

Sorting Activity

One possible sorting. Facilitators use this to guide wrap-up discussion.

Is Discourse

Is Not Discourse

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