



Hands Down, Speak Out: Exploring the Crossover Between Math and Literacy Talk

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Handout: <https://tinyurl.com/nctm100>

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#handsdownconvo

what

What's a Hands-Down Conversation?

What's a Hands-Down Conversation Community?

why

Why make space for this kind of discourse?

when

When do we talk with our hands down?

how can I get started?

what

- What's a Hands-Down Conversation?
- What's a Hands-Down Conversation Community?

a short history of hand raising



<https://www.flickr.com/photos/public-record-office-victoria/816524182>

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a short history of hand raising



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Exhibit A



Exhibit C

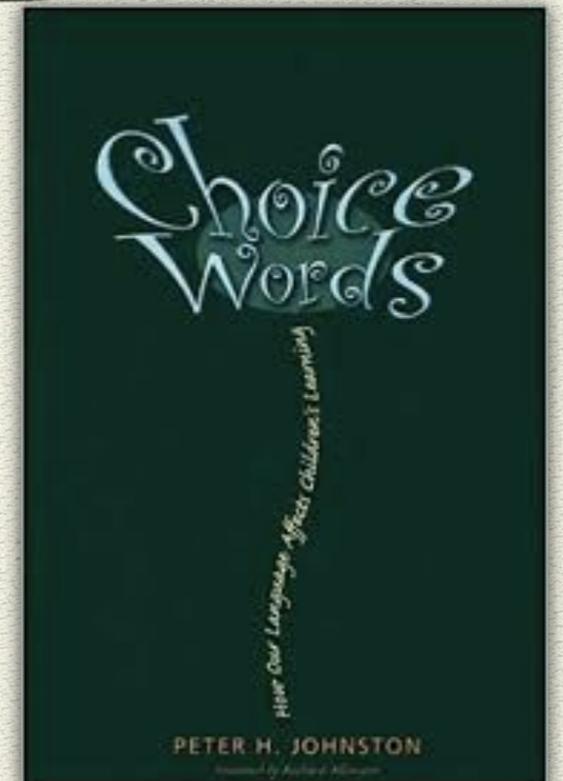
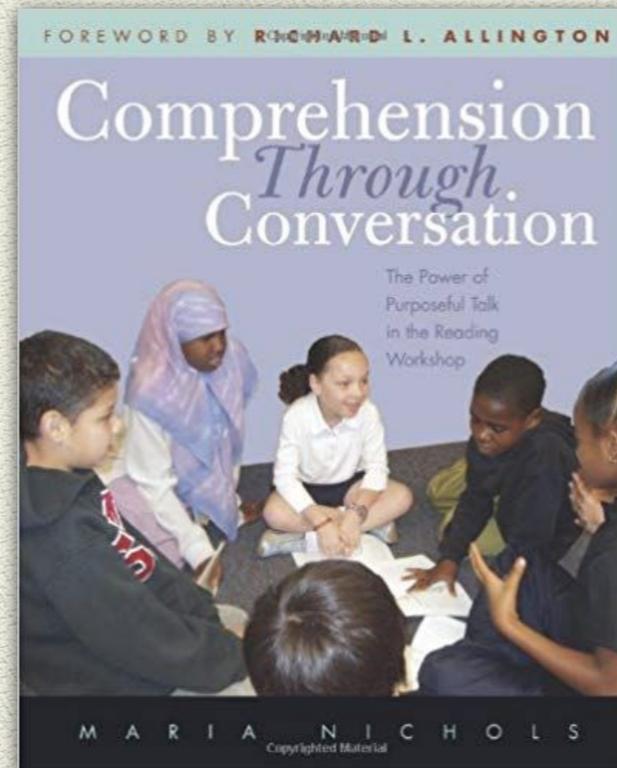
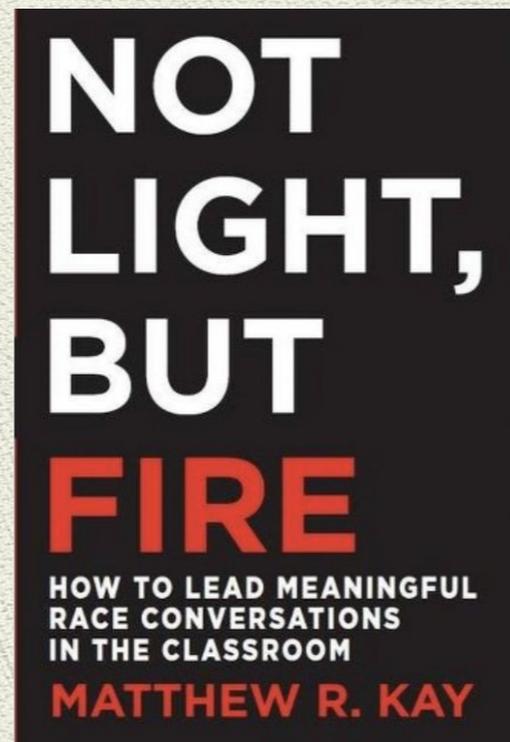
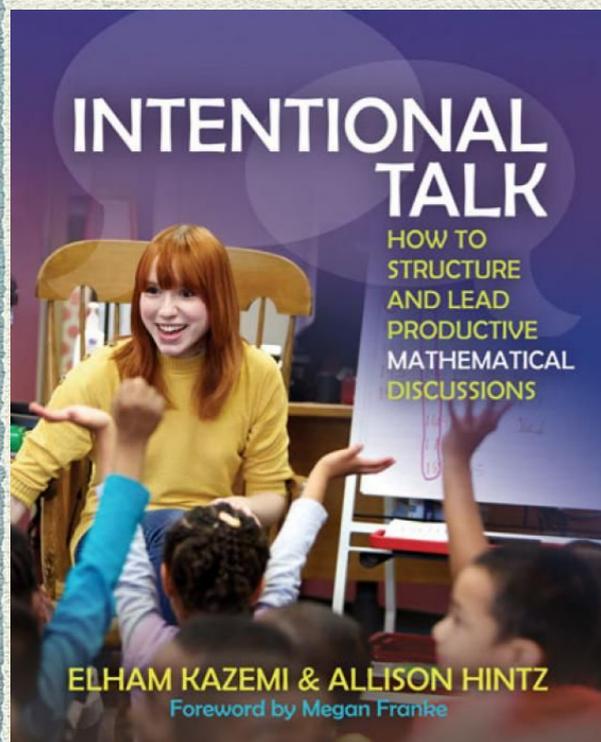
Exhibit B



initiate—respond—evaluate

(Cazden, 2001)

- In classrooms with higher numbers of **students living in poverty**, teachers talk more and students talk less (Lingard, Hayes, and Mills, 2003).
- **English language learners** in many classrooms are asked easier questions or no questions at all and thus rarely have to engage in meaningful talk in the classroom (Guan Eng Ho, 2005).
- **Socioeconomic level and achievement level** is predictive of participation in classroom conversation (Applebee, et al., 2003)



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Hands-Down Conversations



The Basics

- 1) No hand-raising. Listen for a place to slide your voice into the conversation.
- 2) One voice at a time (more or less!)
- 3) Listen closely to the person speaking.



