1. **Plan the Ten-minute Talk**;
* Choose an important component of representation that students must develop over time to target and formulate a question. The question or prompt must elicit multiple ideas.

Here are four examples of possible prompts:

 1. Place the numbers 30, 31, and 32 on the number line.



2. Use as many different representations as you can that show all pairs of numbers in which the second number is twice the first number.

3. Use as many different representations as you can to illustrate that there are three times as many cats as dogs at the pet store.

4. Draw and illustrate two different ways of representing 4x2+x using area.

* Plan how you are going to get students to share their thinking, how you are going to encourage them to clarify their thinking, how you will hold back evaluative responses, and how you will close the activity.
1. **During the activity**: If possible, videotape, audiotape or take notes as soon as the class ends. Withhold your immediate responses and work to understand the meanings behind students’ explanations. Ask further questions (without putting words into the students’ mouths) to check to see if you fully understand what they meant to say.
2. **After the activity**: As soon as possible after the Ten-Minute Talk, use students’ responses for reflecting on what you know about the mathematics of the students.
	1. Write student responses.
	2. Choose at least one student’s response that was unclear to you and write questions that you could pose to this student to better understand his or her thinking. Briefly describe your purpose for asking these questions.
	3. Write questions you could ask to explore what you still wonder about students’ ideas. (Not leading questions.)
	4. Choose a question from (c) for the next week. When using this question, notice student responses that could indicate slightly different ways of thinking than the week before.