|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Short answer to a direct question**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | procedures and facts |
| 1. **Restating facts/statement made by others**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Showing work/method to others**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Explaining what and how**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Questioning to clarify**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Making observations/connections**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Explaining why by providing evidence**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | justification |
| 1. **Challenging the validity of an idea by providing evidence**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Providing evidence to defend an idea that was challenged**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Making conjectures/predictions about what might happen**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | generalization |
| 1. **Explaining and justifying what will happen in the general case**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Which talk structures did you observe (circle all that apply)? Individual Pairs Small Group Larger Group/Whole class

Modes Tools

T Student to Teacher V Verbal S Symbolization

= Student to Student A Gesturing/Acting N Notation

+ Student to Group W Written C Computers/Calculators

I Individual Reflection G Graphically O Other

 M Manipulative