*Which is more?
The penny collection or the dime collection?*



What happened before the clip?

- 1) **What do you notice?** 30 seconds on your own thinking.
- 2) **Turn and talk** with partner for two minutes
- 3) **Launch:** Which is more? The penny collection or the dime collection?

- What evidence of **listening** do you see?
- What kinds of **talk** are they exploring?
- What **math** are they exploring?

Add your ideas
in the chat box.

Hands-Down Conversations



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- What evidence of **listening** do you see?
- What kinds of **talk** are they exploring?
- What **math** are they exploring?

Add your
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why

- Why make space for this kind of discourse?

why

Add your ideas in the chat box.

Traditional Classroom Discourse	Hands-Down Conversation Communities
The teacher is positioned as the “primary knower” (Boyd and Galda 2011).	All students are positioned as competent members of the community with important ideas.
The teacher and a handful of students do most of the talking.	Many different students talk and contribute to the conversation in a variety of ways. The teacher’s facilitation supports students in leading the conversation.
Classroom discourse is a space in which knowledge is performed.	Classroom discourse is a space in which knowledge is constructed.
Silent students are viewed as unengaged, resistant, shy, or unable to contribute to the conversation.	Silence is viewed as a complex act. The role of listener is valued equally with that of speaker.
Classroom talk follows a set of norms and procedures that are useful only within the school walls.	Classroom talk mirrors and prepares students for engaging in dialogue beyond the school walls.
Classroom talk values the experience and knowledge of some students, often white, middle- and upper-class students.	Classroom talk values the experience and knowledge of all students.

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why

Traditional Classroom Discourse	Hands-Down Conversation Communities
Classroom talk follows a set of norms and procedures that are useful only within the school walls.	Classroom talk mirrors and prepares students for engaging in dialogue beyond the school walls.

There has never been a more important time to teach young people to suspend judgment, weigh evidence, consider multiple perspectives, and speak up with wisdom and grace on behalf of themselves and others.

—Mary Ehrenworth, “Why Argue?” from Ed Leadership

why

Would you rather . . .



be crushed by a snake



eaten by a crocodile



swallowed by a fish



or sat on by a rhinoceros

Would You Rather... by John Burningham
openlibrary.org

why

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when

- When do we talk with our hands down?



Turn & Talk



Conversation Clubs



Hands-Down Conversation



Hands-Up Conversation

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how

- How can I get started?

How can I get started?

1) Study talk and power dynamics.

“Terrific teachers have teeth marks on their tongues.”

-Alfie Kohn

Tools for Listening

Quick Transcripts

What?

Notes of what the children are actually saying.

Why?

Helps you focus on the *content* of the conversation and students connective language between each other.

How?

1. Use a clip board and blank or lined paper.
2. As each student talks, write the initials of the student or their first name and follow this with as much of their verbatim comment as you can jot down.

Conversation Maps

What?

Tool that helps you track who speaks to who and how many times they speak.

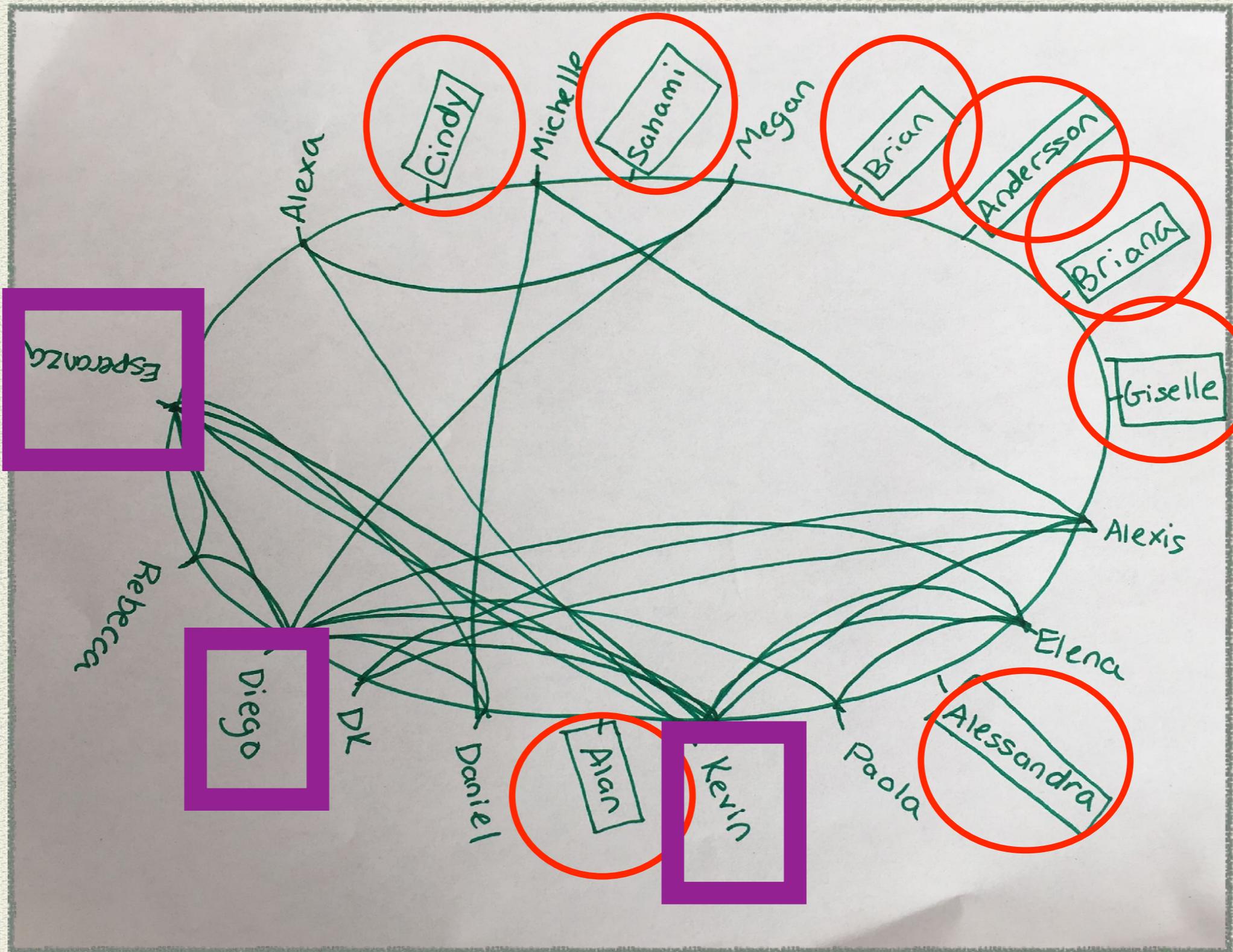
Why?

