

Additional Handouts



Think-Turn-Talk



A Presentation for Elementary Teachers



The Power of Think-Turn-Talk

1. **Engagement:** “The big question is, ‘Who is doing the thinking in the classroom?’” We must ensure that all students are thinking and that all students are engaged in our lessons (William, 2005).

Researchers who have studied exemplary teachers found that the most accomplished teachers were able to promote high levels of student engagement in their lessons (Taylor, Pearson, Clark & Walpole, 1999).

2. **Focus:** “Teachers need to keep attentional demands to short bursts of no longer than the age of their learners in minutes. For a 1st grader, that’s about 6 consecutive minutes; for a high schooler, that’s up to 15 minutes” (Jensen, 1998).
3. **Think-time:** Mary Budd Rowe (in Stahl, 1994) was the first to investigate wait-time/think-time (periods of silence that followed teacher questions and students' completed responses). She found that think-time “rarely lasted more than 1.5 seconds in typical classrooms” (Stahl, 1994). Often, shorter amounts of think-time are provided to students who are perceived as “slow” or “poor” learners (Cotton, 2001). Researchers have discovered, however, that when these periods of silence lasted at least 3 seconds, many positive things happened to both students' and teachers' behaviors and attitudes.

Positive effects on students:

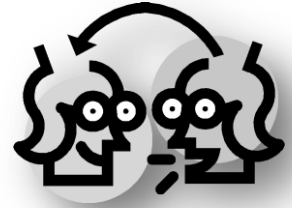
- “The length and correctness of their responses increase.
- The number of their ‘I don't know’ and no answer responses decreases.
- The number of volunteered, appropriate answers by larger numbers of students greatly increases.
- The scores of students on academic achievement tests tend to increase” (Stahl, 1994).

Positive effects on teachers:

- “Their questioning strategies tend to be more varied and flexible.
- They decrease the quantity and increase the quality and variety of their questions.
- They ask additional questions that require more complex information processing and higher-level thinking on the part of students” (Stahl, 1994).



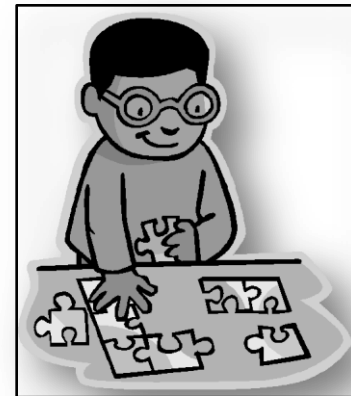
4. **Talk-time:** “Children who do not hear a lot of talk and who are not encouraged to talk themselves often have problems learning to read” (Armbruster, Lehr & Osborn, 2003). Also, research indicates that there are positive effects on attitude and achievement when students engage in increased verbal interaction (Slavin, Johnson & Johnson as cited in McTighe & Lyman, 1988).



5. **Safer Environment:** The Think-Turn-Talk routine provides opportunities for quieter students to share their thinking in a safer environment. Also, “students with LD prefer to work in pairs (with another student) rather than in large groups or by themselves” (Vaughn, Hughes, Moody & Elbaum, 2001).

Anita Archer (2007) suggests that you may wish to pair shy kids together.

6. **Application:** “...the brain learns best when it ‘does’, rather than when it ‘absorbs’ [Pally, 1997]. Thus, **all** students must think at a high level to solve knotty problems and to transform the ideas and information they encounter” (Tomlinson & Kalbfleisch, 1998).



7. **Accountability:** “The time we spend thinking out loud... sets the tone... Children come to understand that I expect a respectful, thoughtful, time-to-listen-and-learn-from-each-other frame of mind” (Miller, 2002).

8. **Assessment:** Many teachers use a clipboard with the names of students recorded, and they take notes of what they hear students discussing. The qualitative data enhance the quantitative data that we collect through formal assessments. We can use the evidence we hear, as students discuss, to adapt instruction to meet student needs. When we use effective questions and take time to ask students, “What makes you think that?” we show them that we are truly interested in what they think (William, 2005).

