

# The Table

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This oblong tracking tool, shaped like a Harkness table, is a simple tool with a variety of applications. In its most basic use, we saw observers draw a web, starting with the first person to make a comment and moving person by person through the conversation. The teacher is one of the points on the web, along with each student. Every line has significance, coming “in” to participants when they begin speaking and going out when the conversation moves on to the next speaker. Some observers draw arrows toward the center of the table when the comment is a general one to the group. Therefore, lines between points on the web indicate direct conversation between individuals.

Trackers can record additional information, including:

- tally marks, near participants’ names, noting their comments
- a T for a specific text reference
- a Q for a question
- an N for when the speaker uses another’s name
- different colors to indicate different segments of the conversation
- very short arrows to note interjections (such as “What page?” or “Who said that?”)

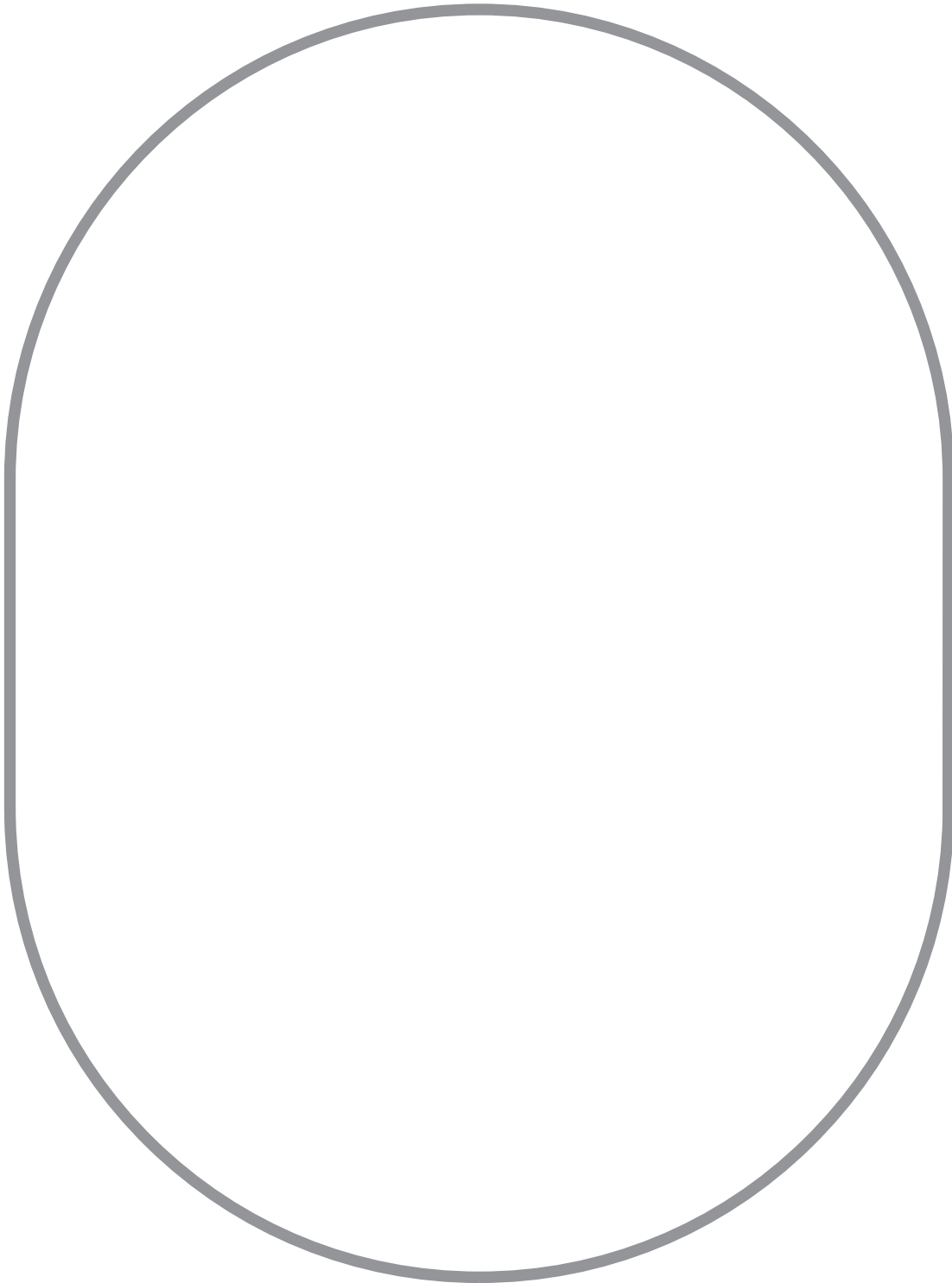
While this tracking tool doesn’t record the quality or duration of comments, it does provide a record of who spoke. A completed table provides useful information for the class, even without much commentary. Quiet students tend to be very aware of their reticence, but frequent participants (even teachers) are often less aware of their intervening. Therefore, a lot of ink next to a student’s name can lead to self-reflection and good follow-up conversations.

