

The Features of Small Conversations

<p>Launch Teacher (or, sometimes, student) "launches" the small conversation</p>	<p>Talking turns Teacher and student engage in two to three "talking turns"</p>	<p>Exit Teacher (or, sometimes, student) "exits" the conversation</p>
<p>The teacher ...</p> <ul style="list-style-type: none"> • starts with something open-ended but still specific enough for child to respond • carefully considers whether to use content-specific or content-neutral launch • considers timing and location of conversation carefully • takes child's interests, preferences and experiences into account 	<p>The teacher ...</p> <ul style="list-style-type: none"> • conveys attention and regard (e.g., by paraphrasing or asking questions) • demonstrates listening (e.g., by pausing) • avoids "filling in," making assumptions, or using questionable reference points • monitors and is strategic about personal disclosures • might reference prior small conversations (if applicable) 	<p>The teacher ...</p> <ul style="list-style-type: none"> • expresses gratitude or appreciation • uses physical cues (e.g., standing up, backing away, waving) • implies the conversation will continue in some capacity at a later time