**Talk Science Resource Card**

**Sharing, Expanding and Clarifying Ideas**

**Why is this Practice Important?**
- Students learning English are able to have more time to think through their ideas and express them more completely.
- The teacher’s understanding of what students know is more complete and less is assumed, allowing for more accurate assessment of student learning.
- Students gain confidence that it is important for their ideas to be heard in the classroom and fully understood.

**Other Notes**
- Students can also be encouraged to use the talk options on the other side of this card among one another in group talk.

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**Talk Science Resource Card**

**Listening Carefully to One Another**

**Why is this Practice Important?**
- Hearing ideas in many ways, from both teachers and peers, helps students improve their learning.
- Students feel their ideas are respected and are more willing to take the risk of sharing their thinking, thus allowing them more opportunities to develop science talk practices.

**Other Notes**
- Students can also be encouraged to use the talk options on the other side of this card among one another in group talk.

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**Talk Science Resource Card**

**Thinking With Each Other**

**Why is this Practice Important?**
- Students learn that scientific knowledge development is a community process and does not occur with single individuals in isolation.
- Students learn to hear each others ideas and extend thinking through reasoning or clarification.
- The conversation becomes between students rather than fully authorized through the teacher. Students validate each others’ ideas through taking up and extending their thinking.

**Other Notes**
- Students can also be encouraged to use the talk options on the other side of this card among one another in group talk.

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**Talk Science Resource Card**

**Deepening Reasoning**

**Why is this Practice Important?**
- Evidence based reasoning is a basic scientific practice that all students should be encouraged to engage in but may need supports to begin using.
- Shifting the situation with counterexamples allows students to apply new understandings to novel situations, something that real life requires of us.

**Other Notes**
- Students can also be encouraged to use the talk options on the other side of this card among one another in group talk.
In the Classroom

1. Paraphrasing
   a. “Who can rephrase or repeat?”
   b. “Who can repeat what Javon just said or put it into their own words?”
   c. After partner talk: “What did your partner say?”

2. Agree/Disagree and Why?:
   a. “Do you agree/disagree? (And why?)”
   b. “Are you saying the same thing as Jelya or something different, and if it’s different, how is it different?”
   c. “What do people think about what Vannia said?”
   d. “Does anyone want to respond to that idea?”

3. Asking for Evidence or Reasoning:
   a. “Why do you think that?”
   b. “What’s your evidence?”
   c. “How did you arrive at that conclusion?”
   d. “Is there anything in the text that made you think that?”

4. Challenge or Counterexamples:
   a. “Does it always work that way?”
   b. “How does that idea square with Sonia’s example?”
   c. “What if it had been a copper cube instead?”

5. Time to Think
   a. Give turn-and-talk partner time.
   b. Have students write individually prior to talking.
   c. Pause and wait for students to think.

6. Say More
   a. “Say more about that.”
   b. “What do you mean by that?”
   c. “Give me an example of what you mean.”

7. Paraphrase
   a. “Let me see if I’ve got what you are saying. Are you saying...?”
   b. “Who can repeat what Javon just said or put it into their own words?”
   c. After partner talk “What did your partner say?”

8. Add On
   a. “Who can add onto the idea that Jamal is building?”
   b. “Can anyone take that suggestion and push it a little further?”

9. Explaining What Someone Else Means:
   a. “Who can explain what Aisha means when she says that?”
   b. “Who thinks they could explain in their own words why Simon came up with that answer?”
   c. “Why do you think he said that?”