Coding Practice Key

Turn	Speaker	Notes	Codes/Types
1.	Student 1	Well, what do you know about diagonals? Well, this isn't a square.	AQ/UT
2.	Student 2	I was thinking about adding another triangle here.	
3.	Student 1	Well, if we were to make another rectangle here, we know that it's 5, 4, 4, 5. Does that mean anything? Is that what does that tell you? So if we draw another rectangle hear like close this up	AQ/HLT
4.	Teacher	[you can take the marker]	
5.	Student 1	sorry, like close this up, right. And we know this is 5. This is 4, right. So now this is 5. This is 4. Sorry to give numbers going to different ways.	
6.	Teacher	You can turn it.	
7.	Student 3	Well, yeah, that would be 20. That'd be 20. So that's 16 + 20 = 36.	
8.	All students	They're the same.	
9.	Student 3	They're the same.	
10.	Teacher	So how would you know they're the same? What's your evidence?	TM
11.	Student 3	Well, there's 20 centimeters squared in this one, and there's 16 centimeters squared in this one. If you add that together, it's 36. And they also represent the same size.	EE
12.	Student 1	Yeah, we connected them at points that were at the same height.	
13.	Teacher	and how what does that have to do? What do you know about rectangles that would help be more reasoning for that or evidence because now wait, are you saying do you have a claim? Do you think you have a claim? And what what is your claim?	AQ/HLT
14.	Student 4	That this is the same length as this.	
15.	Teacher	Write. Then you wanna write that number in.	
16.	Student 2	And that's 5 also.	
17.	Teacher	So, you're making a claim that the missing side length is	
18.	Student 4	5cm.	
19.	Teacher	OK, So what will your evidence be?	TM
20.	Student 3	Because these are equal in size and it's five down there, so it would have to be the same.	EE
21.	Teacher	So that gets me…[END]	

Total Turns	21		
Teacher Turns	8	=	38.09%
Students Turns	13	=	61.90%
Total Questions	3		
Teacher Questions	2	=	66.67%
Student Questions	1	=	33.33%

Total Words	285		
Teacher Words	98	=	34.39%
Student Words	187	=	65.61%

What is/are the talk pattern(s)? The talk patterns start off being between the students with the teacher only interrupting with procedural suggestions. Then, the talk pattern becomes Teacher then student, then teacher or the initiate-response-evaluate(IRE)