many minds. Turn and talk to your partner about [insert question]. ● I'd love to hear all your thoughts. Turn and talk to your partner and I will be coming around to listen.