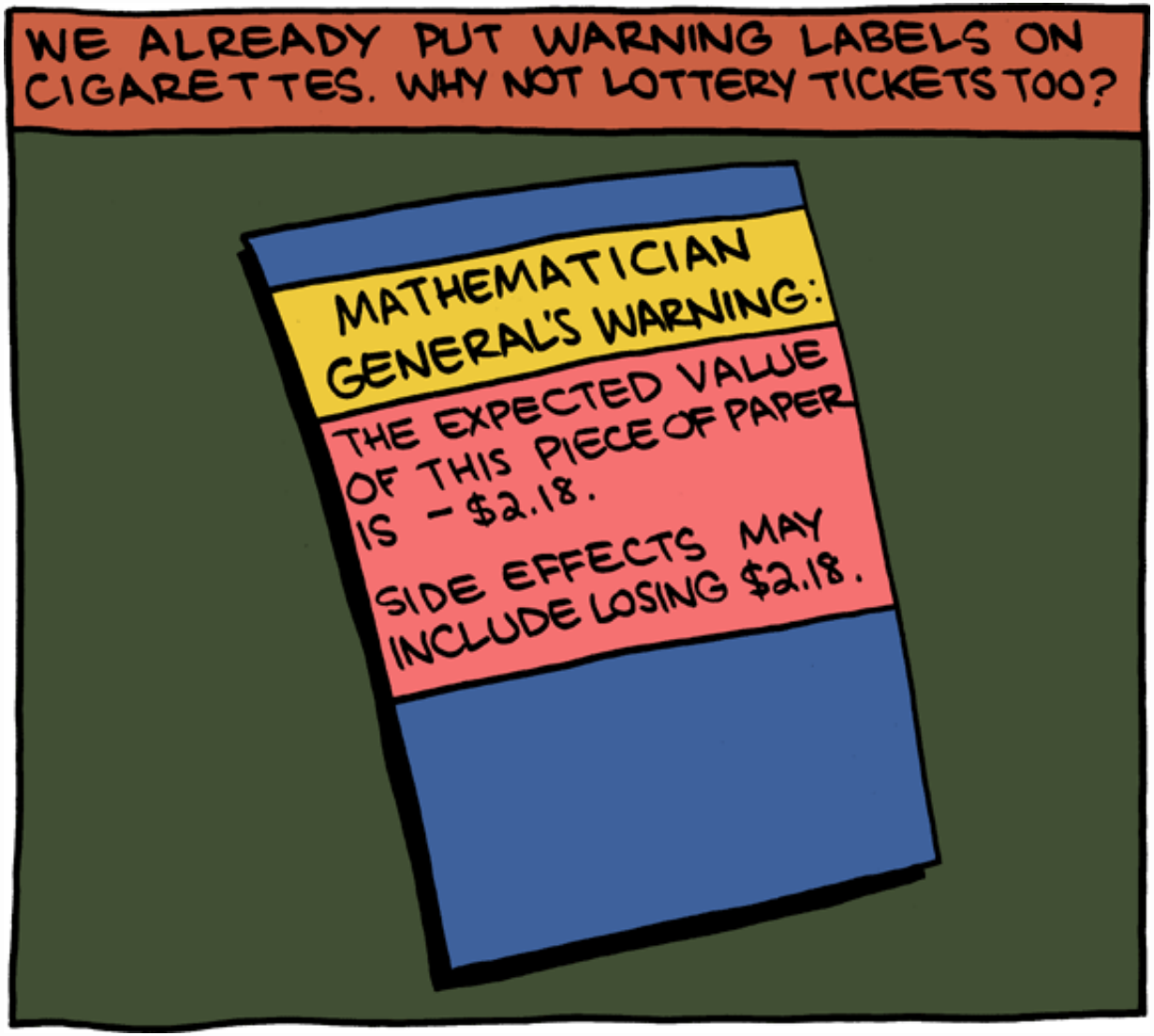
WE ALREADY PUT WARNING LABELS ON CIGARETTES. WHY NOT LOTTERY TICKETS TOO?
MATHEMATICIAN GENERAL'S WARNING:
THE EXPECTED VALUE OF THIS PIECE OF PAPER IS -$2.18.
SIDE EFFECTS MAY INCLUDE LOSING $2.18.

Reflecting on Practice

Discussions that Enable Learning

Day 3

Respond with justification: In an isosceles triangle, a median divides the triangle into two regions of equal areas.

Work individually on proving or disproving this conjecture. If you think you're done, think harder or try a new perspective.

Think → Share

First individually, then as a table.

Median Problem

At your table, respond to the following:

In doing this task,

- What mathematical topics emerge?
- What are some likely issues, errors, misconceptions might emerge?

(Make a bullet list on handout #2, discuss as table)

Transcript task: "Tom" and "Lyle"

(first individually and then merge as a group)

Read each transcript.

Identify the mathematical topics, concepts & practices that actually emerge in each class.

Tom's Class	Lyle's Class
topic topic concept practice etc…	topic topic concept practice etc…

Record some questions/prompts and their impact on students

The question → The impact on student

Record results on Poster Paper

Tom	Lyle
Q → I Q → I	Q → I Q → I

"What do you see in the patterns here?" →Students collaborated and proved Fermat's Last Theorem

Think → Pair → Whole group discussion

- What is the purpose of questioning in Tom's classroom?
- What is the purpose of questioning in Lyle's classroom?

Homework!

1. Go to http://bit.ly/ropday3poll
2. Complete poll (anonymous)
3. After completing the poll, please participate in the discussion forum on the Ning (not anonymous, please share)

It is important to respond to both:

1. the poll and
2. the discussion question on the Ning OR another person's reply to the discussion