INTERACTION STARTERS

One approach to facilitate two-way math-related dialogue is for the tutor to develop a list of interaction starters. As a tutee is working on a problem, a tutor's interaction starter can move the task into a math conversation. The conversation might grow to a "think out loud" conversation or to a joint tutor-tutee exploration of various points in solving a challenging problem.

Here are some examples:

• How do you know what you know? How do you know it's true? (The tutee makes an assertion. The tutor asks for evidence to back up the assertion.)

• Can you prove that? (Somewhat similar to an evidence request. A tutee solves a problem by carrying out a sequence of steps. How does the tutee know that the solution is correct?)

• What if . . .? (Conjecture. Make evidence-based guesses. Pose variations on the problem being studied.)

• Is there a different way to solve this problem? (Many problems can be solved in a variety of ways. One way to check one's understanding of a problem and increase confidence in a solution that has been produced is to solve it in a different way.)

• What did you notice about . . . ? (Indicate an aspect of what the tutee is doing.)

• What do you predict will happen if you try …?

• Where have you seen or used this before?

• What do you think or feel about this situation?

• What parts do you agree or disagree with? Why?

• Can you name some uses of this outside the math class and/or outside of school?

• How might a calculator or computer help in solving this problem?

Source: *Becoming a Better Math Tutor* by David Moursund & Robert Albrecht http://i-a-e.org/downloads/free-ebooks-by-dave-moursund/208-becoming-a-better-math-tutor/file.html