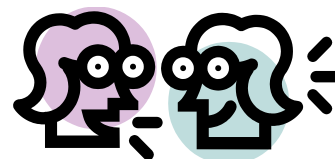


Introducing Think-Turn-Talk – Lesson Plan

Teacher actions are in bold. Teacher script is unbolded.

Objective	Students Will Be Able To: <ul style="list-style-type: none">- use the Think-Turn-Talk procedure to discuss questions posed by the teacher, and;- understand that more than one student talking at once is not an effective means of sharing our thinking
Opening	Students should be situated at their assigned carpet seating. Explain to students that you would like them to tell you their favorite activity this summer. Ask everyone to shout out their answers when they hear your signal. Say, “Go!” and have all students shout. Ask the students if they were able to hear their neighbor’s answer. Do you think it is a good idea for everyone to talk at once?
Introduction to New Material	Tell students that everyone in the class is important, and everyone has a right to share their thoughts. Explain that the class will use a strategy for sharing called Think-Turn-Talk. Put up a poster and point to each word as you say, “Think-Turn-Talk.”
Guided Practice	Describe the procedure as follows: <ol style="list-style-type: none">1. Before we talk, it's always good to think about what we will say. I will ask you a question, then I will give you a few seconds to think of your answer. When it's time to think, I will point to my head, like this (show students) to show that it's time to think. Remember: thinking happens inside our heads. Let's try it. I'd like you to think about this question: What is your favorite food? Give students 8-10 seconds to think. If students raise hands or shout out answers, remind them: “Thinking happens inside.”2. The second part of Think-Turn-Talk is to turn to your partner. Tell students their pre-assigned talking partner, along with assigned roles (for example, one partner might be an A, another a B). Have students hold up the hand of their partner. Then have As raise their hands, then Bs. When it is time to turn, I will make this motion (turn fingers in the air) and I will say “Turn.” Model how to turn to partner. Choose two students to come up and model for the class. If they do it correctly, give them a thumbs-up. Now let's try. When I say “Turn,” you will turn to your partner just as I showed you. Practice the “Turn” procedure as many times as necessary until all students can turn to their partners appropriately. <p style="text-align: right;">(cont'd on next page)</p>

	<p>3. The last part of "Think-Turn-Talk" is to talk! It is important that you share your thinking when it is your turn to talk. I will be watching and listening. I will tell you if Partner A or Partner B should talk first. I might say, "Partner A, tell your partner your favorite food." Partner A would talk to Partner B. If it is not your turn to talk, then you should listen carefully to your partner. When Partner A is finished speaking, then Partner B should say, "Thank you for sharing." Then, Partner B will share his/her thinking. When Partner B is finished speaking, Partner A will say, "Thank you for sharing." When it is time to stop talking and turn back to me, I will use the signal that we have practiced many times before "5, 4, 3, 2, 1." When I get to one, all eyes should be on me and it should be quiet.</p> <p>If more structure is required, you may provide a specified amount of time for each partner to speak, "5, 4, 3, 2, 1, thank you for sharing Partner A. Now it is Partner B's turn to speak." Choose two students to come up and model for the class. Choose two more students to come up and model. The second time, have B begin. Prompt students to use proper turn-taking and to tell their partners, "Thank you for sharing" when they are finished speaking. Have all students practice the "Talk" procedure.</p>
Independent Practice	<p>Have students practice the entire procedure using the question: Who are the people who live at your house? Give students praise for using correct procedures, such as thinking without raising their hands, turning quietly, and taking turns while talking.</p>
Closing	<p>Remember the beginning of the lesson, when everyone shouted an answer? Was that a very good idea? Let's try Think-Turn-Talk one more time. This time, your question is: Why is Think-Turn-Talk a good way to share in class?</p>
Follow-up	<p>You may want to explicitly continue practicing the strategy for a week or two. Some other practice questions you might use:</p> <ul style="list-style-type: none"> - What is your favorite book and why? - Where do you like to go and why? - What is your favorite game/sport and why? - What is your favorite television show and why? - Who helps you with your schoolwork and how do they help you? - Why is it important to work hard at school?