Helps you track participation, and other talk behaviors.

How?

1. Draw a circle and write the names of each student in their place around the circle.
2. Draw a star to indicate the first speaker.
3. Draw a line from that speaker to the next speaker.
4. Continue drawing lines to follow the conversation

Hands-Down Conversation Map—the beginning

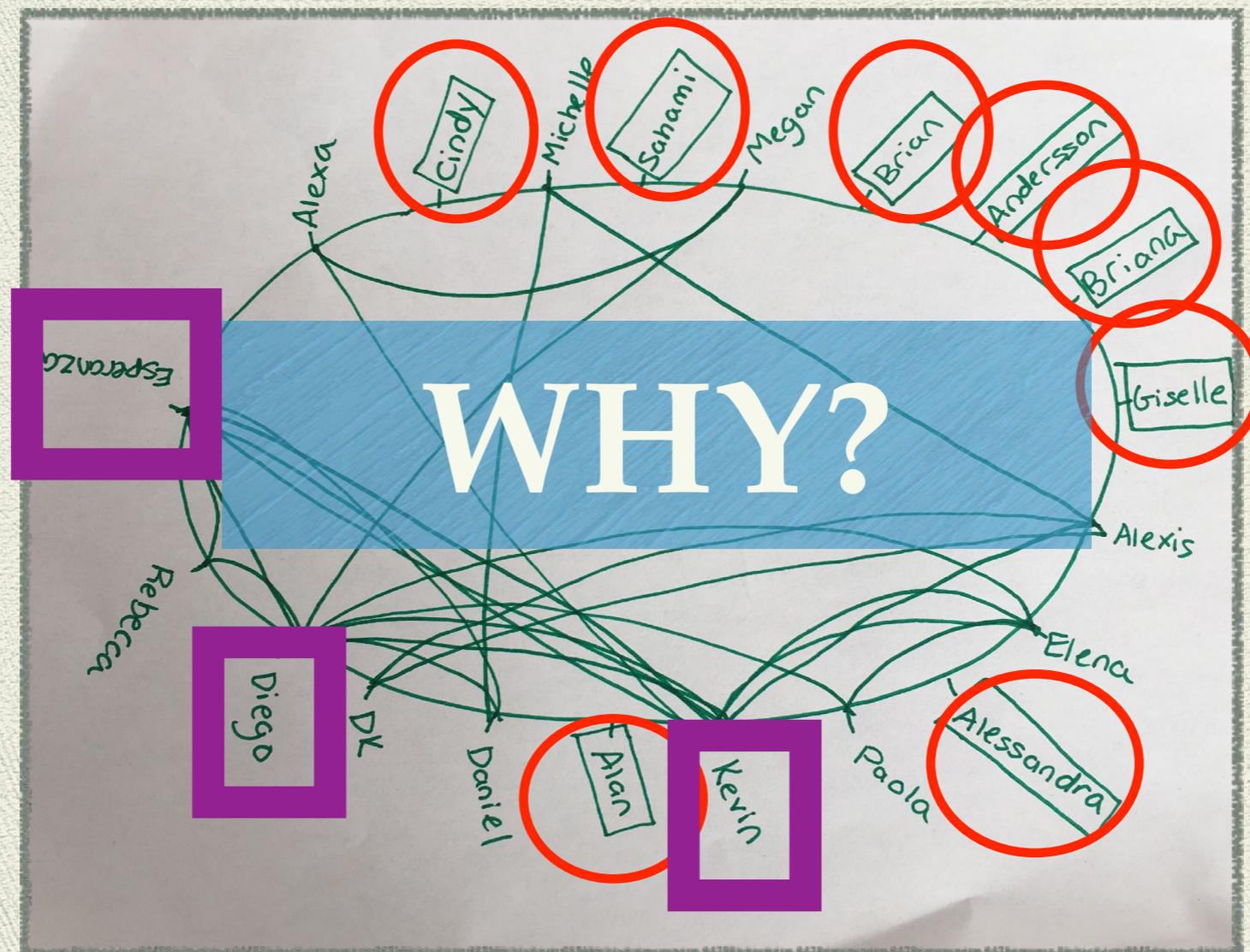


Hands-Down Conversation Map—the beginning

Who has power? Who has status?

Who is considered to be competent in mathematics?

Whose ideas are deferred to?



Dialogue Micro-Lessons

Thinking about your **VOICE**
in a conversation.

