

Orienting Students to One Another's Thinking: Building a Repertoire of Teaching Moves

Key Orienting Practices	Moves / Questions	Key Orienting Practices	Moves / Questions
1. Support students in communicating their ideas to their classmates	<ul style="list-style-type: none"> ○ Turn and face the class so that we you can hear and see you while we are listening to you. ○ Could you stand to the side of your drawing so we can see it? ○ Could you say again what you mean by that? ○ Can people hear ____? Could you please say that again a little more loudly? ○ Using “turn and talk” (or “turn and listen”) as a way to provide space to warm-up and practice saying an (or improving) an idea before sharing in large group 	6. Record or support students to record ideas publicly	<ul style="list-style-type: none"> ○ Would you draw your diagram over here so that we can all see it? ○ I am going to write ____’s name next to their diagram so that we can see how we are learning from each other. ○ I’ll record the different solutions people are contributing over here so we have a record.
2. Expect and support students to attend to one another, listen to and understand the ideas of others	<ul style="list-style-type: none"> ○ Who thinks they can say what ____ just explained? ○ Who has a question for ____? ○ Where should you be looking when ____ is presenting their idea? ○ “Turn and talk” (or “turn and listen”) can also be a space to practice hearing another idea 	7. Involve more than one student in developing knowledge (e.g., an idea, a process, a definition, a method) together	<ul style="list-style-type: none"> ○ _____, I saw that you had something similar in your notebook. Would you be willing to add on to what ____ said? ○ _____ just showed [<i>an idea or solution</i>]. Who could continue this with another example (<i>or add on to this</i>)? ○ _____, would you be willing to comment on what made that method work for our question? ○ This is exciting. We apparently aren’t in agreement on this.
3. Attend to positioning of students and to student identities and status in the class	<p>Deliberately making sure children who might be marginalized get the floor and that their competencies are acknowledged.</p> <ul style="list-style-type: none"> ○ <i>Keeping track consciously of who is getting the floor, patterns in the identities of those who are contributing, and who is positioned in what ways.</i> ○ <i>Noticing your own comments or positioning and deliberately making sure that you are disrupting patterns of who talks or whose contributions are being valued.</i> <p>Highlight or acknowledge mathematical competence of students who are lower status or often marginalized.</p> <ul style="list-style-type: none"> ○ _____’s solution has two very interesting features – who can name one of them? ○ _____’s explanation was helpful – who can say why? <p>“Turn and talk” (or “turn and listen”) can also be useful here to get all the voices going; teacher can also hear ideas from students whom they want to position as competent and ask them to share in large group</p>	8. Teach students ways to respond —affirm, validate, and comment on— to others’ ideas	<p><i>Teacher could model by saying how something connects to something else that has been shared already or that the class knows.</i></p> <ul style="list-style-type: none"> ○ Does someone see a connection between what ____ just showed and what you were thinking?

<p>4. Intervene when needed regarding whose ideas are attended to and how students' ideas are treated in relation to status and identities</p>	<p><i>Call on particular students to share their thinking and highlight to others what is productive, smart, or valuable for what purposes.</i></p>	<p>9. Teach students ways to question, disagree with, or critique ideas</p>	<p><i>Allowing only questions or comments <u>before</u> beginning to discuss agreeing/disagreeing.</i></p> <ul style="list-style-type: none"> ○ Who agrees with this and would be willing to explain why they agree? ○ Who disagrees with this solution (method, process, diagram) and would be willing to explain what you think? (<i>i.e. not disagreeing with the person</i>) Are there parts that you <u>do</u> agree with? ○ Is there a problem with this method (solution, process)? Is there something about it that seems incomplete or not quite right? Is something missing?
<p>5. Maintain students' agency to confirm when others (including the teacher) restate or attribute their ideas</p>	<ul style="list-style-type: none"> ○ Is that what you said? ○ Did _____ say your idea correctly? 	<p>10. Legitimate, value, and model learning from and revising one's ideas as part of learning</p>	<ul style="list-style-type: none"> ○ Who has changed their answer (method) during this discussion and would be willing to share what you changed and why you changed it? ○ Would someone who was thinking that the answer was _____ (<i>wrong or incomplete solution</i>) and now thinks _____ show us what changed your mind? ○ Is there something you learned from someone else's idea (method) today? <p><i>Recognizing publicly the value of changing one's mind or revising one's answer or method <u>not</u> by emphasizing "was wrong/now right" but by featuring what someone <u>did</u> that led them to revise (e.g., listened to someone else's explanation and became convinced).</i></p> <p><i>Model that we change our minds, learn, and are open to students' critiques or questions, and that we learn from their ideas.</i></p>

- These practices depend on being conscious about cultural, class-based, dominant norms of what it looks like to listen respectfully, language norms of questions being intended as directions but not interpreted that way, other...
- These are also practices for citizenry (e.g., having voice, believing you have voice and using that voice even if your view is different, confidence, seeing value in others as well as in oneself).
- Try to create the norm that children support one another to share ideas, go to the board, from the beginning of the year as an important part of the student's role; helps to build community.
- Develop routines for "turn and talk" (or "turn and listen") to include restating ("Is this what you said? _____") and getting confirmation.

