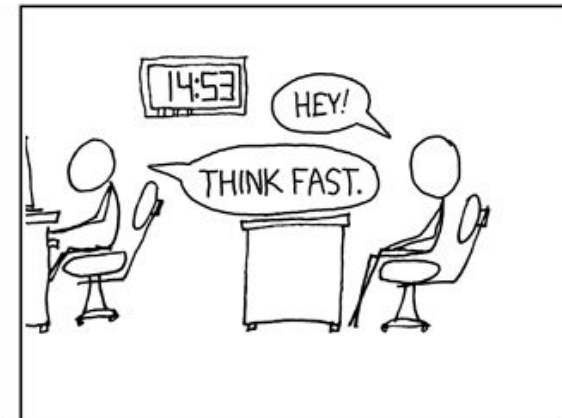
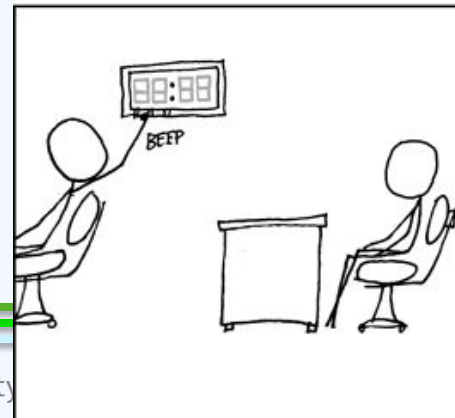
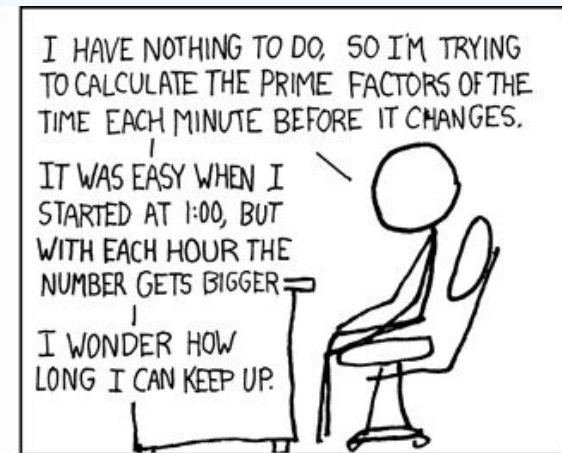
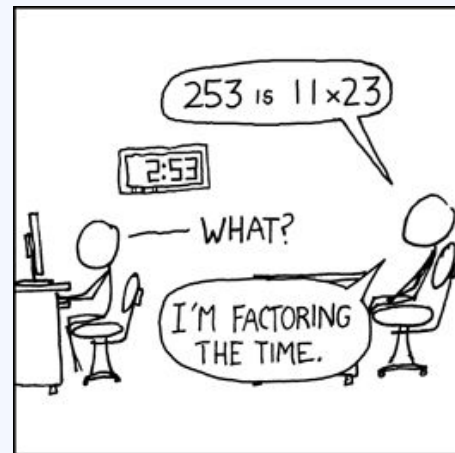


# Reflecting on Practice: Use Work to Seed Mathematical Conversations

Week 3, Day 2  
2019



***In your teaching space, with your technology, what are the implications & challenges you're experiencing?***

Notice you have a different table's name tents

Each person at your table: take one name tent to read and write a response.

*If there is an extra name tent, one person can respond to two :)*

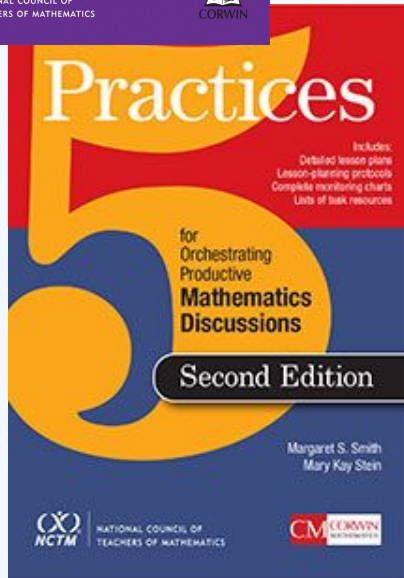
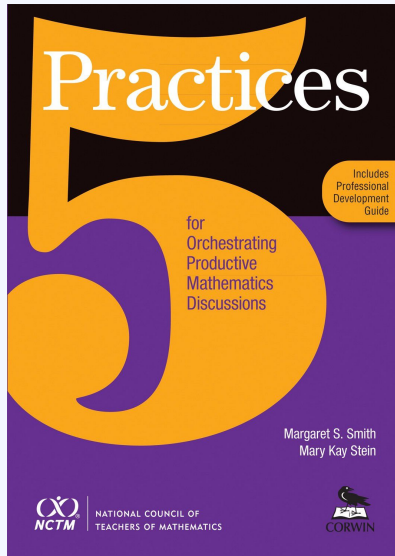
Once your table is finished, return to the  
other table



# 5 Practices

Group discussion:

- How do you use the 5-practices in your classroom, if you do?
- What questions do you have about the 5-Practices?



