

$$\text{CONCENTRATION} = \frac{\text{THINKING ABOUT THIS}}{\text{THINKING ABOUT THAT}}$$

$$\text{IGNORANCE} = \frac{\text{IT}}{\text{WHAT I KNOW ABOUT IT}}$$

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# Reflecting on Practice

Day #9



# TIMSS Video

- 8<sup>th</sup> Grade classroom
- Students are working on graphing five different lines on a co-ordinate grid

We're going to watch it first without sound.



# Discuss at your table

- What do you notice?
- What caught your attention?



# Seeing things again

- We're going to watch the video with sound
- **Note** the questions the teacher asks
- Think about the role of questioning in his class



# Video with sound

- Does your impression of the class change now that you've heard the sound?



# Discuss together

What were some of the questions he asked?

What was the role of questioning in this class?



# Shifting gears...

Setting the stage for the next video...

What comes to mind when you hear the phrase “*solving equations*” ?





# Next video

- Nick Branca from San Diego State University
- PD for Middle School Teachers
- Just finished the same brainstorming activity
- **Note** the questions the teacher asks
- Think about the role of questioning in his class



# Discussion

What were some of the questions he asked?

What was the role of questioning in this class?



# Closing Discussion

Branca started by asking what people thought about when they heard **solving an equation**. Then he used that list to move to core concepts students needed to know before they could successfully engage in solving equations.

- If you were going to try this with students, what would you have to think about before hand?



# Feedback

- On the handout
  - What are you thinking about questioning (or anything else) that could change your practice next year?
  - How can we help in our remaining time together?