Sample Lesson Plan

Title: *Tillie and the Wall* , by Leo Lionni

Core Program: Open Court, Kindergarten

Theme: “Stick to it” (Perseverance)

Comprehension Strategy Focus: Making Connections

	Comprehension Purpose Question: Why does Tillie “stick to it”?	Comprehension Purpose Question: What good things happen because of Tillie’s curiosity?
During Reading – 10-12 Minutes	Notes for Interactive/Dynamic Reading: Use voice and body movement to aid in clarifying verbs. Weave explanations of target vocabulary into the story-telling and refer to the picture on the chart.	Places to Model Strategy: p. 2 This reminds me of how my children are always curious about things I don’t even notice. p. 10 This reminds me of Max, my dog. He is always trying to get to the other side of the fence... p. 15 This reminds me of when all of the relatives get together. Some have never met... very exciting...
	Think-Turn-Talk to Engage Students: p. 6 Q: <u>Why does Tillie want to stick to it?</u> p. 9 Q: <u>Why is Tillie so excited?</u> p. 12 Q: <u>Why do the other mice follow Tillie back?</u>	Think-Turn-Talk to Engage Students: p. 4 Q: <u>Does this ever happen to you? (lie awake imagining things)</u> p. 7 Q: <u>What good things are happening because of Tillie’s curiosity?</u>
End of Lesson	Check Comprehension Purpose Question	Check Comprehension Purpose Question

Sample Lesson Plan

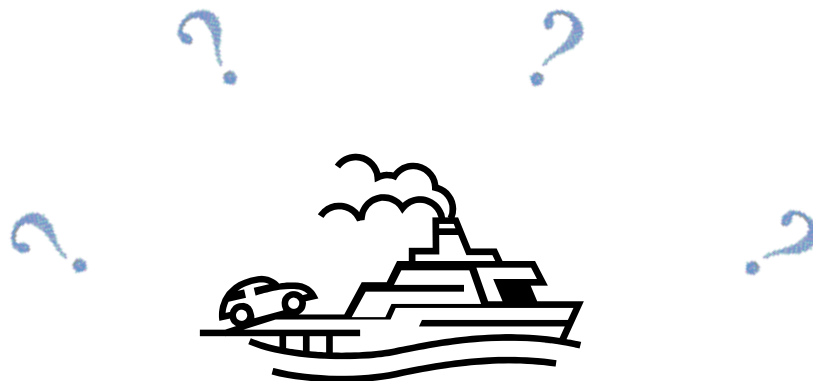
Title: Riding the Ferry with Captain Cruz

Core Program: Scott Foresman, Grade 2

Unit: 5

Sample Questions from the T.E.:

1. Explain in your own words what the ferryboat is used for.
2. Why is it important that the crew makes sure everything on board the boat works?
3. What are some new things you want to know about the ferry that might be in the rest of the selection?
4. Is this a fiction or nonfiction selection?
5. On page 252 the text says, "He has been a ferryboat captain for ten years." Is this a statement of fact or opinion? How do you know?
6. How are Captain Cruz and his crew like a family?



Sample Lesson Plan

Title: Todos a bordo con el capitán Cruz

Core Program: Scott Foresman, Grade 2

Unit: 5

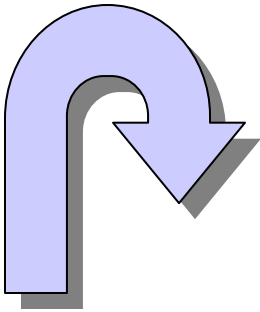
Sample Questions from the T.E.:

1. ¿De qué lugares transporta a sus pasajeros el capitán Cruz?
2. ¿Qué medios de transporte usa generalmente la gente par air y venir del trabajo?
3. ¿Qué les gustaría saber acerca del barco que tal vez esté incluido en el resto de la selección?
4. ¿Qué son algunas de las cosas que hace el capitán para gobernar el barco?
5. ¿Por qué el capitán Cruz y su tripulación son como una familia?
6. ¿Qué han aprendido hasta el momento acerca de lo que hace un capitán de un barco?

