

## STRUCTURED STUDENT TALK

When students work in a Dyad, Triad, or Quad, the talk:

- **Always** begins with *Private Reasoning Time* about the task.
- **Always** focuses on each group member's reasoning, sense making, representations, justifications, and / or generalizations.
- **Always** ends with a discussion of ways their ideas are the same and / or different.
- **Always** follows a prescribed structure that provides students "practice" with status-free, and productive student-student interaction.

<b>Listen &amp; Compare</b>	<p>A. Partner #1 explains his/her ideas while the other partner(s) silently listen to understand Partner #1's thinking.</p> <p>B. When the teacher announces, "Finish your thought and switch roles," repeat step A for Partner #2. The teacher sets the timing according to the complexity of the question/task and student backgrounds.</p> <p>C. (for triads and quads) Repeat until all partners have reported.</p> <p>D. Students discuss how their ideas are the same and / or different.</p>
<b>Revoice &amp; Compare</b>	<p>A. Partner #1 speaks while the other partner(s) silently listen to understand Partner #1's thinking.</p> <p>B. When the teacher announces "Finish your thought and Partner #2 revoice," Partner #2 carefully revoices Partner #1's ideas without judging, adapting, or commenting about the correctness or sensibility of the ideas.</p> <p>C. Partner #1 clarifies as needed.</p> <p>D. When the teacher announces, "Rotate Partners," Partner #2 speaks while the other partner(s) silently listen to understand.</p> <p>E. When the teacher announces "Finish your thought and Partner #1 revoice,"  Partner #1 carefully revoices Partner #2's ideas.</p> <p>F. Partner #2 clarifies as needed.</p> <p>G. (for triads and quads) Repeat until all partners have revoiced and reported.</p> <p>H. Students discuss how their ideas are the same and / or different.</p>