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**5 Practices:**  
An Interview With Peg Smith

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Includes  
Professional  
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Guide

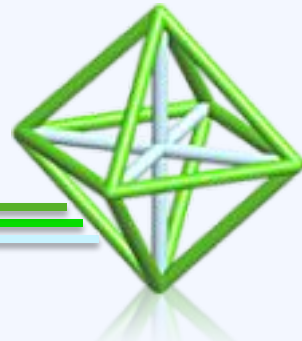
Practices  
for  
Orchestrating  
Productive  
Mathematics  
Discussions





# 5 Practices

- 1) Anticipating
- 2) Monitoring
- 3) Selecting
- 4) Sequencing
- 5) Connecting



# 5 Practices

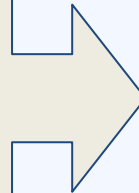
1) *Anticipating (Predict before the lesson)*

2) *Monitoring (Identify during the lesson)*

**3) Selecting**

**4) Sequencing**

**5) Connecting**



*After student work is created*

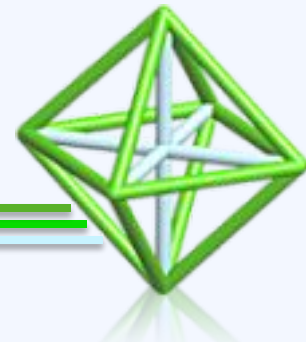
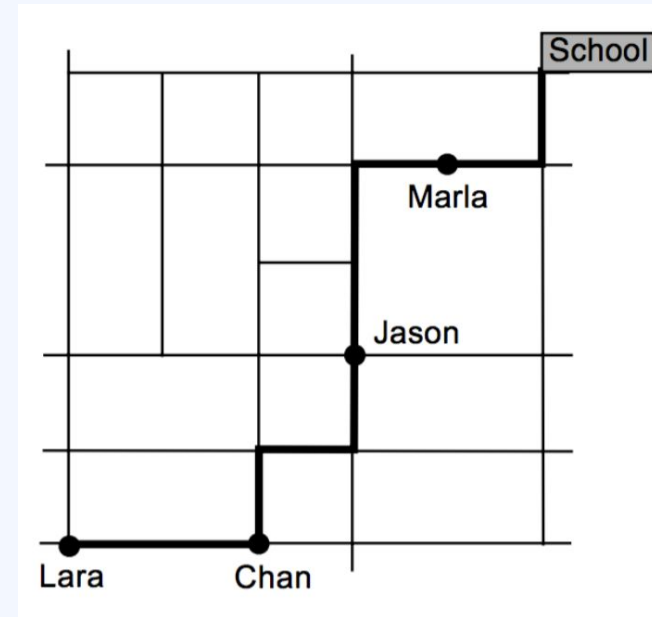


# Select, Sequence, Connect

In your folder is a collection of student work from the carpool task.

With your table group:

1. Select 4 or 5 pieces of work
2. Sequence in a way that you would have it presented in your classroom





# Select, Sequence, Connect

With your table group:

1. Select 4 or 5 pieces of work
2. Sequence in a way that you would have it presented in your classroom

Once you have come to an agreement of a sequence at your table, write down your sequence next to 1) on the hand out



# Select, Sequence, Connect

2) What do you imagine students would take away from your sequence?

Discuss at your table and write down the two most significant take-aways



# Select, Sequence, Connect

3) Why did you choose to sequence the pieces of work the way you did?

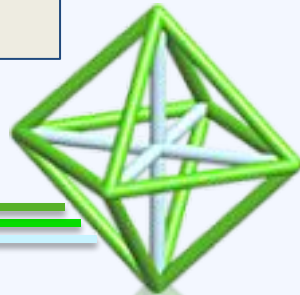
Discuss at your table and write down 1 or 2 reasonings

This may or may not be a similar answer to 2)



