1. **Plan the Ten-minute Talk**;

* Choose an important mathematical idea to target and formulate a prompt. Examples:

What is the meaning of 60 mph to you?

What is the meaning of “the slope is -2” to you?

What is the meaning of “the relationship is linear” to you?

What does it mean to you that, “the two expressions are equivalent”?

What does it mean to you that the domain of the function is from 0 to 100?

What does it mean to you that, “the number of cookies is proportional to the number of students”?

* 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, take notes or take a picture 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. List student responses.
   2. Choose at least one student’s response that was unclear to you or that could have multiple interpretations 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’ meanings. (Not leading questions.)
   4. Devise a related question/prompt for the next week. When using this question, notice student responses that could indicate slightly different meanings than the week before.

Bring your reflection to your PLC meeting and discuss. What other ideas do your colleagues have about what students could mean?