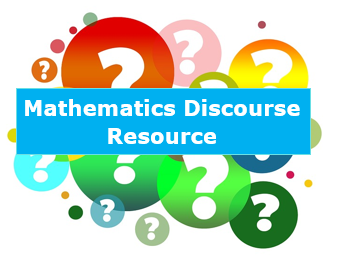


| **Question Stems for Teachers** |
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| * That seems really important, who can say that in another way? * Who can say that back in your own words? * What does he/she mean when he/she says …? * Who can add on to that explanation…? * Do you agree or disagree with \_\_\_\_\_\_\_\_? Why? * Turn and talk to a partner about … Who can tell the class what your partner said? * Let’s all try using \_\_\_\_\_\_\_\_’s method for this new problem. * Who has a similar way of looking at that? * Who has a different way? * Let’s take a look at these two approaches. How are they similar? How are they different? |

Adapted from Smith, M. S., et al. (2017). *Taking Action: Implementing Effective Mathematics Teaching Practices,*

p. 105, *National* Council of Teachers of Mathematics.



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| **Sentence Frames for Students** |
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| * I agree/disagree with \_\_\_\_\_\_\_\_\_\_ because … * I respectfully disagree with that because … * I still have questions about … * I’m confused by … * I have a different perspective because … * I connected with what \_\_\_\_\_ said because … * I chose this method   because …   * I would like to defend the answer … * Could you say more? * I was wondering about… * I have a question about … * I like how you explained this because … * I would like to revise my thinking. * I would like to defend my thinking. |

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*mathematics/*



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