

NARRATIVE
EXPOSITORY

DISCUSSION CHART

___ warm-up
___ before
___ during
___ after

___ individual
___ pairs
___ small group
___ whole class

This tool stimulates class discussions about vocabulary that relates to a topic and it helps teachers discover what students know and/or remember about the new terms. It supports responsive teaching as it reveals how much prior knowledge students have about a topic. If the discussion reveals that students have adequate knowledge about the topic, teachers quickly move through the review of known material or move to another topic altogether. Sometimes using a "Discussion Chart" demonstrates that a group or the entire class knows very little about a subject. This is when teachers determine if students need to be frontloaded to build students' prior knowledge and vocabulary before and/or during a lesson. Teachers build students' prior knowledge by connecting words to what students already know.

MATERIALS

- ◆ Vocabulary Words
- ◆ Two colors of small post-its
- ◆ Large post-its
- ◆ Pens and pencils
- ◆ Discussion Charts

STEP BY STEP

1. **Teachers prepare several discussion charts with the topic word in the center and related words surrounding it.** Teachers record student responses on the "Discussion Chart" so that students can revisit it during the lesson, when absent, or during review. Each time you invite discussion of terms, observe whether students' insights, explanations, and examples deepen. This is a tool that teachers can use to formatively gather data about students' knowledge.
2. **Teachers conceal the words surrounding the topic words. Extra large post-its or index cards work well.** Teachers start this strategy by flipping the first card to reveal the vocabulary word and modeling their thinking about the first word. Teachers relate to students what they recall about the word. Explain to students that it is okay if they do not know anything about the word since this strategy is to uncover what they do know about the relationship between the words and the selected topic.

3. *Students work in small groups sharing their prior knowledge with peers as each word is revealed.* Teachers circulate around the room listening and observing what students surface about each word. Students use small post-its to connect related words and phrases generated.
4. *Teachers decide whether the text has solid context clues that can move students forward with the topic. They can also determine if they need to build students' vocabulary and prior knowledge.*
5. *Students share out with the whole group what they generated in their small groups.* Each group is responsible to add new content they did not generate to their "Discussion Chart". This needs to be done with a different colored post-it note.

