

TURN & TALK – DOUBLE PLAN

Teacher Actions	Student Actions
Before the Turn and Talk	
<p>Every time:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly state the T&T question <input type="checkbox"/> Provide a simple, clear, consistent in-cue <input type="checkbox"/> Provide a precise time limit (e.g. “45 seconds”) <p>In some cases:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prep a handout or designate a space in notes where all students can write their response <input type="checkbox"/> Have students write first <input type="checkbox"/> Manage Turns—concisely state who will share first <input type="checkbox"/> Modulate tone to up energy or signal careful reflection 	<p>Every time:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students have eyes on the teacher when the T&T question is stated <input type="checkbox"/> All partners begin the Turn and Talk within 3 seconds of the in-cue
During the Turn and Talk	
<p>Every time:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Scan before moving to ensure all students are engaged in conversations <input type="checkbox"/> Circulate and lean in to listen to student conversations <input type="checkbox"/> Provide non-verbal or verbal acknowledgments of thoughtful remarks <input type="checkbox"/> Hunt Not Fish—look and listen for specific student answers to begin a targeted share out <input type="checkbox"/> Call the students back at the “Crest of the Wave” – before the energy peters out <p>In some cases:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Push the thinking of individual pairs with a brief observation or question <input type="checkbox"/> Record notes on a clipboard to track understanding <input type="checkbox"/> Pre-call: “This is going to help us. I may call on you.” 	<p>You See:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All students facing/making eye-contact with each other <input type="checkbox"/> Students nodding in agreement or animated disagreement <input type="checkbox"/> Students jotting down notes <p>You Hear:</p> <ul style="list-style-type: none"> <input type="checkbox"/> “Mine is almost the same! I wrote...” <input type="checkbox"/> “I disagree. I thought ...” <input type="checkbox"/> “Oh, I hadn’t thought of that...” <input type="checkbox"/> “I like that idea!” <input type="checkbox"/> “Why/how did you...” <input type="checkbox"/> Conversation about the question for the entire allotted time
After the Turn and Talk	
<p>Every time:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide a simple, clear, consistent out-cue <input type="checkbox"/> Normalize either Cold Call or All Hands Up after Turn and Talk <input type="checkbox"/> Call on the first student intentionally—either to surface a common misconception, to spotlight a specific student’s strong thinking, or to present contrasting answers to energize discussion <input type="checkbox"/> Use discussion and revision to lock in the right answer/strong understanding <p>In some cases:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask students to share their partner’s thinking 	<p>Every time:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All students have eyes on the teacher within 3 seconds of the end of the out-cue <input type="checkbox"/> Either all hands are up, or students respond calmly and readily to Cold Call <p>In some cases:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written evidence of checked, extended, and/or revised thinking