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| **Grade Level** | **Standards** | | | **Authors** |
|  |  | | |  |
| **Description of Phenomenon to use with Talk Moves*. Include links if necessary*** | | | | |
|  | | | | |
| **Choose/Highlight several Talk Moves to use with phenomenon sense-making** | | | | |
| **Teacher-Student Talk Moves**   * **Probing** * **Follow ups** * **Pressing** * **Using wait time** * **Opening up cross talk** * **Revoicing** * **Focusing** * **Putting an idea “On Hold”** | | **Student-Student Talk Moves**   * **Think-Pair-Share and Group think** * **Talking Cards with Sentence Frames to generate/revise ideas or hypothesis** * **Give Talking Roles (e.g. Big Ideas Person, Clarifier, Questioner, Skeptic, Progress Monitor, Floor Manager) (pp. 77-78)** | **Whole-Class Talk Scaffolds**   * **Basic Scaffolds: structure task, focusing learners on parts, provide sentence starters, teacher models how to think out loud, timely feedback, coaching** * **Teacher models how to “think out-loud”** * **Listen and Revoice (p. 75)** * **Build on or challenge an idea (p. 75)** * **Identify Similarities and Differences (p. 75)** | |
| **Teacher procedures to engage students with Talk Moves** | | | | |
| Materials/Resources:  Preparation:  Instructional Procedures: | | | | |
| **Questions or sentence framing to engage students with Talk Moves** | | | | |
| (List AST pages for reference, see pages 48-64) | | | | |