



Kentucky Department of  
**E D U C A T I O N**

# **How Do We Support Student Sensemaking With Equitable Discourse?**

Professional Learning Module  
Participant Packet

# SESSION A

## **Session A Focus Question Meta Moment:**

How can we establish a learning environment to ensure all students have equitable access and opportunity to learn?

## **Session A: Notes**

Why is it important to take the time to establish a positive learning environment?

What are some key strategies you can use to build and sustain an equitable classroom community?

What do these agreements mean? What would they look, sound and feel like?

How might this resource, Communicating in Scientific Ways (CSW), help ensure equitable access and opportunity?

## Session A: Overall Reflection

**What do you know?**

Something you have learned from our session today.

**Why is it so?**

What is the why or evidence to support what you learned today?

**How did you grow?**

Explain how this helped you grow.

**How will it show?**

The actions you are putting into place.

**How will this help you know?**

Identify how those actions will help you know you have grown.

## Session A: Next Steps – Considerations for Implementation

How will you plan to co-develop agreements to support respectful discourse?

How will you sustain equitable communities throughout the year?

# SESSION B


## Session B Focus Question Meta Moment:


What is equitable academic discourse and how does it support student sensemaking in the science classroom?

## Session B: Notes

What are the potential impacts on our learning community if these agreements were fully attended to?

## Session B: Symmetrical Like Experience to the Classroom

  
Examine photos of hailstones, make observations and identify patterns.

  
Analyze the hail frequency map data for patterns and questions.



What patterns did you notice in the location, scale, timing and weather conditions?



Take some individual time to capture what we figured out from our analysis and discussion of the hailstorm data. Use words and/or pictures.



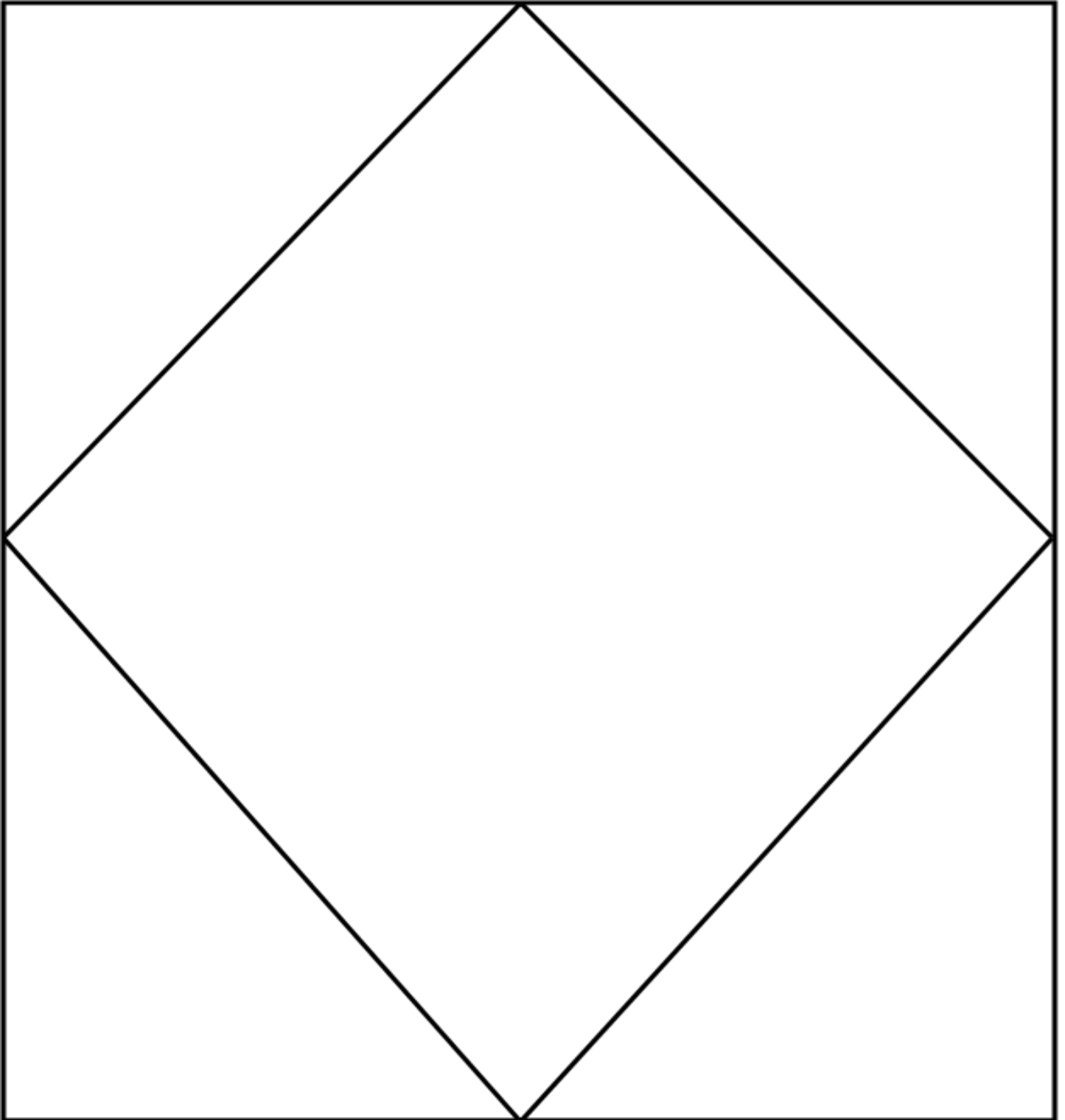
How did the discussion support your sensemaking around hailstorm conditions?



