

Skill-Building Practice Lab: Habits of Discussion

Total Time: 30 minutes

Objective

Teacher will be able to use “right is right” and “stretch it” strategies to vary and increase the rigor of their oral questioning.

Hook, Frame & Model

Hook (1 min):

- In our last walkthrough, we have observed frequent checks for understanding that help ensure you know students’ level of misunderstanding and potential misconceptions.
- Special shout out to Ms. K for implementing a clear routine to check for student understanding.
- Today, we want to take those checks for understanding to the next level by increasing the rigor of our oral questioning.

Frame (1 min):

- To increase the rigor of our questioning, today we are going to focus on the skill of “playing volleyball, not ping pong.” What’s the difference between these two supports?
- Volleyball = pass it to multiple teammates before sending it back over the net; ping-pong: only back and forth

See It: Model: (3-5 min):

I’m going to model this for you. I’ve given three of you some cards with the response you will give when called on.

As you watch me, notice what I say and do to ensure that my oral questioning ups the rigor of discussion:

Model Script:

Great. Now, Student 1, what kind of change do you think we just observed?”

Student 1: Chemical.

Full sentence, please. It was...”

Student 1: It was chemical.

Chemical...?

Student 1: It was a chemical change.

“Student 1 thinks it was a chemical change. Student 2, do you agree and why?”

Student 2: I agree it was a chemical change because there’s a new substance created.”

“Interesting. Student 3, what evidence do we see to support that?”

Student 3: “There was a color change.”

“What other evidence do we have? Raise your hand.”

Student 4: “I also noticed that there were bubbles, so that means a gas was produced.”

Excellent. We are in agreement this was a chemical change, which means a new substance was

created. You all pointed out some signs of a chemical change, including color change and gas bubbles.”

Debrief & Name It

Lead debrief (3 minutes)

- What did you notice in the model/video?
- Stamp criteria for success/key takeaways:
 - o Did not respond “right” or “wrong”
 - o Called on other students (cold-called) to elaborate
 - o Right is right – did not accept “it’s chemical” and did not round up the answer

Make sure teachers pull out:

- Script questions that require full sentence answers
- Avoid rounding up the answer (right is right)
- “Play volleyball” not ping-pong by asking other students to correct/add/elaborate (stretch it)
 - Ask How or Why
 - Ask for Another Way to Answer
 - Ask for a Better Word
 - Ask for Evidence
 - Ask Students to Integrate a Related Skill
 - Ask Students to Apply the Same Skill in a New Setting

Provide one-pager that includes these strategies.

Practice

Set the scene for all participants (1 minute)

You are going to practice in groups of 3. Pick a section from your lesson tomorrow where you will check for understanding, and where there’s an opportunity to up the rigor of your questioning.

Plan before practice (1 minute)

Take 1 minute to script your question and any additional follow-ups. Make sure you have thought through your “right is right” prompts.

Practice (10-15 minutes)

- While teachers practice, monitor the group(s) and give real-time feedback. Intervene to fix errors immediately.
- Practice in partners. Focus on step-by-step directions and concise language. Continue to observe for no round-up, right-is-right, and stretch it.

Feedback/Redo: Facilitate a swift feedback, redo sequence

Reflect

Take 1 minute to jot down any action steps you have coming out of today. Which parts of What-to-Do will you focus on? When is your first opportunity to implement this skill?

Skill-Building Practice Lab: Blank Planning Template

Objective
Hook, Frame & Model
Hook (1 min):
Frame (1 min):
See It: Model: (3-5 min):
Debrief & Name It
Lead debrief (3 minutes) <ul style="list-style-type: none">- What did you notice in the model/video?- Stamp criteria for success/key takeaways:
Make sure teachers pull out: <ul style="list-style-type: none">•
Practice
Set the scene for all participants (1 minute)
Plan before practice (1 minute)
Practice (10-15 minutes)
Feedback/Redo: Facilitate a swift feedback, redo sequence
Reflect

