

### Icebreaker Activity—Getting to Know You

**Directions:** Introduce yourself to other participants in the room. With each introduction, ask the other participant if he or she has done anything on the worksheet. Have the participant initial the box that he or she has done. Each individual should complete no more than one box. When the grid contains initials in each box you have completed the task.

Have used the <b>turn-and-talk format</b> .	<b>Provide direction</b> to ensure all small group members share equitably in discussions.	<b>Establish a culture</b> where participants build trust and respect for their peers/colleagues.	Have provided teachers with <b>professional development related to student-led discussion</b> .
Use both <b>content learning targets and speaking and listening learning targets</b> in lessons.	Provide <b>specific feedback related to the learning target</b> to groups of students after observing their discussion.	Provide <b>specific feedback</b> to groups of students after observing their discussion.	Provide <b>feedback</b> to students.
<b>Take notes</b> related to the learning target while students are engaged in discussion.	<b>Take notes</b> while students are engaged in discussion.	Explicitly teach students <b>ways to ask and answer questions</b> during discussion.	Have students <b>lead their own discussions at least weekly</b> .
Use <b>anchor charts</b> that provide support for students during discussions.	<b>Provide talk prompts</b> to help students apply learning targets and enhance their communication skills.	Explain the difference between <b>student talk and deep discourse</b> .	Have students engage in a student-led discussion where they discussed meaningful content and reached <b>deep discourse</b> .