

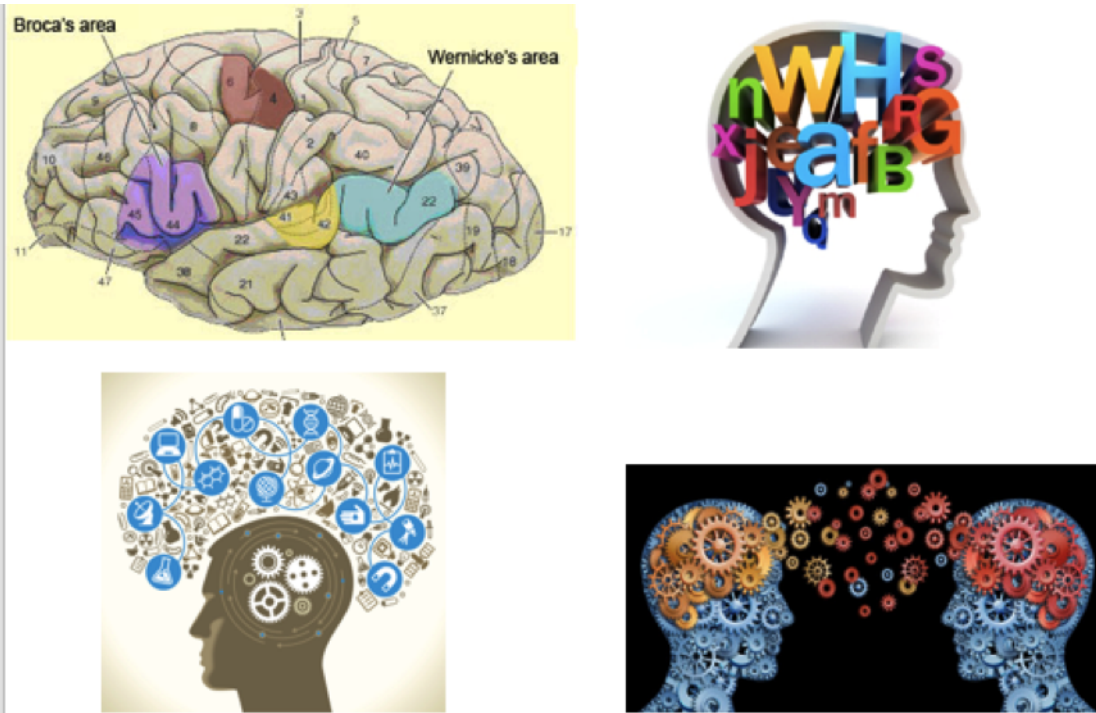
STUDENT TALK PROTOCOL DESCRIPTIONS (CONTINUED)

Purpose: To Elicit Student Argument from Evidence or Experience - Revising Ideas

Four Quadrants/Voting Chips

Setup: This is a good way for students to explain what they have seen in a demonstration or how it relates to the anchoring phenomenon. Print **four slightly different statements related to the model** on a paper (example below). Provide each table with four **BINGO chips, beans, or plastic markers**.

1. Have a student from each small group or table read the four statements aloud and place the paper with the statements on it in the middle of the table.
2. Going in turn, have each student state which of the four statements they most agree with and why.
3. No one may interrupt whichever student is speaking.
4. When the speaker is finished, he or she places a BINGO chip on the statement they most agree with.
5. Going in turn, each of the other three team members states their beliefs and places a BINGO chip.
6. As a whole room, tally how many chips there are for each statement and ask students to clarify their thinking to each other. Use talk moves from [Michaels and O'Connor's Talk Science Primer](#) to ask students to elaborate and clarify their thinking. If needed, each student can write his or her ideas at the end of class in their science journal.



Which of these “models” best explains how you think students learn language?