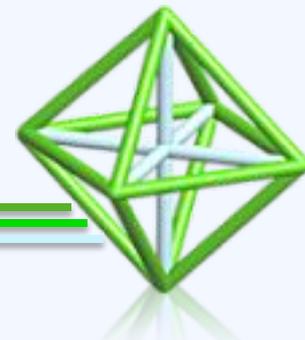


Reflecting on Practice

Week 1, Day 2
2019

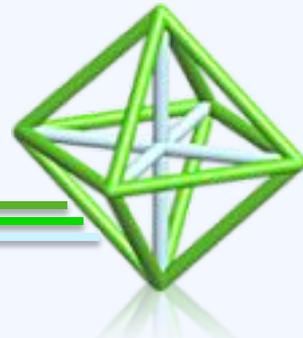


Debrief “Day 1”

Think about our Day 1 RoP yesterday

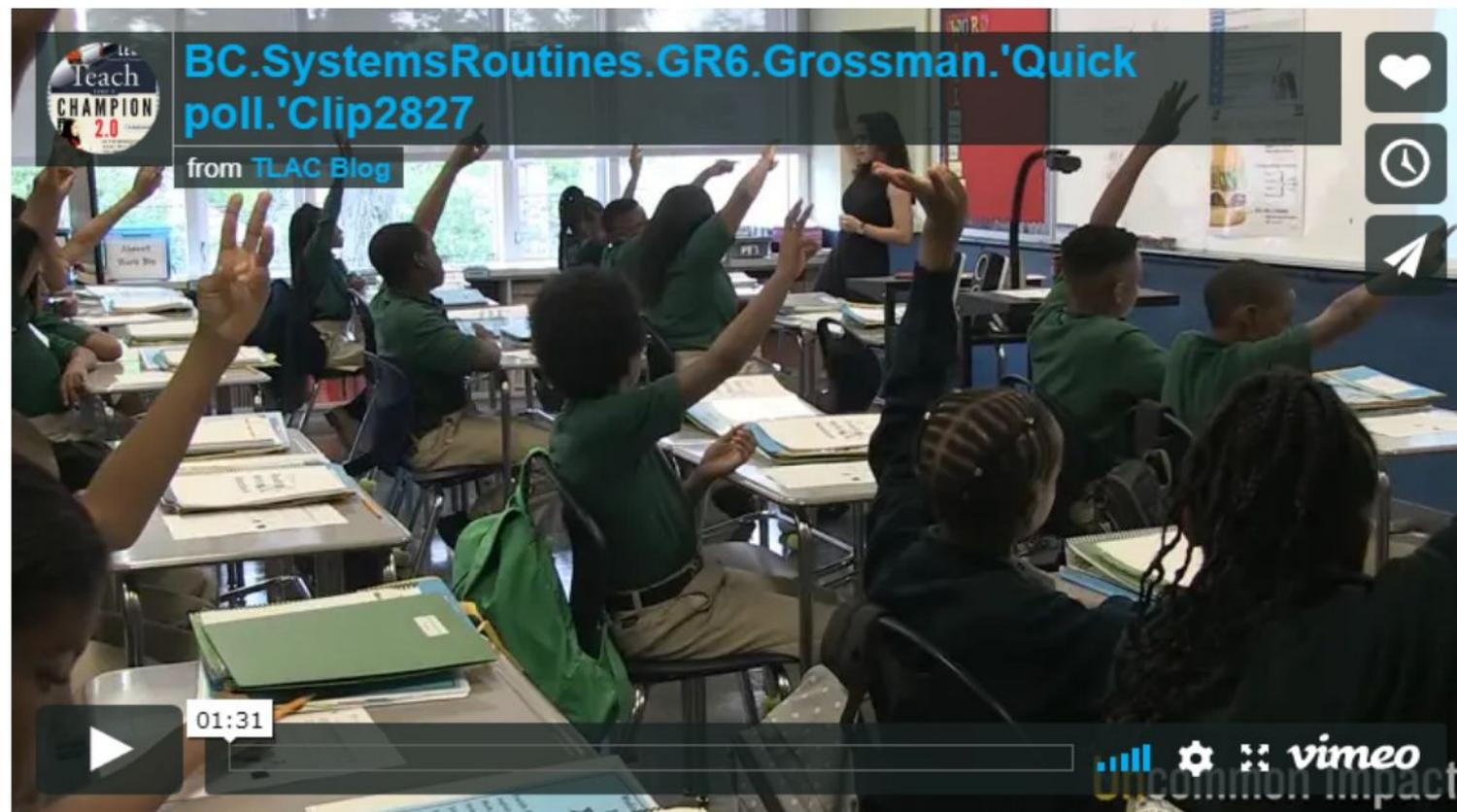
What was the time spent on?

What do you think this messaging would convey to students in a classroom?



09.07.18 THE FIRST DAYS OF SCHOOL: INSTALLING A PROCEDURE WHILE TEACHING CONTENT

That's why I love this clip of Mallory Grossman on the first day of school at North Star Vailsburg Middle School.

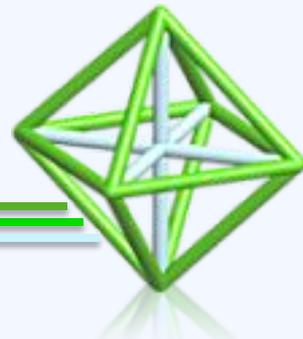


Debrief “Day 1”

Think back on your experiences as a student, in teacher training, or what you may have read in books such as *Teach Like a Champion* or *The First Days of School*, pertaining to Day 1.

