

## Talking Point #1: What is Productive Talk?

### *Classroom Discussion Video*

When analyzing classroom videos it's often helpful to view them several times. During the first viewing you get an overall sense of what happened. With each subsequent viewing, you spot something new.

You can print this transcript and mark it up to indicate specific things you think the students did and said during this particular discussion to make it more productive. We've numbered each line below for easy reference if you compare notes with other members in your study group.

- 1 Teacher: If I think about just that first part of my investigation and I think  
2 about the question I need to.. answer, what do you think caused  
3 water level to rise [knocks twice on whiteboard] in this case? With  
4 that aluminum and that copper cube right there? Mathias, you  
5 want to talk to the group about the conclusion you came up  
6 with? Let's make sure everyone's looking at Mathias to show,  
7 that we are listening to him.
- 8 Mathias: Well, my group- we came up- w- we found out that um, that I-  
9 well, we found out that the- we thought becau- it was because  
10 of the volume, because um we found that the s- the s- the  
11 volume in the water level were the same, but the weight was  
12 different. And I thought that if-- if the weight, was um there's  
13 more weight um, in the copper cube than the um, the um,  
14 aluminum cube, then I think it just should depend on the volu-  
15 on the volume because the weight if it was more, the- the copper  
16 cube is more, then it would have more volume. If it w- really  
17 depended on the weight.
- 18 Teacher: OK, does anyone want to respond to that? Who wants to respond  
19 and can prove that they listened to Mathias's explanation and  
20 can, kind of respond with their own ideas or can add another  
21 idea to it? Flevor, go ahead.
- 22 Flevor: um...
- 23 Teacher: Talk to Mathias about how you feel about what he said.

- 24 Flevor: I--I um I agree with what you said because this for example like  
25 if you put-- if you had big um, can- like if you got a big cup of  
26 water and you put a- an eraser in there, like a- a ah, ... like the  
27 eraser over there, if you put something like that in a big cup of  
28 water, the water level would rise a lot, and, if you put in a copper  
29 cube, and it's not even gonna- it's not going to rise that much,  
30 even though that copper cube would weigh more, than a eraser.
- 31 Teacher: Ahh. Aisha, you want to add something?
- 32 Aisha: I have a question for you Flevor. Um, what if the object had like  
33 buoyancy, like it's, able to float?
- 34 Teacher: Ohh...I think that's a good group- question for the whole group.  
35 But go ahead, Flevor.
- 36 Flevor: Then it would be a different story, because, if- if it w- if it had  
37 buoyancy then it wouldn't really be taking up much space, s- so  
38 but, I w- I wouldn't know, um, so some things that have  
39 buoyancy it would- it wouldn't do sinking like I was talking  
40 about.