# Share, Think, and Discuss

Group 7 Sequence: B, C, F, A



# Share, Think, and Discuss

Group 7 Sequence: B, C, F, A

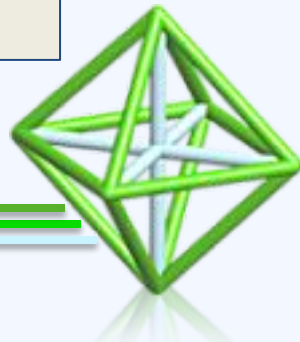
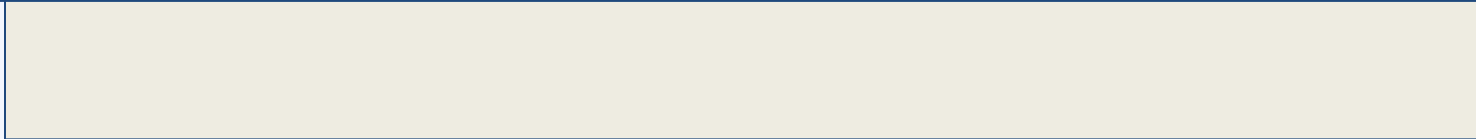
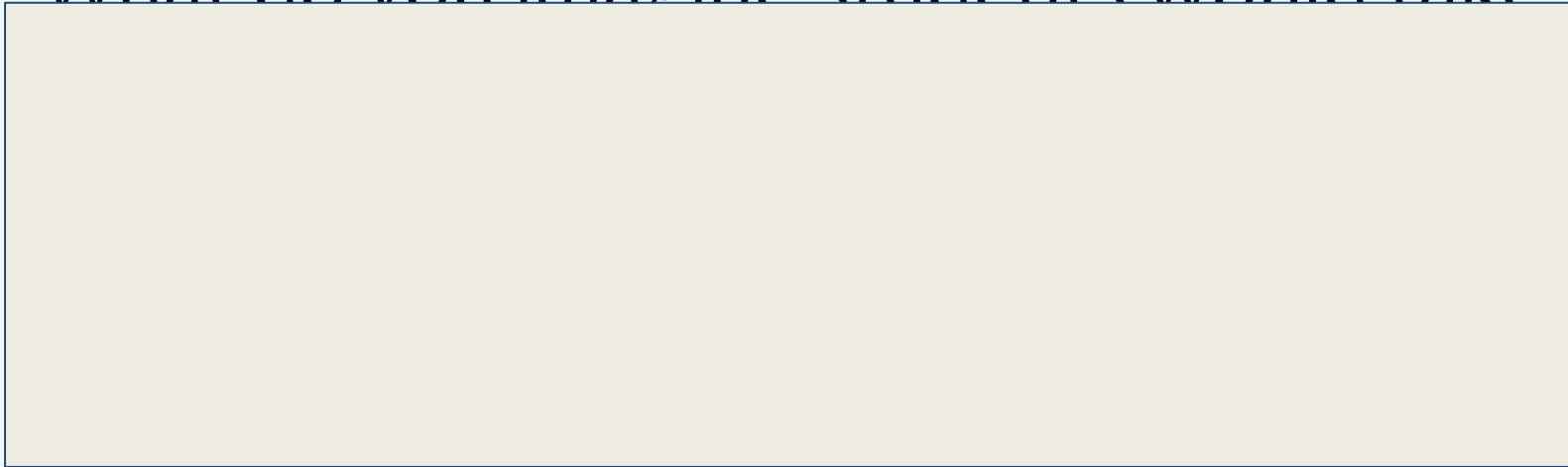
**Reasoning:** Definition of fairness - from the most simple definition of fair to the most complex.



# Share, Think, and Discuss

Group 3 Sequence: B, I (just the front), E, A, C  
(Just in the box... what's in the box???)

What do you imagine students would take





# Share, Think, and Discuss

Group 3 Sequence: B, I, E, A, C

Reasoning: Preserving problem solving vs.  
“mathy way”

Important noticings from other groups:





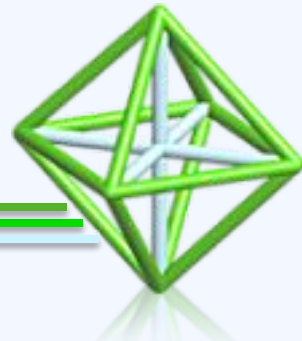
# Share, Think, and Discuss

Group \_ Sequence:

What do you imagine students would take away from this sequence?

Why do you think that table pick that sequencing?

*Discuss at your table*

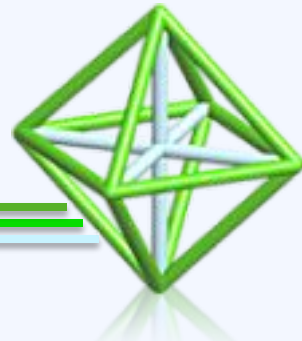


# Share, Think, and Discuss

Group \_ Sequence:

Reasoning:

Important noticings from other groups:



# So Meta...

We chose to select and sequence the share outs the way we did... why did we pick that order?

	  <b>overused drake template</b>
	  <b>revolutionary star trek template</b>

can this be a meta

# Reflect

How could the 5 Practices be used to support student learning in your classroom?

What could be some challenges of using the 5 Practices in your classroom?



# Homework

Sequencing your work:

Of the student work you brought, pick 3-5 pieces that you would sequence and have presented in your classroom.

Why would you pick those?

What goals would you have in mind?

*You will discuss your ideas with a partner tomorrow*



# Name Tent Feedback Question

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

Think about a time that you as a student had your work publicly displayed. What was your experience? How did it make you feel?