What was the time spent on? What was/is typically included?

What do you think this messaging would convey to students in a classroom?

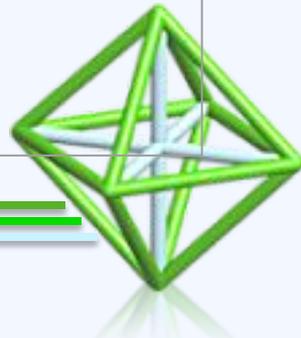


Debrief “Day 1”

Compare and contrast your responses to the two versions of Day 1.

At your table, create a 3 column chart:

Message you'd like to convey about your classroom	How is this accomplished in Day 1 of RoP	How is this accomplished in Classic Day 1

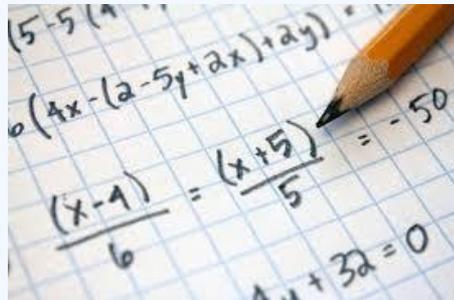


Debrief “Day 1”

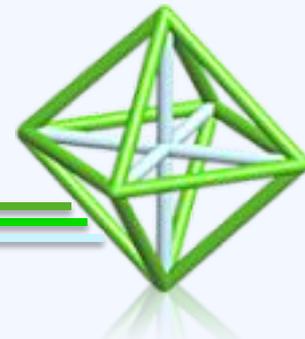
Goal for Peg’s Day 1:

To disrupt student expectations of learning and doing math from the start

Peg’s Metaphor:



School Math → Minefield

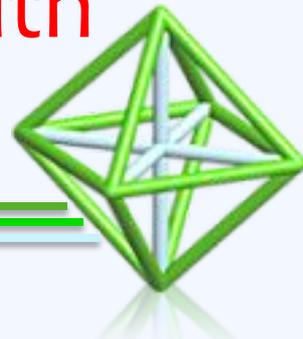


Debrief “Day 1”

Goal for PCMI/TLP:

To disrupt your thinking of what “needs” to happen in your classroom.

Doesn't imply that you need/want to change everything. We want you to be willing/able to examine your instructional choices to ensure they are aligned with learning goals for students.

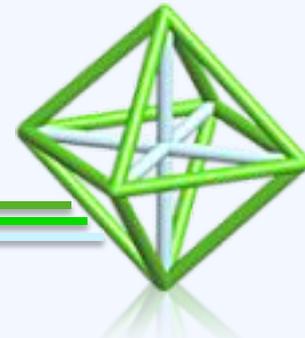


Artifacts of Student Thinking

Goal for Reflecting on Practice:

Leverage Artifacts of Student Thinking

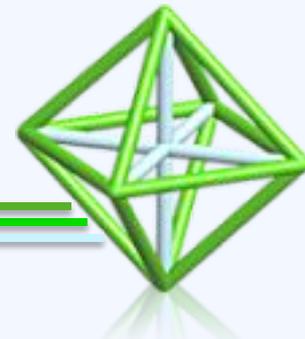
Our students are continually providing evidence of their thinking throughout the course of the school day and academic year. We will be examining ways these physical records of their thinking can be better used to serve us as teachers and our students as learners.



Artifacts of Student Thinking

Think about your classroom. How do you capture student thinking?

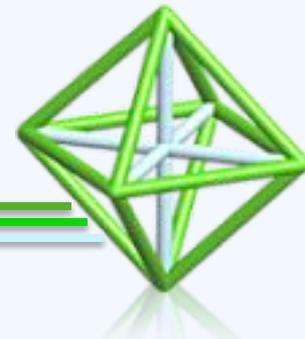
Create a list of **all** the ways students provide you with evidence of their thinking.



Artifacts of Student Thinking

Go to this survey: bit.ly/rop19d2

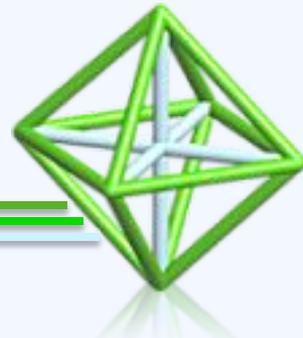
Fill in each piece of evidence of student thinking you wrote down. Input one piece at a time, and resubmit the form for another piece.



Name Tent Feedback Question

On the back of your name tent, respond to this statement for Day 2:

What do you want your students to believe about learning mathematics after the first day in your classroom? Why?



For Tomorrow

Before we meet tomorrow, make sure you have a worked out solution(s) to one of the problems that were emailed to you in May. Specifically:

Elementary - Alg 1

Farmer Granjero harvested a total of 300,000 bushels of wheat during a ten-year period. (A bushel is a unit of measure dating back to the 1200's and based on a basket. It is approximately equal to 8 gallons.) Farmer Granjero wants to make a table of values to convince people that he is a good farmer, and that his crop has increased by the same amount each year. Create a table for his crop harvest for this ten-year period.



Geometry - Calculus+

A sector is to be removed from a circle with a diameter of 20 centimeters, so that the remaining part of the circle can be used to make a cone, by joining the radius cuts together. What size sector, measured in radians or degrees, should be cut out of the circle so that when the cut edges are joined together, the cone that is formed has the maximum possible volume?

Explain your thinking, and include relevant diagram(s) and calculations to justify your findings.

