

Reflecting on Practice 2012

Day 5



Revisiting Week One

- We began by studying questions in existing contexts, using video and transcripts.
- We categorized questions and examined their impact on classroom discourse.
- Our learning goal is to become more intentional in the questions that we ask.

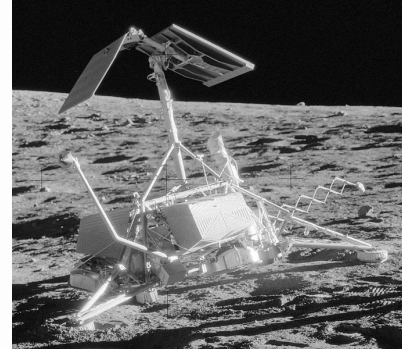


Black and Wiliam

- This weekend you read “Working Inside the Black Box” by Black and Wiliam, and “Never Say Anything a Kid Can Say” by Reinhart.
- Take a few minutes to:
 - Introduce yourself to your new tablemates
 - As a table, discuss what you thought was the main point of each article



Pushing and Probing



- There are many fruitful ways to classify questions.
- We want to use Black and Wiliam's pushing/probing distinction as the overarching framework that we use to think about questions.



- Today we are going to start from a math context, and develop our own questions.
- We are going to focus on Systems of Equations, which is in the 8th grade CCSSM, but has typically appeared in an HS Algebra 1 course.



Planning for Implementation I

Working In Pairs:

- What are 3 learning goals related to solving systems of linear equations in two variables. i.e. What do you want students to know and be able to do?

Consider: What common errors and problems would you expect to encounter in teaching students about systems of equations?



At Your Table:

- Reach consensus on 3 to 5 goals.
- Describe or show evidence of what students would do, say, or write to demonstrate each goal.
- Record on chart paper.



With Your Table

- develop questions to **probe** student thinking and to **push** students towards your learning goals...



but there is a
twist...



- You will be assigned a textbook.
- You are expected to use the textbook as much as possible.
- The textbook must form the basis of your classroom instruction.



- With your table, agree on a lesson from the chapter on systems of equations
- Focus on this lesson, as well as the lessons immediately before and after, so that you know where students are coming from, and where they are going next.
- Read and make notes on what you find – if you would like, we are providing a handout to help you organize your thoughts.



- Make a list of 3-4 pushing and probing questions that you could use with the textbook to help students achieve your learning goals.
 - How can you build on the questions that the book already asks?
 - What are you going to ask that is NOT already being asked by the book and why?



Debrief

- What did you learn from using a textbook?

