

Five Mathematics Teaching Practices

Smith and Stein (2011)

Anticipating student response prior to the lesson

Monitoring students' work on and engagement with the tasks

*Selecting** particular students to present their mathematical work

Sequencing students' responses in a specific order for discussion

Connecting different students' responses and connecting the responses to key mathematical ideas

Moving Towards Students Leading Mathematics Discussion and Mathematical Sense-Making

Hufford-Ackles, Fuson, and Sherin (2004)

Accompanies the table on page 32: Levels of classroom of discourse. From Hufford-Ackles, Fuson, and Sherin (2004)

Framework describing growth in five components:

1. How the teacher supports student engagement
2. Who serves as questioner and what kinds of questions are pose
3. Who provides what kinds of explanations
4. How mathematical representations are used
5. How much responsibility students share for the learning of their peers and themselves