

Sorting Activity

<p>A student asks, "I don't understand how you got that answer. Could you explain it again?"</p>	<p>The teacher provides an explanation of a mathematical procedure to the class.</p>
<p>A student explains, "I first added 20 and 40 to get 60. Then I subtracted 2 and added 3 to get 61."</p>	<p>The teacher provides further explanation in response to a student's question.</p>
<p>A student explains, "I saw that $18 + 43$ was the same as $(20 + 40) - 2 + 3$."</p>	<p>Two students discuss the scores of last week's football game.</p>
<p>Students write in their journals about their thinking to solve a problem.</p>	<p>The teacher provides instructions to the class about an activity they are about to engage in.</p>
<p>A student states, "I think I see a pattern. Each one goes up by 3 more than the one before it."</p>	<p>A student asks a question about nonmathematical procedures related to an assignment such as when the assignment is due, whether students need to show their work, and the like.</p>
<p>Two students discuss whether a procedure suggested by a student will work in all similar situations.</p>	<p>Students practice applying a procedure to solve problems of a specific type (seat work).</p>
<p>A student challenges an algorithm posed by a student by saying, "Yes, but how does it work with 37×98?"</p>	<p>The teacher provides a counter example to a method posed by a student.</p>
<p>A student answers a question in response to the teacher.</p>	