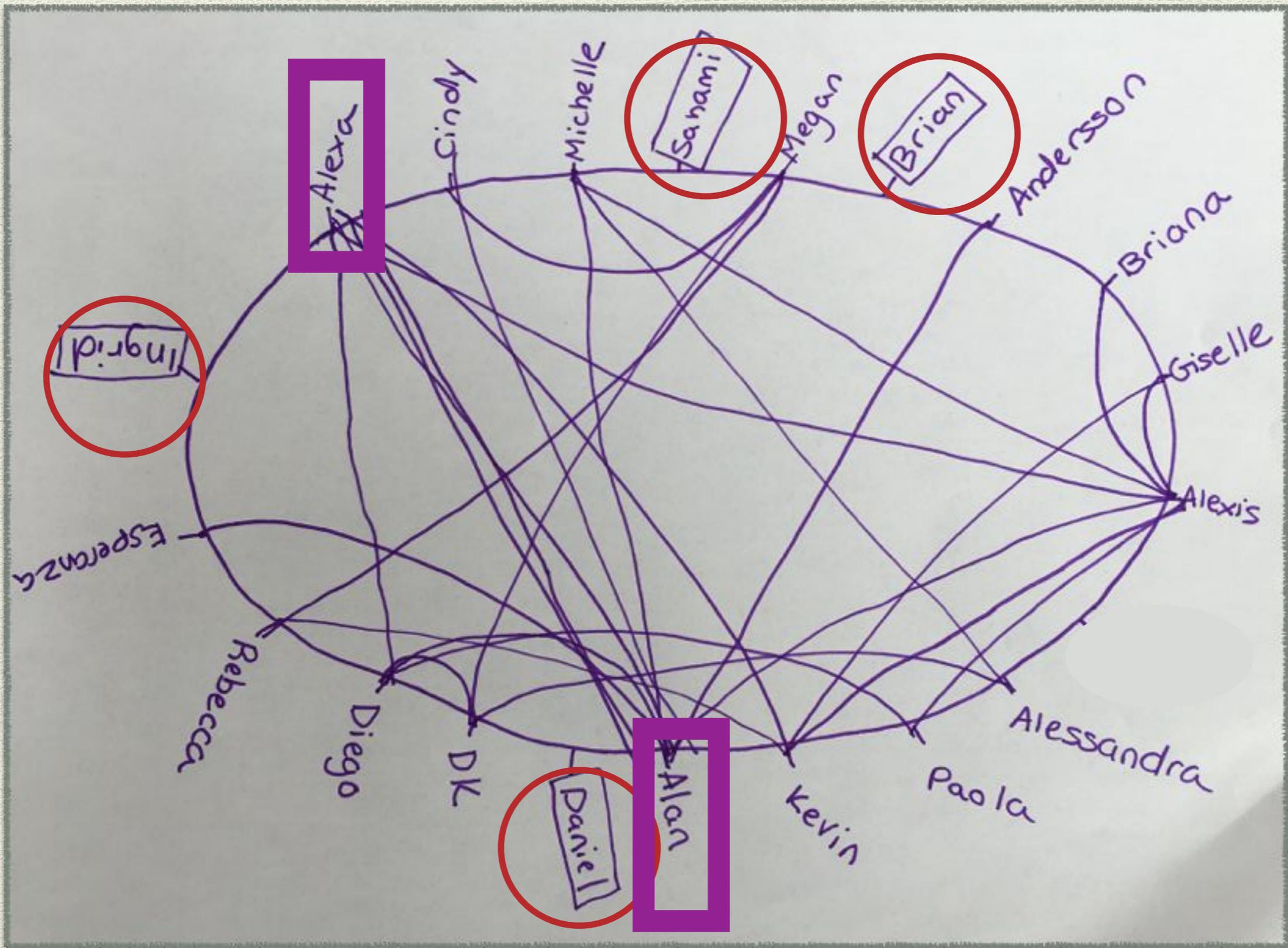
TRY:

- Self: "Wait. Listen."
- "I'm wondering what other people think."
- "can you say more?"

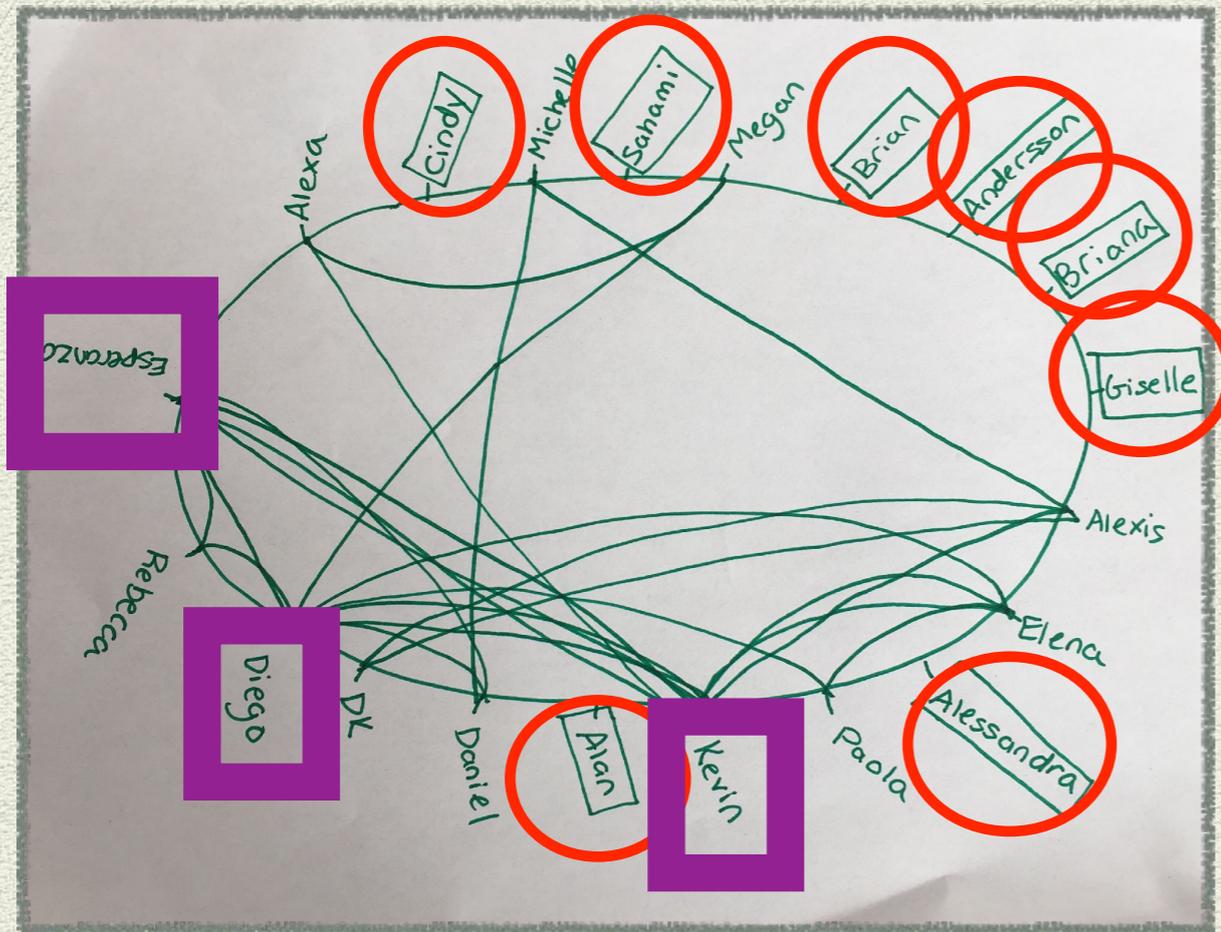
TRY:

- Self: "I'm going to say an idea."
- "I have an idea. . . ."
- "I'm thinking. . ."

