**Students complain about discussions that are unproductive as hook**

**Videos on Discourse**

Grade 8 physical science

Grouping, support, equity

<https://www.teachingchannel.org/videos/analyze-data-with-groups> 7 minutes

<https://www.teachingchannel.org/videos/how-discussion-enhances-learning> 9 minutes

MS Students talking in a small group

[http://www.teachertube.com/video/productive-classroom-discussions-390083](http://www.teachertube.com/video/productive-classroom-discussions-390083%201:30) 1:30

MS Setting norms for productive discourse

<http://www.teachertube.com/video/setting-norms-for-academic-discourse-390084> 1:00

**Video on Talk Moves**

5th grade math

<https://www.teachingchannel.org/videos/how-discussion-enhances-learning> 2 minutes

Students: repeating, adding on, silent agreement sign, revising our thinking, starting to wonder

**Evidence Based Academic Discussion**

Grade 4

<https://www.teachingchannel.org/videos/evidence-based-discussion-ousd> 9 minutes

Elementary, but shows some strategies that can be scaled up and shows use of scaffolds, pressing for more evidence, examples, multiple participation structures.

**Student-centered discussion**

Grades 9-12 ELA

<https://www.teachingchannel.org/videos/strategies-for-student-centered-discussion> 7 minutes (can stop just before 5 minutes)

Establish a learning goal, individual reflection, teacher poses guiding question prior to students engaging in discourse. Making thinking visible – using ideas as resources, symbols, words, actions and images strengthen discussion (spatial thinking). Supporting ideas with evidence, listening to one another and building on ideas. Looking at one another, agree or disagree, hold off on lecture until 2/3 into discussion

After 5 minutes: learning alongside students, supporting ideas with evidence, advice to teachers (as a participant – questions and possible responses)

“don’t stop at one”

**TERC and Talk Science**

All Resources

<http://inquiryproject.terc.edu/prof_dev/library.cfm>

What is Productive Discourse?

4th grade discussion

<http://inquiryproject.terc.edu/prof_dev/resources/video_cases/video_case.cfm?&case_type=tp&case_grade=4&case_num=1&case_return=library&case_step=step2>

Why Discourse?

Reasoning with Evidence – 2:05 min

<http://inquiryproject.terc.edu/prof_dev/resources/video_cases/video_case.cfm?&case_type=tp&case_grade=4&case_num=2&case_return=library&case_step=step5>

Culture of Talk

Equity and access

Example setting norms and expectations and MOU 1:30 min

<http://inquiryproject.terc.edu/prof_dev/resources/video_cases/video_case.cfm?&case_type=tp&case_grade=4&case_num=3&case_return=library&case_step=step2>

Clarify expectations deeper example of above and how the “responsibilities” were created - 2:14 min

<http://inquiryproject.terc.edu/prof_dev/resources/video_cases/video_case.cfm?&case_type=tp&case_grade=4&case_num=3&case_return=library&case_step=step3>

Engaging all students - 1:58 min

<http://inquiryproject.terc.edu/prof_dev/resources/video_cases/video_case.cfm?&case_type=tp&case_grade=4&case_num=3&case_return=library&case_step=step5>

Talk Moves pages 13-15

2-7 minutes

<http://inquiryproject.terc.edu/prof_dev/resources/video_cases/video_case.cfm?&case_type=st&case_grade=4&case_num=1&case_return=library&case_step=step4>

Elicitation 2-5 minutes

<http://inquiryproject.terc.edu/prof_dev/resources/video_cases/video_case.cfm?case_type=cc&case_grade=5&case_num=1&case_return=library>

Explanation 3-4 minutes

<http://inquiryproject.terc.edu/prof_dev/resources/video_cases/video_case.cfm?&case_type=cc&case_grade=5&case_num=2&case_return=library&case_step=step3>

Data Discussions 2-4 minutes (predicting, revisiting, variations, comparing results to predictions)

<http://inquiryproject.terc.edu/prof_dev/resources/video_cases/video_case.cfm?&case_type=cc&case_grade=5&case_num=3&case_return=library&case_step=step1>

Consolidation Discussions 2-7 minutes

<http://inquiryproject.terc.edu/prof_dev/resources/video_cases/video_case.cfm?&case_type=cc&case_grade=5&case_num=4&case_return=library&case_step=step3>

Explaining Why (explaining claims and evidence) 2-6 minutes

<http://inquiryproject.terc.edu/prof_dev/resources/video_cases/video_case.cfm?case_type=cc&case_grade=4&case_num=4&case_return=library>