

# Equity Through Academic Discourse

Presenter: Germaine Tarver / Teaneck Public Schools

Incorporating “Good Talk” in Your Classroom!

[tarverge@gmail.com](mailto:tarverge@gmail.com)

# Session Objectives

- To create a culture of listening and tolerance
- To understand how the balance of talk in a traditional classroom is heavily weighted toward the teacher
- To illustrate how the use of Accountable Talk Stems gives students an access point into a rich conversation
- To illustrate how students' discussions support retention of information
- To illustrate how students can work in collaborative groupings to create a written piece of text from another character's point of view and give silent feedback
- To illustrate how student discourse allows students the opportunities to relay thinking, listen to and consider other points of view, and adjust thinking based on new information
- To illustrate the amount and type of learning that can occur when lessons are rich in academic discourse and student-driven



# Ice Breaker

“What’s Your Theme Song?”

Activity: Find a participant whom you don’t know and share with them the title of your theme song!



# Why Increase Talk?

Activity: As a group, read the script, *A Typical Day*, and discuss the effects of limited opportunities for academic discourse.



# Accountable Talk Stems

Activity: Use the Accountable Language Stems to hold a rich, small group discussion.

# Human Continuum

**Activity:** Read the beginning and middle of the text *Little Things Are Big* and predict the ending. Participants will hold discussions about their predictions to hear other points of view and adjust their thinking, if necessary.



5 minute stretch!



# Gallery Walk

Activity: Participants will read the text, *I Am Still the Greatest*, and in small groupings, write from another character's point of view. Silent feedback will be given to each group's writing.



# Vocabulary Talk

**Activity:** Participants will take part in various vocabulary activities through meaningful discussions.

# Example or Non-Example?

**Is this an obstreperous crowd?**

Abbie was nervous to perform on stage in front of her friends but was also excited to let them see how good she really is. When the music started and Abbie began singing, her friends went crazy, screaming and cheering for her. When the song was over they continued to cheer and chanted her name, begging for one more amazing performance.

# Question????

- 1. When might someone act in an erratic manner?**
- 2. Where might you be if you find yourself in an obstreperous crowd?**
- 3. Who is someone, real or fictitious, who you consider contemptuous?**

# You are the Music Critic...

**Listen to each snippet of music. Which vocabulary word does each song make you think of? Why?**

# The Power of Student-Driven Learning!

**Activity: Let's watch the video!**

# Video of a student-driven lesson

[Video link: The power of student-driven learning: Shelley Wright at TEDxWestVancouverED](#)

- I facilitate thinking.
- I engage minds.
- I listen to questions.
- I encourage risk.
- I support struggle.
- I cultivate dreams.
- I learn everyday.

**I Teach!**

Arise, Go, Forth and Conquer!





Thank you for coming today.