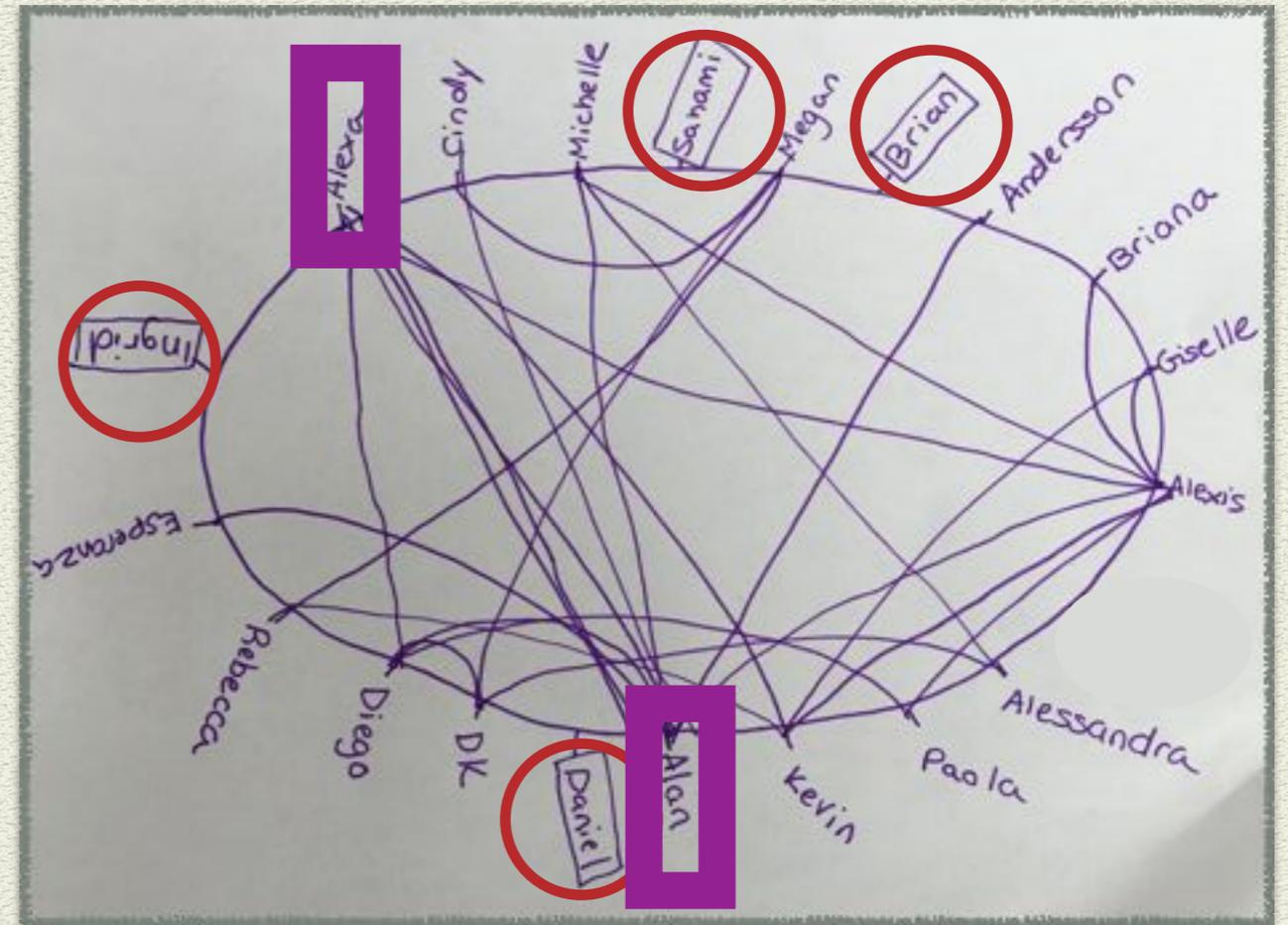
Hands-Down Conversation Maps



Hands-Down Conversation Maps



the beginning



a few conversations later

How can I get started?

- 1) Listen more.
- 2) **Consider your launch.**

Launches to Inspire Debate

Type of Launch	What Is It?	Examples
Offer a Debatable Idea Always/ Sometimes/ Never	Offer a debatable idea and ask students to decide if it is always, sometimes, or never true.	<ul style="list-style-type: none">• Wolves are bad.• Fractions are small.

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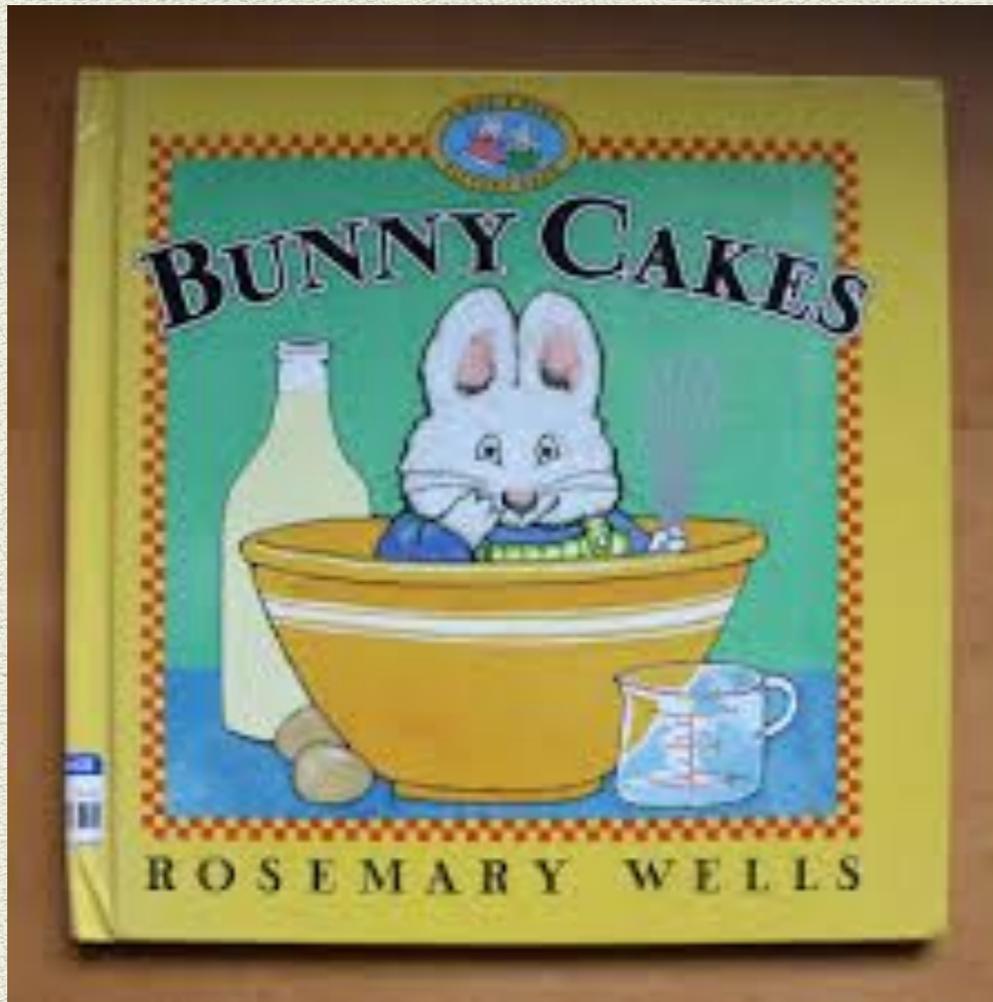
Launches to Inspire Debate

Type of Launch	What Is It?	Examples
Offer a Debatable Idea Choose a Side	Ask students to choose a side of a debate. Use descriptors that are subjective or hard to quantify, such as <i>better</i> , <i>bigger</i> , <i>good</i> , or <i>right</i> .	<ul style="list-style-type: none">• Let's talk about this: Jack is good or the giant is good. What do you think?• Odd numbers are better or even numbers are better.

