Integrating Language Routines Into Instruction

Information Gap

Students rely on oral, visual, or written communication to share ideas to bridge gaps in information as they collaboratively solve a problem.

Algebra 1 • Geometry • Algebra 2

Language Routine: Information Gap

The purpose of this routine is for pairs of students to practice interpersonal communication essential to solving a problem.

In this routine, partners work together to solve the problem, justifying their responses using clear and connected language. Partner A has the general problem on a card. Partner B has the information needed to solve the problem on a "data card," which might contain diagrams, tables, graphs, etc. Partner A needs to make sense of the problem and ask for pieces of information from Partner B. Partner B shares only information that Partner A specifically asks for.

Adapt for groups of four by having two students share the role of Partner A while two other students share the role of Partner B.

Routine			
READ	Partners A and B each read their cards silently and do not show their cards to each another.		
THINK-ALOUD	Partner A thinks aloud about what information is needed.		
QUESTION 1	Partner B asks, "What specific information do you need?" and Partner A answers.		
QUESTION 2	Before providing the requested information to Partner A, Partner B prompts Partner A for justification asking, "Why do you need that information?		
EXPLANATIONS Partner A explains how they are using the information to solve the problem. Partner B helps and asks for justifications even if they understand what Partner A is doing.			
FOLLOW-UP	Both students use blank cards to write their own problem and data cards for another pair to use.		

(continued)





From the Classroom				
READ	READMr. Z: "For the next few minutes partner and decide on who is A and All right, I'm going to distribute two other. A's you are the keeper of you solve your problem. B's! You are in a it and can provide a reasonable ex Mr. Z distributes the cards to partne information card.		e going to work in partners to solve a problem. Find a n is B. Show me a thumbs up when you're ready!" rent cards. Partners, you cannot show your cards to each rmation and you will ask B's for details that you need to e of giving information to your partner only if they ask for tion for why they need that information." and provides 30 seconds for each partner to review their	
L N C a n	Card Master concer and ot many o	A Tix sold tickets to an upcoming t. Some were general admission, hers were exclusive access. How of each type of ticket were sold?	Card B General admission tickets cost \$12, and exclusive access tickets cost \$18.	
			The total sales: \$990 Total number of tickets sold: 60	
THINK-ALOUD		Mr. Z: "A's, now that you know the situation and the problem you are trying to solve, talk through it out loud. Tell your partner the situation."		
QUESTIONS AND EXPLANATIONS		 Mr. Z: [regains attention of the whole class] "Take a look up here where I've listed out the next several steps for you to follow. B's, you get to ask about specific information that your partner need and make sure they can justify their reasoning. A's, you're in charge of explaining why you need the information and then using what you get to solve the problem." On-screen prompts: B's: What specific information do you need? Why do you need it? 		
		A's: Explain what you need and why. Work to solve the problem. Mr. Z circulates as students are working and supports students in their roles. As needed, Mr. Z asks questions of the different partners to facilitate their thinking like, "What information has your partner asked for? Why do you think they need that?" and "What do you think you need to know to find an answer?"		
FOLLOW	*OLLOW-UP Mr. Z: [after groups have solved and verified their work] "Your turn to write a problem for another group! Turn over the problem card sets that you have. You get to decide the site and the values that are important. Put the Problem on Card A and the important informal Card B. In a moment, you'll exchange cards with another partner group to solve a new problem for the problem of the values to solve a new problem for the problem card sets with another partner group to solve a new problem for the problem for the problem for the problem of the p		verified their work] "Your turn to write a problem card set n card sets that you have. You get to decide the situation ne Problem on Card A and the important information on rds with another partner group to solve a new problem."	