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

# The Table



Teacher: \_\_\_\_\_

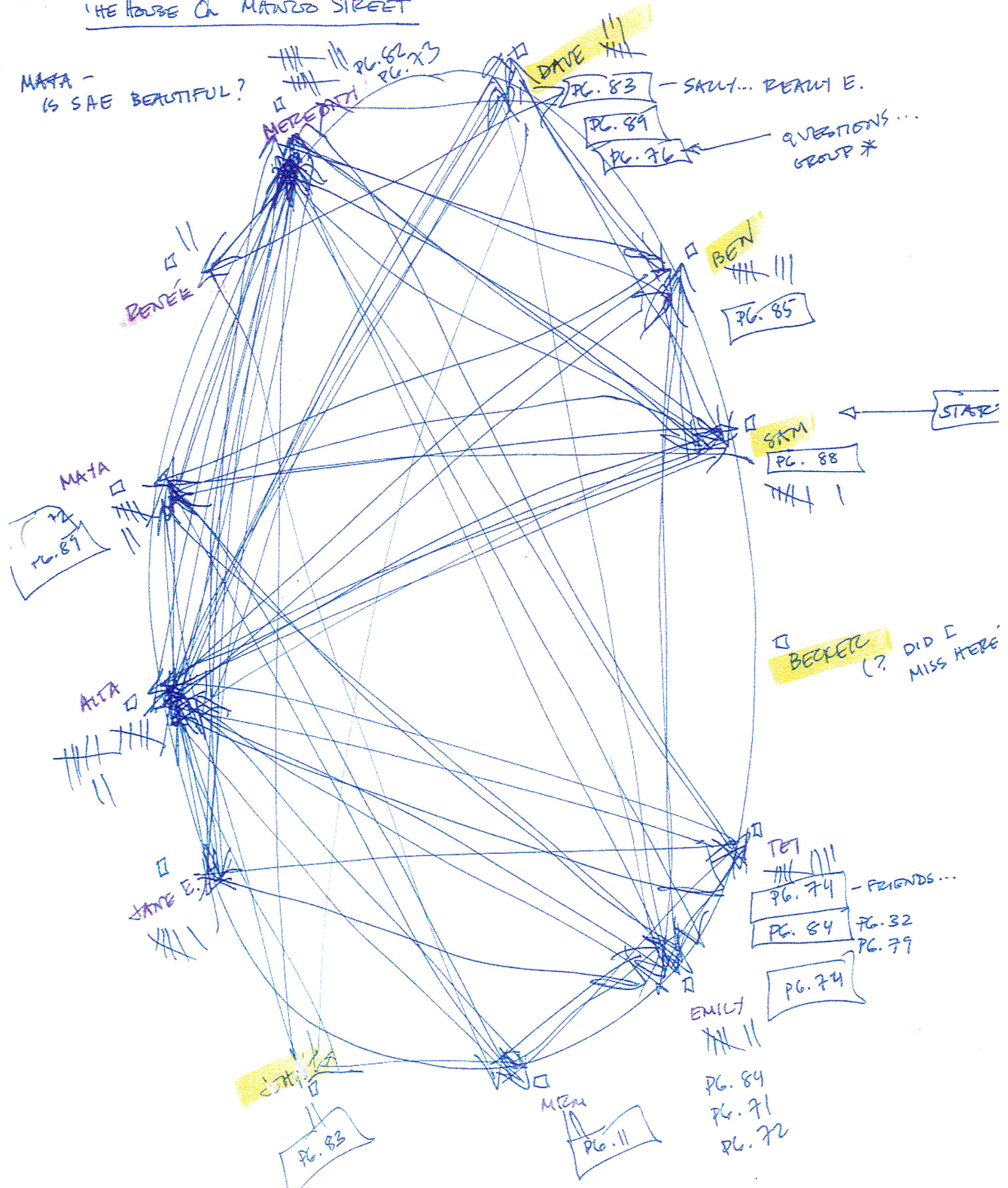
Class: \_\_\_\_\_

Date: \_\_\_\_\_

# Sample Table 1

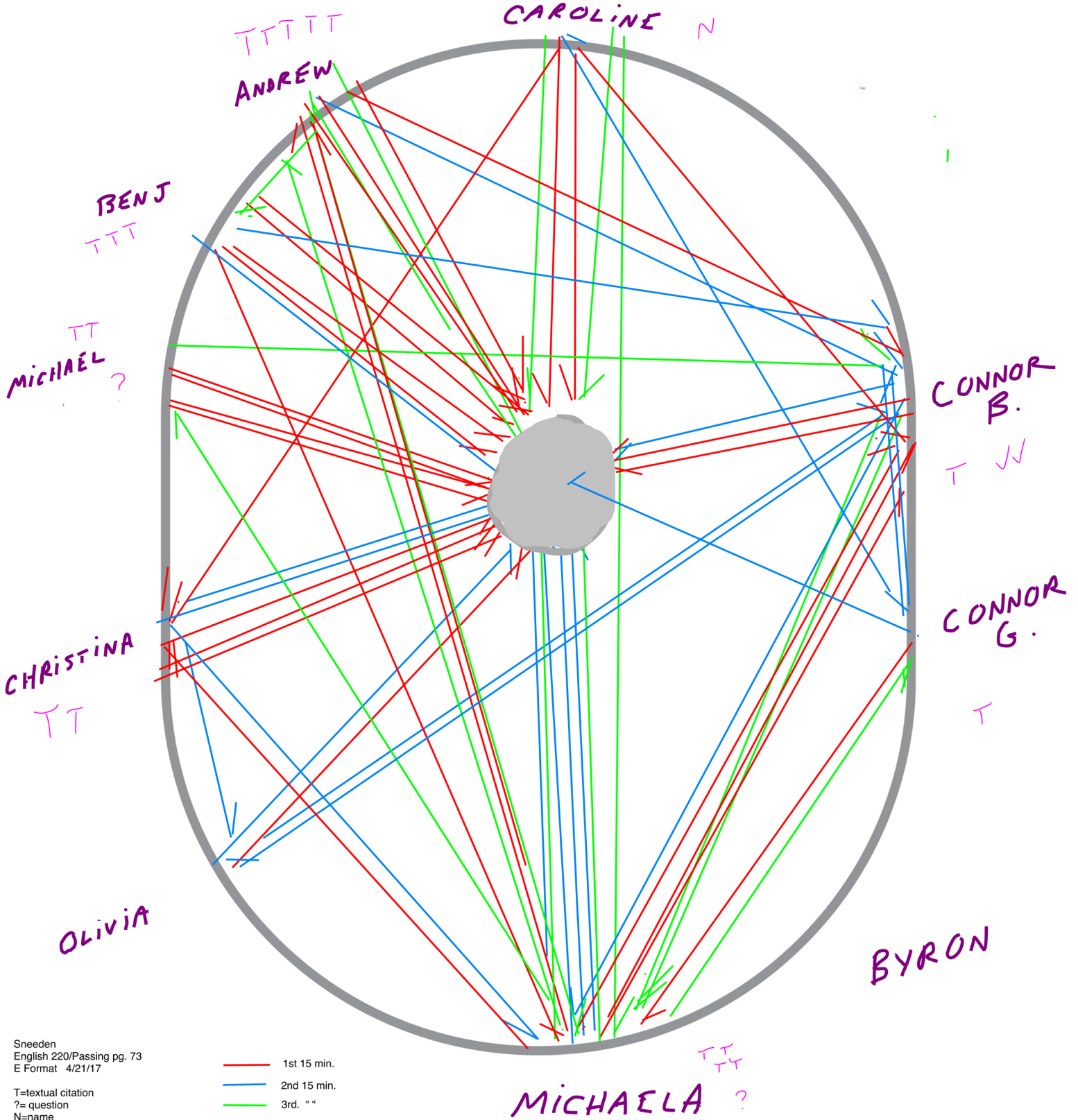
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## THE HOUSE ON MANGO STREET



Teacher: \_\_\_\_\_  
 Class: \_\_\_\_\_  
 Date: \_\_\_\_\_

Sample Table 2



Sneeden  
 English 220/Passing pg. 73  
 E Format 4/21/17

T=textual citation  
 ?= question  
 N=name  
 ✓ = management of  
 table, leadership

— 1st 15 min.  
 — 2nd 15 min.  
 — 3rd. ""