

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
 |