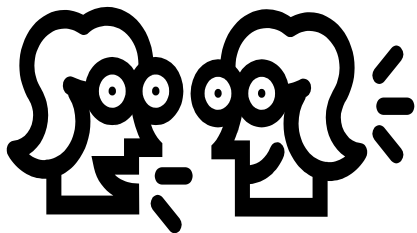




Think



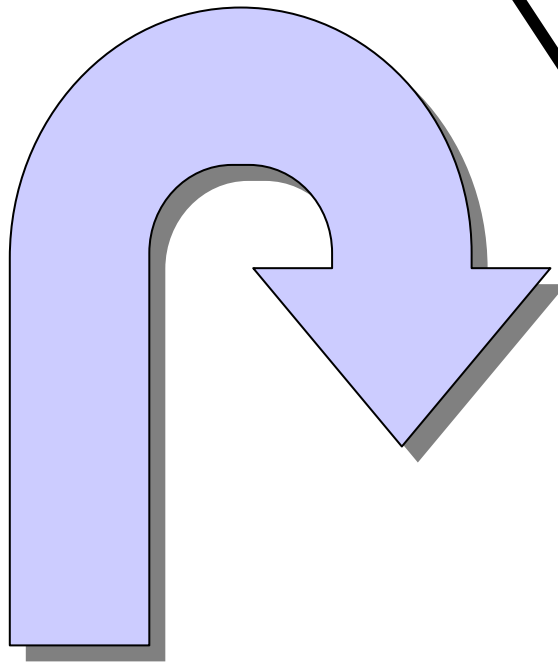
Turn



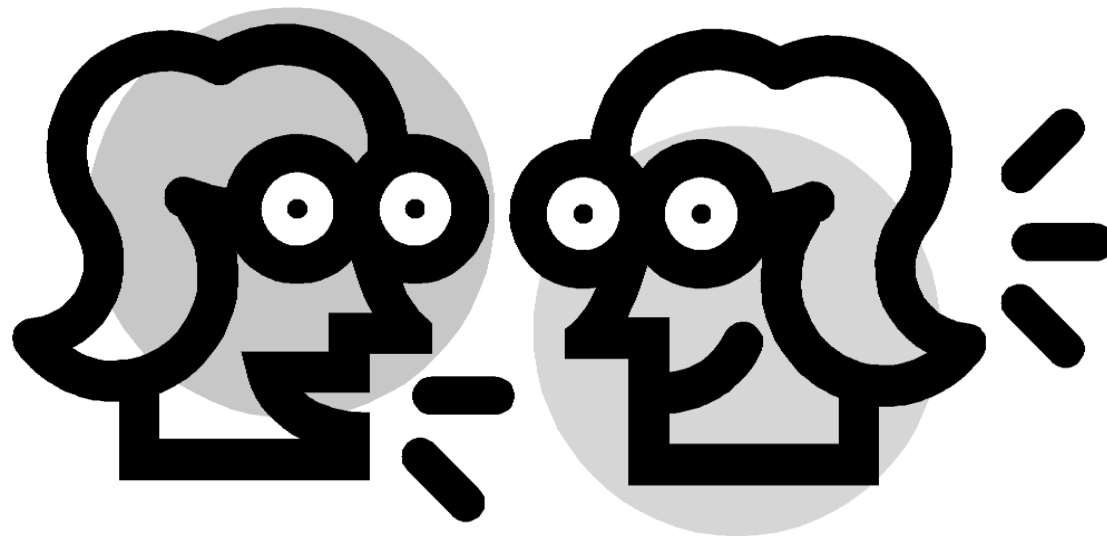
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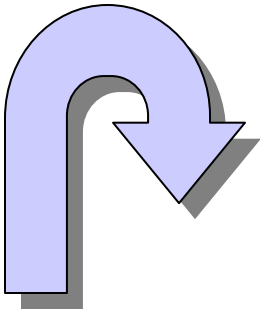
Turn



