



LEARNING EXCHANGE PROTOCOL

ACADEMIC DISCOURSE: STRONGER AND CLEARER EACH TIME

Adapted From Zweirs, J (2017). Stronger and Clearer Each Time Overview [Word file]. Retrieved from <https://jeffzwiers.org/tools>

The purpose of this activity is to help you and others strengthen and clarify academic ideas. Each time you talk to a partner, you build from the ideas, clarify your meaning, answer their questions, and even adapt new language. Try to make your answer *stronger each time* with better evidence, examples, and explanations; and try to make your idea *clearer each time* by using a topic sentence that clarify and support what you want to convey.

Process:

1. Divide the class into two groups (each class is 2-3 EC_NICs combined). Each group will have a different problem. Give each students two 3X5 card to work through the problem.
2. Individually, students work through the problem on one side of the 3x5 cards. Once they complete answering the math problem on the front side of the 3X5 card, turn it over and write a description of how you solved the problem.
3. Have students form two parallel lines and face each other. Each side of the line will have a different problem.
4. One side of the line will have 3 minutes to present the problem and describe how they solved it.
5. The other side of the line will then have 2 minutes to ask clarifying questions about the solution and provide feedback on the presenter's description of how they solved it. Your feedback should help them strengthen and clarify their description. The presenter listens and take notes.
6. The presenters use the second 3X 5 card to rewrite their description based on the feedback from their partner in order to get stronger and clearer descriptions.
7. Students line up again with new partners and repeat the cycle

*You can repeat this process multiple times.

**After students in one group have completed the process THEN start the process over for the second group.

Student Reflection

- During the activity, my description of how I solved the problem became *stronger*. I borrowed and built on ideas from my partners to strengthen my idea (e.g., better or more evidence). How?
- During the activity my description of how I solved the problem became *clearer*. I borrowed and used language from my partners (and/or texts) to make my idea *clearer*. For example...

Math Problems:

Elementary:

1. Everyone riding a bus is on social media and there are twice as many people on Snapchat as Facebook. If there are 14 people on Snapchat, how many total riders are on the bus?
2. Matt bought 12 packages of Takis at Walmart. If he gave 4 packages to his friends, what fraction does he have left?

Middle School:

1. Two friends each had ten dollars. They pooled their money to buy some cheeseburgers that cost \$1.24 each. How many cheeseburgers did they buy if they got \$5.12 back in change?
2. To make hush puppies it takes $\frac{1}{4}$ cup of oil for every $\frac{2}{3}$ cups of water. How much oil is needed for every cup of water?

High School:

1. A veterinarian sees a Pit Bull and a Chihuahua. Their combined weight is 12.6 pounds. If the Pit Bull weighs 1.4 pounds more than the Chihuahua how much does the Chihuahua weigh?
2. Katy Perry has \$355 in her purse. She has 50 bills and all of her money is a \$5 or a \$10 bill. How many of each denomination does she have?