Checklist: Goals and Instructor Prompts for Productive Discussion

So you want to lead an evidence-based, meaning-making discussion? You'll need:

- *Goal(s) in mind and questions that match your goal(s)*

Goals and Prompts	Notes/Tally
GOAL ONE: IGNITE AND FAN THE FLAMES OF DISCUSSION	

☐   1. **Stimulate curiosity**
     - Ask relevant, broad questions of interest to learners.
     - Judiciously (and only when helpful) introduce content that promotes further discussion.	

GOAL TWO: HELP LEARNERS MAKE CONNECTIONS BETWEEN NEW DISCOVERIES, AND FAMILIAR IDEAS AND EXPERIENCES.	

☐   1. **It reminds me of**
     "How is this the same or different from…?"
     "Can you compare this to something else?"
     "What have you heard about this before?"	

GOAL THREE: HELP INDIVIDUAL LEARNERS SHARE, EXPAND, AND CLARIFY THEIR OWN THINKING	

☐   2. **Time to Think**
     - Partner Talk
     - Writing as Think Time
     - Wait Time	

☐   3. **Say More**
     "Can you say more about that?"
     "What do you mean by that?"
     "Can you give an example?"	

☐ 4. **So, are you saying…?** "So, let me see if I've got what you're saying…?" (Always leaving space for the original student to agree or disagree and say more)	
GOAL FOUR: HELP LEARNERS LISTEN CAREFULLY TO ONE ANOTHER	
☐ 5. **Who can rephrase or repeat that?** "Who can repeat what Javon just said or put it into their own words?"	
GOAL FIVE: HELP LEARNERS DEEPEN THEIR REASONING	

☐   6. **Asking for Evidence or Reasoning**
     "What makes you think that?"
     "What's your evidence?"	

☐   7. **Challenge or Counterexample**
     "Does it always work that way?"
     "How does that idea square with Sonia's example?"
     E.g. "Do you know if raccoons are active during the daytime?"	

GOAL SIX: HELP LEARNERS THINK WITH OTHERS	
☐ **8. Agree/Disagree and Why?** "Do you agree/disagree? (And why?)" "What do people think about what Ian just said?" "Does anyone want to respond to that idea?"	
☐ **9. Add On** "Who can add onto the idea that Jamal is building?" Can anyone take that suggestion and push it a little further?"	
☐ **10. Explaining what someone else means** "Who can explain what Aisha means when she says that?" "Who think they could explain why Simon came up with that answer?" "Why do you think he said that?"	
GOAL SEVEN: HELP LEARNERS MAKE EXPLANATIONS BASED ON EVIDENCE.	
☐ **11. Making Explanations** "What does that make you wonder?" "What do you think is the explanation for…?" "Which part do you think is the top, and which part the bottom?" "What do you think caused it to be like that?" "What type of animal do you think it was? (And why?)"	
☐ **12. Including Evidence** "What is your evidence for that?" "What makes you think that?"	
GOAL EIGHT: HELP LEARNERS DEVELOP SCIENTIFIC ARGUMENTATION SKILLS.	
☐ **13. Disagreeing with Ideas** "Does anyone have a different idea?" "What do you think of that idea?"	
☐ **14. Asking for Evidence** "If someone says something and you don't know what their evidence is, be sure to ask for it."	
☐ **15. Language of Uncertainty** "Remember that in science you've always got to keep your mind open so you shouldn't say anything like it's the absolute truth. Use 'I wonder if', 'Maybe', and 'The evidence seems to show' or similar phrases to express your ideas."	
☐ **16. Add On** "How does that relate to what Jake said?" "Can anyone add to what Keylee just said?" "Do you agree or disagree with that?" "Can anyone put into words what they think Tanya is trying to say?"	
☐ **17. Challenge or Counterexample** "Does it always work that way?" "How does that idea square with Sonia's example?" "Have you seen raccoons during the daytime?"	