

| **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?
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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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*Virginia Department of Education*

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