Protocol for Classroom Discussions

|  |  |  |  |
| --- | --- | --- | --- |
|  | Statement(s) | | Question(s) |
| Setting up the Problem | I am going to have you work on your own at first and then share your method with a partner.  Let’ be ready to share with the group in 5 minutes. | | What is happening in this problem?  What is the story about?  Can someone try saying that in her own words?  What sorts of tools might be helpful when working on this problem?  What do you think the answer will be?  What are you trying to figure out? |
|  | Anticipated Strategies/Misconceptions | Who | Questions/Statements |
| Monitoring Student Work | For off-task students or for students that seem to be self-conscious about you listening to them share. |  | I am just listening/looking to find out how you are working on the problem.  This helps me think about what we will do later. |
| For students that appear to be stuck. Also for when you are having a difficult time understanding their strategies. |  | What are you trying here?  Can you tell me a little about this?  What are you finding troubling?  Are there other ways to work on the same thing?  How would you describe the problem in your own words?  Would it help to create a diagram? Make a table? Draw a picture?  What facts do you have?  Could you try it with simpler number? Fewer number? |
| For students that want to ask you questions. These are ways to uncover their thinking and judge to what extent you want to respond. |  | Tell me what you’ve thought about so far.  Why are you interested in more information about that?  Let me say a little about that part. |
|  | Parts of Discussion | Questions/Statements | |
| Managing the Discussion | Launching the Discussion | Will someone start us off by sharing one way of working on this problem?  Please raise your hand when you are ready to share your solution. What did you do 1st when you were working on this problem?  Lets start by clearing up a few things about the problem.  What are some key parts in this problem?  What was unclear in the problem? | |
| Eliciting/Uncovering Student Strategies | Joe would you be willing to start us off?  What have you found so far?  Can you repeat that?  Can you explain how you got that answer? How do you know?  Walk us through your steps. Where did you begin? Can you show us? | |
| Focusing on Mathematical Ideas | Can you explain why this is true? Does this method always work?  How is Bob’s method similar to Kelly’s method?  Can you show us on a graph?  What do all the solutions have in common?  What would happen if I changed the numbers to \_\_\_\_\_? | |
| Encouraging Interactions | Do you agree or disagree with Kahlil’s idea?  What do others think?  Would someone be willing to repeat what Tom just said?  Would anyone be willing to add on to what Sue just said? | |
| Concluding the Discussion | Can anyone tell me some of the big idea that we learned today?  How would you explain what we learned today to a 5th grader?  Some of the key points from our discussion today are . . .  Tomorrow we will continue our exploration of \_\_\_\_\_\_ beginning with the idea from today that \_\_\_\_\_\_\_\_\_\_. | |