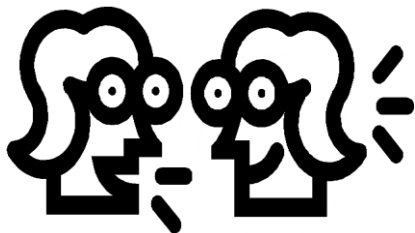
Talk



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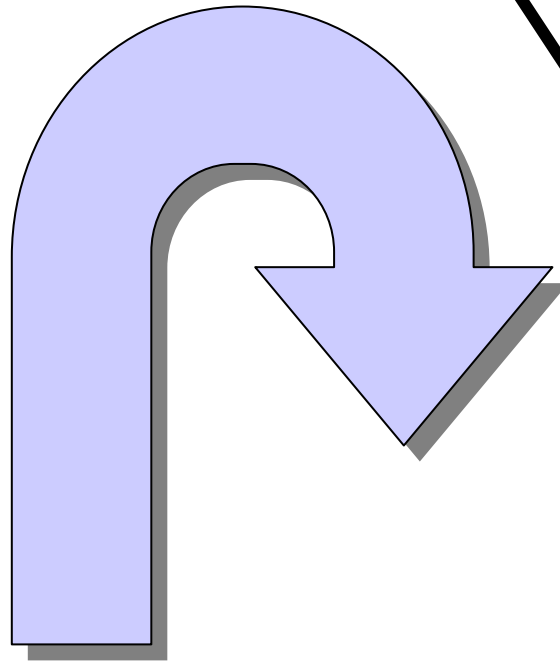
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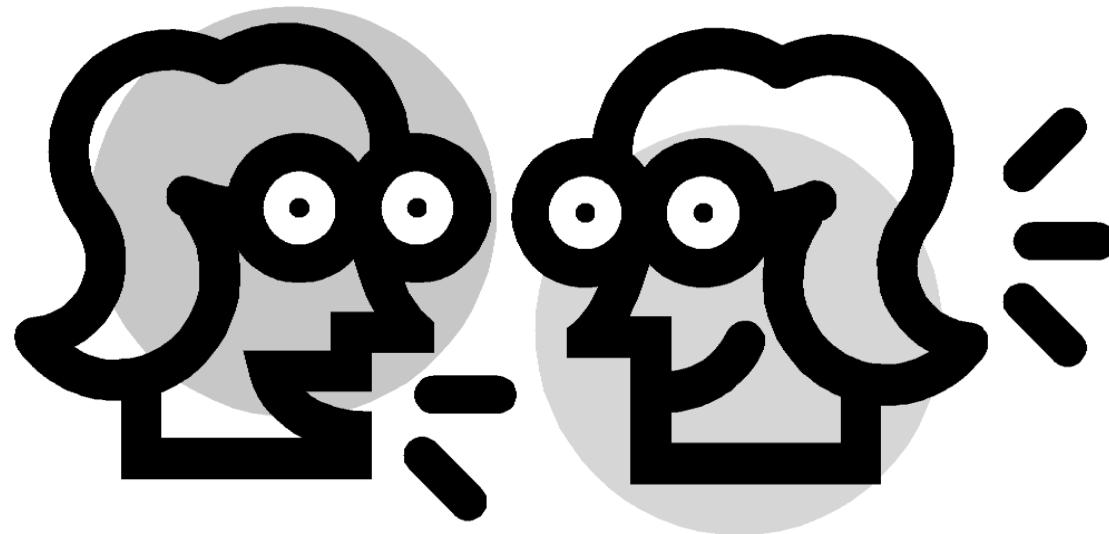
Habla



Piensa



Voltea



Habla