How did the discussion encourage equity in the learning community?

## Session B: Notes

Discussion Diamond Protocol: Follow directions on the slides. (Used for Session B and C)



## Session B: Overall Reflection

Use descriptive words or draw a picture of what you envision a classroom being like where equitable academic discourse supports student sensemaking.

## Session B: Next Steps – Considerations for Implementation

What is the balance of talk between you as the teacher and students?

Do some students talk more than others?

Is there evidence of equitable academic discourse as described in this session?

How is student thinking and reasoning made public and visible?

# SESSION C

## Session C Focus Question Meta Moment:

How can both teachers and teachers and students contribute to equitable academic discourse?

## Session C: Notes

Consider how equitable discourse is supporting student sensemaking in the classroom. As you watch the video record what the teacher/student is saying and doing.

What is the teacher saying and doing?

What are the students saying and doing?



### Session C: Overall Reflection

**S** - What are your **strengths** (things you do well) when it comes to equitable academic discourse?

**W** - What are your **weaknesses** (where you need to improve) when it comes to equitable academic discourse?

**O** - What **opportunities** (goals) do you see possible?

**T** - What **threats** (obstacles) do you face and how might you overcome them?

### Session C: Next Steps – Considerations for Implementation

What cultural styles of talk and sensemaking are present in your community of students that you should room for in science learning conversations?

List the needs of your students. What supports might you provide to students to engage ***all*** students in academic discourse?

# SESSION D

## Session D Focus Question Meta Moment:

Why should equitable academic discourse be used in the science classroom and how does it support the development of science ideas and skills contained in the *Kentucky Academic Standards for Science*?

## Session D: Notes

How does talk promote learning?

Why is it particularly critical in science?

How can equitable discourse support:

- Disciplinary Core Ideas
- Science and Engineering Practice(s)
- Crosscutting Concepts

<p>Lesson 2:</p> <ul style="list-style-type: none"> <li>• The question</li> <li>• Phenomenon/problem/activity</li> <li>• What we figured out</li> </ul>	
<p>How do all three dimensions come together to help students figure out the phenomenon or solve the problem?</p>	

**Session D: Overall Reflection**

<p>If you had to choose the Most Important Point (MIP), what would it be and why?</p>	
<p>Who would you consider to be your Most Valuable Player(s) (MVPs) in this process and why?</p>	

**Session D: Next Steps – Considerations for Implementation**

<p>Lesson Internalization Protocol: What is/are the question(s) students are trying to answer through this discussion?</p>	
<p>What is the intended outcome of the discussion?</p>	

# SESSION E

## Session E Focus Question Meta Moment:

How might we intentionally plan for equitable discourse to support student sensemaking in the classroom?

## Session E: Notes

What basic features do you notice?

How do these three discussion types differ in purpose/goal?

How might these impact the skills students needs and the facilitation strategies teachers use?

What is equitable academic discourse and how does it support student sensemaking in the science classroom?

## Session E: Next Steps – Considerations for Implementation

Use the lesson rehearsal process from this session to:

- Identify the goal of the discussion.
- Consider talk moves and strategies you may utilize.
- Plan before the discussion and leading the discussion.
- Rehearse with a partner.
- Reflect on the discussion.
- Implement the discussion with students.

## Session E: Overall Reflection

Recipe for Equitable Academic Discourse

Name of the dish: \_\_\_\_\_.

From the kitchen of: \_\_\_\_\_.

Serves: \_\_\_\_\_.

Ingredients: \_\_\_\_\_.