Launches to Inspire Debate

Type of Launch	What Is It?	Examples
Pose a Debatable Question	Ask a question about an idea that is open to multiple answers and interpretations.	<ul style="list-style-type: none">• Would you rather ____ or ____?• Which one doesn't belong?

Launches to Inspire Debate



Who is it harder for? Max or Ruby?

Add your ideas in the chat box.



that we can teach each other,

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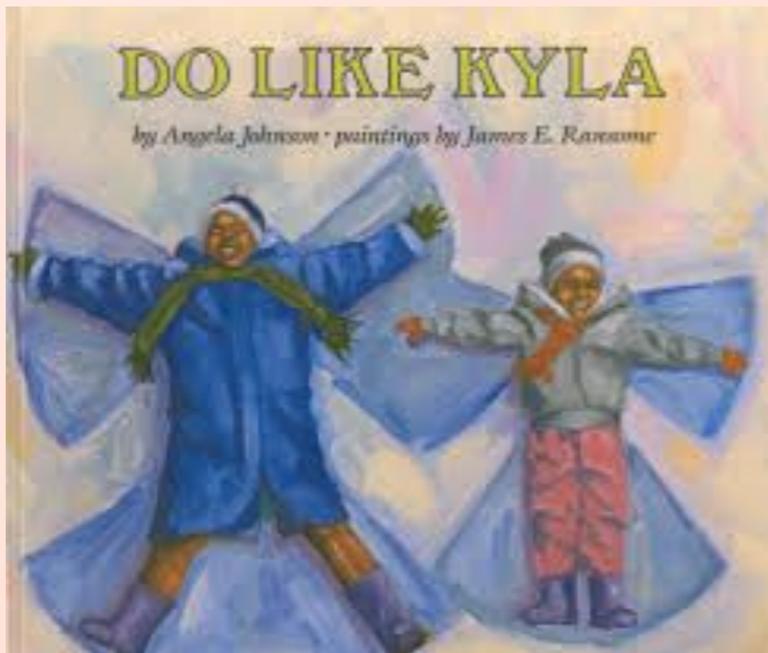
How can I get started?

- 1) Listen more.
- 2) Consider your launch.
- 3) **Listen to your students' reasoning**

Two Types of Reasoning

“Who is it harder for? The older or the younger sibling?”

Within the Text



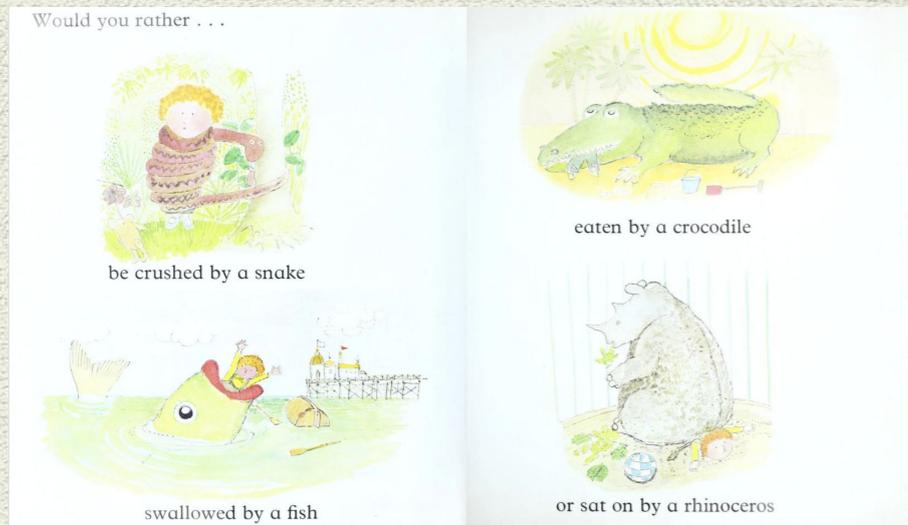
“It’s harder to be older because the little sister was always following Kyla around and copying her.”

Outside of the Text



“It’s harder to be older. My mom always says I have to solve problems since I’m bigger.”

Within the Text

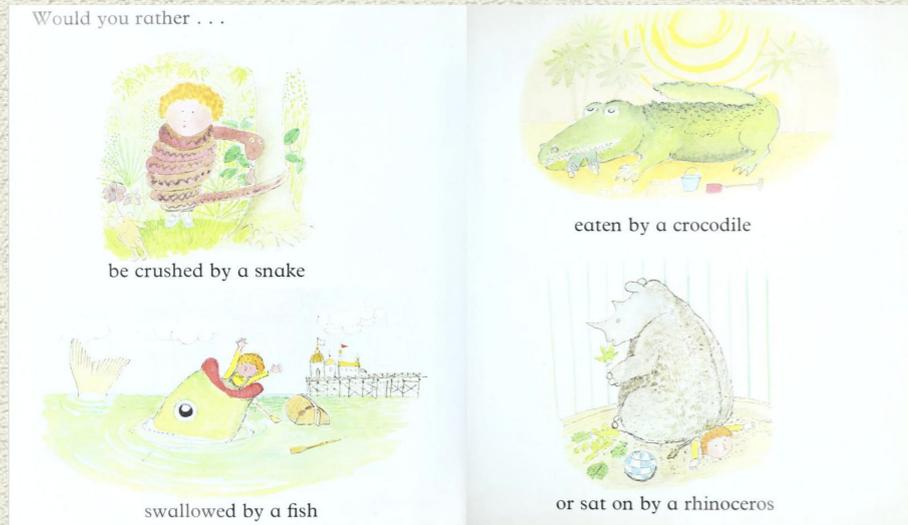


“Look - with the rhinoceros, snake and crocodile you get squished or eaten or crushed, basically destroyed. But with the fish, you’re just being swallowed, no teeth. If you know what I mean.”



“First I think the dime collection is low because it *looks* lower [than the penny collection].”

Outside the Text



“I think I’d rather be eaten by the snake than the fish because the fish would swallow you, but snakes don’t eat humans. Snakes only eat different kinds of snakes. Snakes rarely eat people.”



