Activity Title
Talk Moves Game

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Questions
- Do we think we'll to find the species we are looking for at our field site? Why or why not?
- Can we use scientific talk and argument to make an informed prediction and support it with evidence?

Overview
The Talk Moves game is designed to facilitate students in making an informed prediction about what they will find or not find at their field site. This game assumes that students have worked to develop expertise about the habitat and species in question (see Prediction Jigsaw activity). Students complete the discussion by generating a claim supported by evidence.

Collaboration and discourse are key elements of scientific practice. The National Research Council (2008) in the work, *Ready Set Science!,* suggests that educators should "use talk moves" to facilitate classroom discourse: "These "talk moves" implicitly communicate that it takes effort, time, and patience to explicate one's reasoning and that building arguments with evidence is challenging intellectual work."(90)

With some careful modeling and scaffolding with the talk move cards, we think that students can use these talk moves, too!

Activity Type
Game
Skill-building activity
Small group discussion

Materials
Talk Moves cards, 1 set for each team
Tokens, 1 per student
Small white boards or chart paper and markers, 1 for each team

Time Needed
20 minutes
Can be adapted for longer time frames with additional discussion/ extensions

GAME GOAL
Use talk moves to share expertise with the team and then make an informed prediction about whether or not the species of interest will be found at the field site. The prediction will be supported by multiple pieces of evidence.

Activity Set-Up

1. Assign students to teams of 3 or 4. If you are using the Prediction Jigsaw activity, home teams should have as many students as there are expert stations (4 expert stations = 4 students per home team).
2. After doing the Prediction Jigsaw, students come to their teams having developed expertise at their station.
3. Teams are presented with their task.

    Task - Make a prediction about what you think you will find in the field.

Format for Prediction:

First. Claim – We think that will/will not find… (the species)
Second. Because… (a piece of evidence from the experts)
Third. This evidence tells us… (explanation of how the evidence supports their claim)

- Repeat evidence and explanation for as much evidence as they have from the team's debrief.
- Be ready to explain if there is evidence that suggests an alternative claim. And if so why/how did the group decided to exclude that evidence.

4. Each team has a deck of Talk Moves cards.
5. Each team member has a token - consider chocolate coins or something motivational with social/classroom value

Round 1

1. One team member starts by shuffling and dealing 2 Talk Moves cards to each of the other team members. Be aware that the question being discussed and the talk moves on the cards may compete for brain space. The more you use the talk moves in class, the more natural they will become, and hopefully will distract students less from the discussion. Help make these talk moves classroom discussion norms by having a chart with talk moves written on it that you pull out during class discussion.
2. The dealer shares his/her findings from the Prediction Jigsaw. Keep the "Claim, Evidence, Explanation" format in mind.

   First. Claim – We think that will/will not find… (the species)
   Second. Because… (a piece of evidence from the experts)
   Third. This evidence tells us… (explanation of how the evidence supports their claim)
3. As the dealer shares his/her expertise the other team members are tasked with using at least one of their Talk Moves cards. A participant "plays" his/her card by laying the card on the table and saying the phrase (most phrases require the student to modify for the specific situation) to the speaker or to the team in order to facilitate the discussion and expert explanation.
4. When the expert has finished sharing, and each group member has "played" a card, starting on the left side of expert, each student shares one thing they learned from the expert and what card they "played"/which Talk Move they used.

Round 2 (and until each team member has been dealer)

1. The team member to the left of the dealer collects the cards, shuffles, and re-deals.
2. Repeat steps 2 through 4 from Round 1.

Awarding Tokens

When the rounds are complete, each participant uses a token to recognize a teammate for something done well during the discussion.

- Examples of what to recognize: communicating clearly, helping and encouraging others to participate constructively in the discussion or by being a good listener (add your classroom discussion norms here!).

Option 1: Each teammate gives his/her token to someone who has not yet been recognized, so everyone ends up with a token at the end.

Option 2: Students choose anyone on the team to recognize. The team member who receives the most tokens is designated as the team MVP, and gets to choose to speak or assign a speaker from the team for the final class report out.

Reporting Out to the Whole Class

1. Give each student 1 Talk Move card.
2. Each team shares their prediction along with evidence and explanations.
   - You may choose to have them use a white board or chart paper to document and share the team's prediction.
3. As the groups report out, remind students that they should play their new Talk Move card.
4. After every group has shared, check in to see if anyone wants to change his/her group's prediction based on the evidence they heard? Why?
5. Ask if any students played their new Talk Move card (remember that some cards may say to sit back and listen respectfully). If students played their additional Talk Move card, recognize them with another token.

6. Celebrate - If tokens are candy, have students enjoy the treats.

Reflection or Formative Assessment Ideas

Have students evaluate the other teams on whether or not their predictions are supported by evidence.

Have students share how their team's discussions went while they eat their treats. Ask: Why did you get your token? What did you do well?

Consider having a classroom discussion MVP wall with the goal of each student having his/her name on the wall over time. Remind students that being an MVP can be about communicating clearly, helping and encouraging others to participate constructively in the discussion, or by being a good listener (add your classroom discussion norms here!).

Extension Ideas

Have students put their predictions into their Science Notebooks

Have students share their predictions with the Vital Signs community.

1. Students use the Advanced Search function on the Explore Data page to find observations about the species of interest.
2. Students then choose an observation to comment on.
3. The comment should discuss their prediction about their own upcoming fieldwork, and why they are making that prediction.
4. The comment can solicit advice from the participant who has already looked and either found or not found the species. What can we learn from that participant?

References

Sarah Michaels, Andrew W. Shouse, Heidi A. Schweingruber, National Research Council (2007). *Ready, Set, Science!: Putting Research to Work in K-8 Science Classrooms.*

"I would like to add on. ____"	**"I agree/disagree, because ____"**
"Take your time. . . . We'll wait."	**"Why do you think that?"**
"So let me see if I've got your thinking right. You're saying _____?"	**"What evidence helped you arrive at that answer?"**
"I would like to repeat what he/she just said in my own words. ____"	**"Will you please say more about that."**
Free Pass **Sit back and listen closely**	**Invent your own** **Say something of your choosing to help the discussion along.**