

Collaborative Conversations in McGraw-Hill My Math

How many times every day do you hear “How.....” or “Why.....”? Children always have how and why questions. They are also eager to offer explanations for specific occurrences and phenomenon. These ever present questions and explanations are important to student learning. Research shows that when students are asked to verbally explain an event, they learn more than when they are simply provided the explanation. Asking students for verbal explanations requires a deeper understanding on their part and prohibits them from just memorizing and repeating an answer.

According to the Standards for Mathematical Practice, one of the skills mathematically proficient students need is the ability to communicate with others. Students must be able to communicate precisely using clear definitions in their discussions with others and when explaining their own reasoning. They should be engaged in solving problems and discussing how they solved them. Through responding to discussion questions such as “Why do you think that is true?” “Can you tell me more?” and “How did you solve that problem?” students employ and strengthen their communication skills.



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volunteer, model appropriate collaborative conversation speaking and listening behavior. Have the class compare the two scenarios they observed and tell why the behaviors in one scenario are more beneficial.

- x Ask a group of students to model a collaborative conversation strategy. Give the remaining students in the class a purpose for watching and listening to the group. (For example, have students in the class focus on looking for