“I think the dimes *cost* more. If you go and buy something you’re probably going to want to use the dimes because they cost more.”

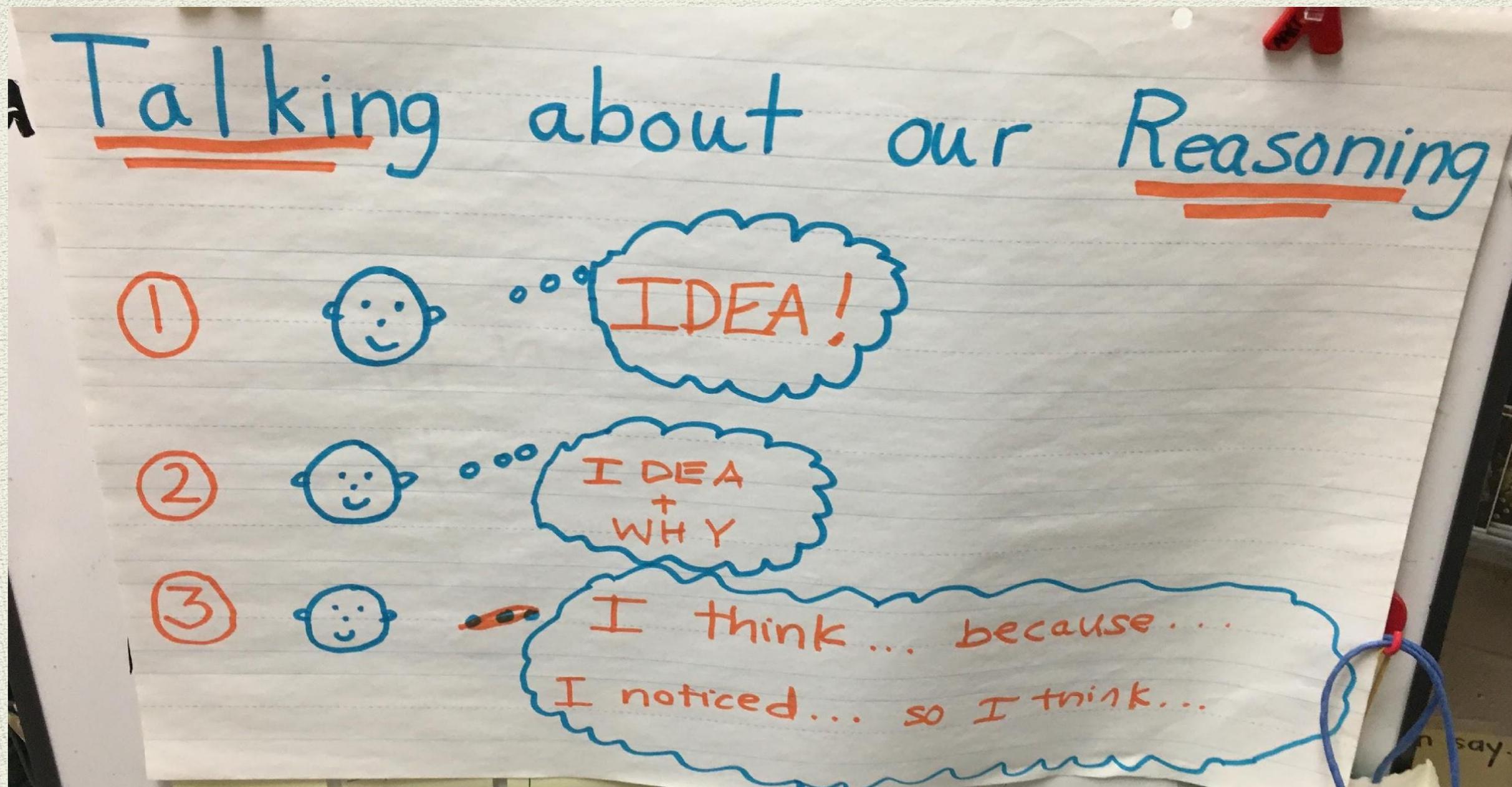
How can I get started?

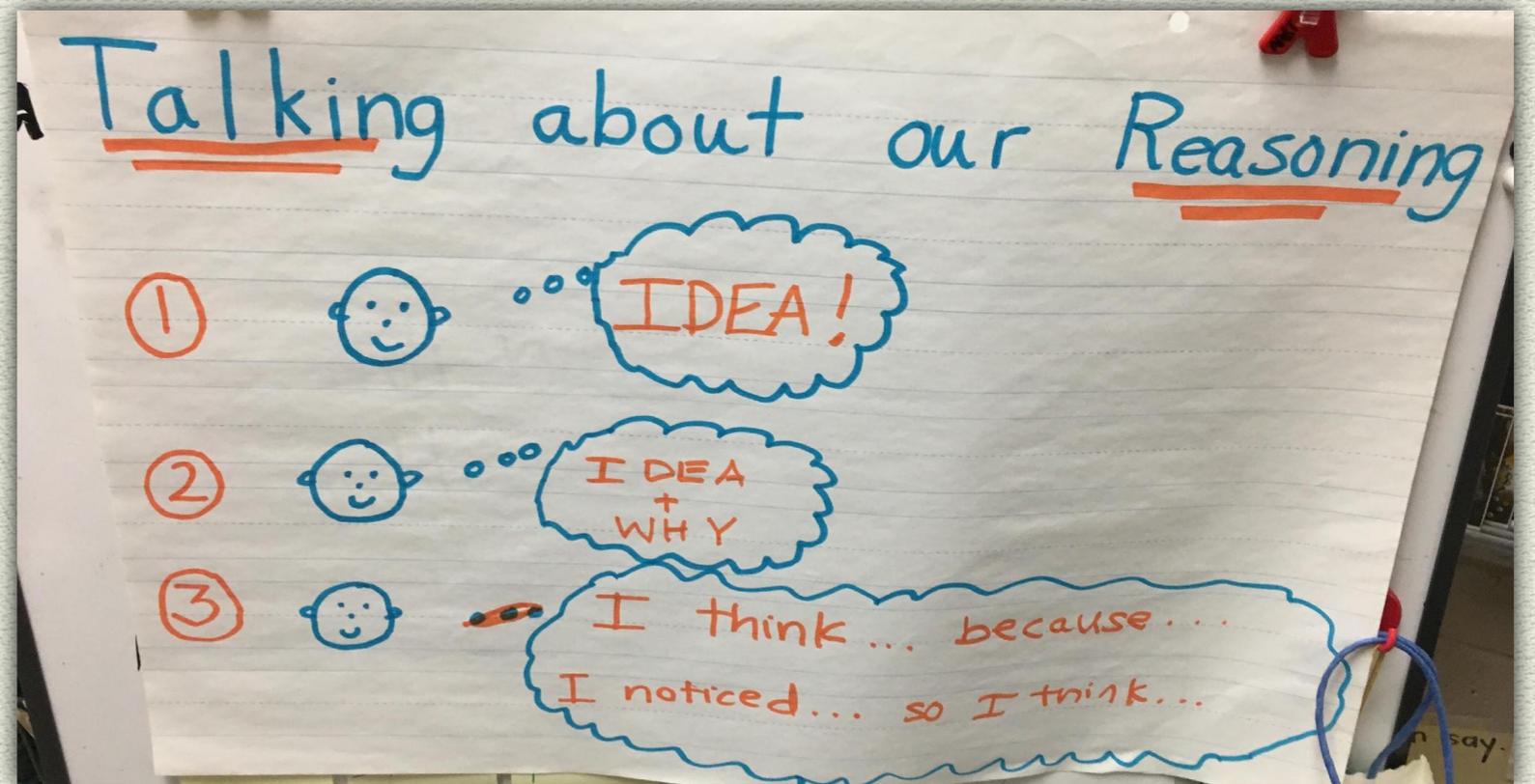
- 1) Listen more.
- 2) Consider your launch.
- 3) Listen to your students' reasoning.
- 4) **Explore dialogue micro-lessons.**

