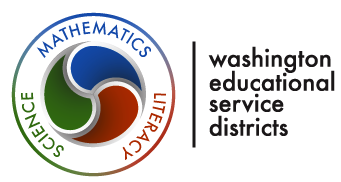


Mathematic Teaching Practices: Facilitate Meaningful Discourse

*Effective teaching of mathematics facilitates discourse among students to build shared understand of mathematical ideas by analyzing and comparing student approaches to arguments.*

***Principles to Actions*** (p.29-41)

|  |  |
| --- | --- |
| **Review**  ~5 min | *Review Facilitate Meaningful Discourse and Pose Purposeful Questions*   * Review pages 29-41 * Identify one thought that resonated with you from either practice. |
| **Share out**  ~5 min | *Thoughts that resonated with you*   * What was one thought that resonated with you from either practice? * Share out with small group |
| **Facilitate Meaningful Discourse**  ~15-20 min | *Facilitate Meaningful Discourse*   * Using Mr. Donnelly’s lesson, look at how he attends to the 5 practices for using student responses in whole class discussion. * Referring to page 34, discuss how these 5 teacher moves support meaningful discourse. * Consider student talk in your own practice while reviewing the Levels of Classroom Discourse, p. 32. * Which of these practices are underutilized in classrooms? |
| **Reflections & Commitments**  ~5-10 min | *Making a commitment*   * How can we help teachers become more intentional with incorporating these practices? |
|  | |

Mathematic Teaching Practices: Posing Purposeful Questions

*Effective teaching of mathematics uses purposeful questions to assess and advance students’ reasoning and sense making about important mathematical ideas and relationships.*

*Principles to Actions:* (p. 35-42)

|  |  |
| --- | --- |
| **Do the Task**  ~10 min | Consider the math task for your Grade Band from Inside Mathematics: Digging for Dinosaurs   * Do the math in your grade band group |
| **Anticipate**  ~5-10 min | * Anticipate likely student responses and misconceptions (see Smith & Stein’s practice 1, p. 30) |
| **Pose Questions**  ~10-15 min | *Posing Purposeful Questions*   * Create a list of related questions using the framework in figure 14 (pp. 36–37) |
| **Share Out**  ~10-15 min | * Create a poster with the work to solve your selected problem and your list of questions * Take a Gallery Walk to look at other groups work |
| **Review**  ~5-10 min | *Reviewing Levels of Discourse*   * In group of 2-3, review the continuum (Fig. 11) on page 32 * Personally reflect on what you see as next steps for movement along this continuum * Share out with your group how the continuum can help you think about your work with teachers in your building/district |