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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)  |