What is a Dialogue Micro-Lesson?

- A “pulling back of the curtain” on some ways dialogue works.
- **Micro!** 3-5 minutes.
- **Familiar structure:** what, why, and how.
- Followed by an **opportunity to try it out** (in partnerships, clubs or as a whole class) with coaching from peers and teacher.

What is a Dialogue Micro-Lesson?





1. What are students doing?
2. What are they ready for (almost doing? approximating?)
3. What lesson(s) could teach that move?

If you notice . . .

Students are using talk moves and demonstrating listening behaviors, and are ready to refine their listening moves. One clue that students are ready for this work is when they repeat the ideas of others in a conversation.

Students are most interested in their own ideas and haven't yet discovered the power and excitement that come with listening to understand what others think. Perhaps only a few students in the room are considered "listen-worthy" by their peers.

Students are expressing their own isolated (and perhaps somewhat unrelated) ideas in conversations and are ready to learn more about connecting their ideas.

You might try . . .

Lesson 6.1
Paraphrasing: Listening So *Closely* and Saying an Idea in Your Own Words

OR

Lesson 6.2
Cloudy or Clear: Asking Clarifying Questions

Lesson 6.3
Looking Inside Our Brains: Curiosity About Other Ideas

Lesson 6.4
Same or Different?

OR

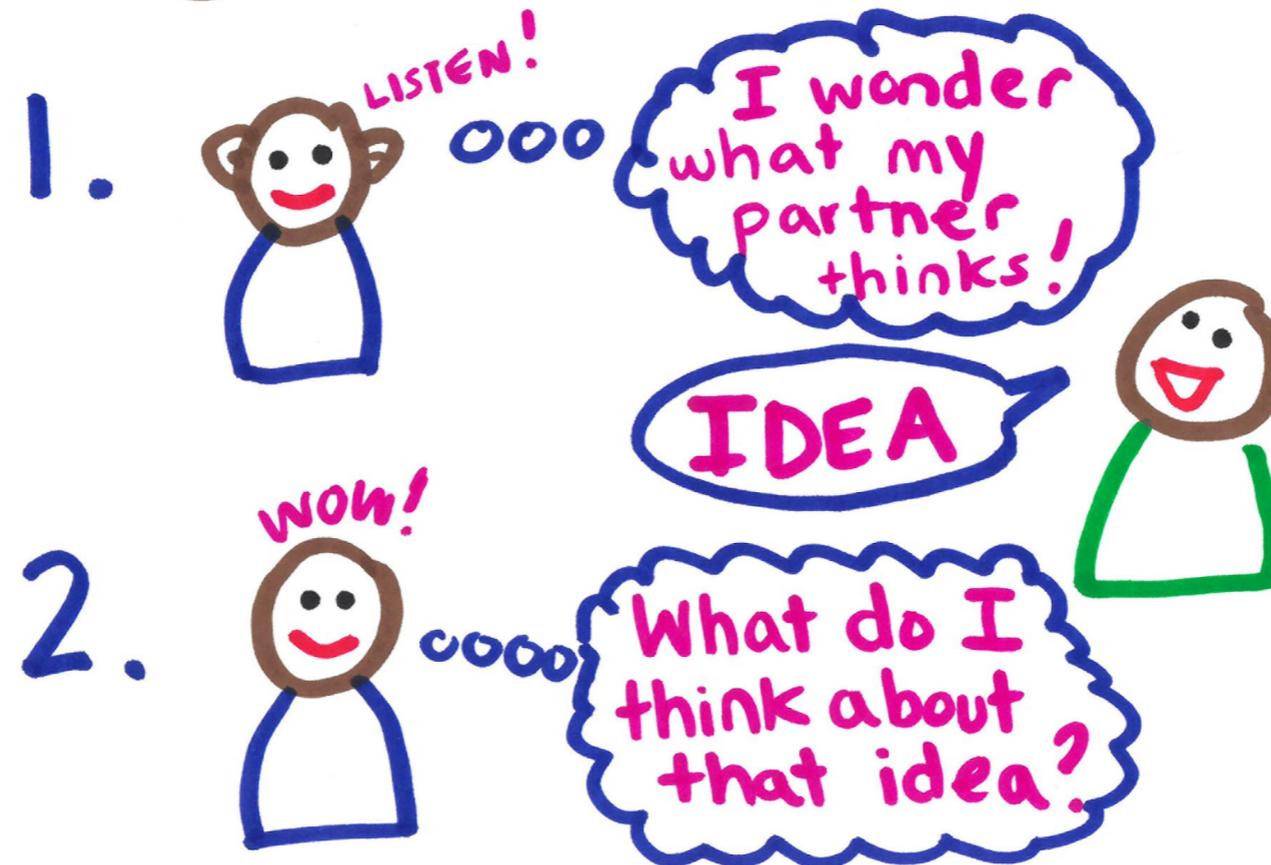
Lesson 6.5
Adding On, Part 1: Linking Ideas

OR

Lesson 6.6
Revising an Idea

Handout:
<https://tinyurl.com/nctm100>

Be Curious about Other Ideas!



3. Say something about their idea or ask a question!

“As educators we are politicians; we engage in politics when we educate. And if we dream about democracy, let us fight, day and night, for a school in which **we talk to and with learners so that, hearing them, we can be heard by them as well.**”

Paulo Freire, *Teachers as Cultural Workers*

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