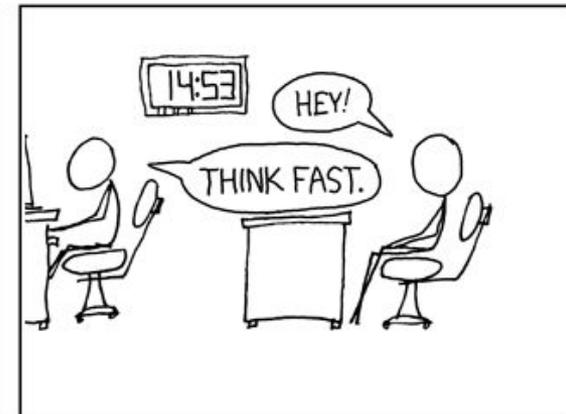
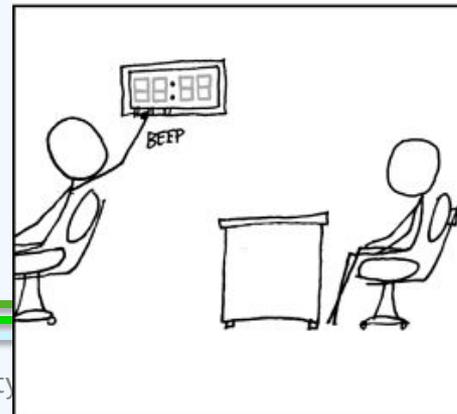
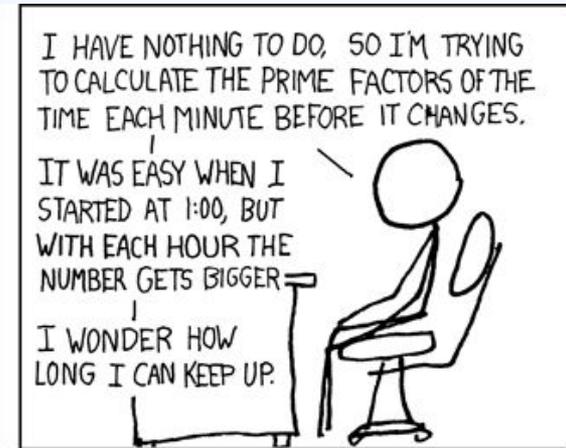
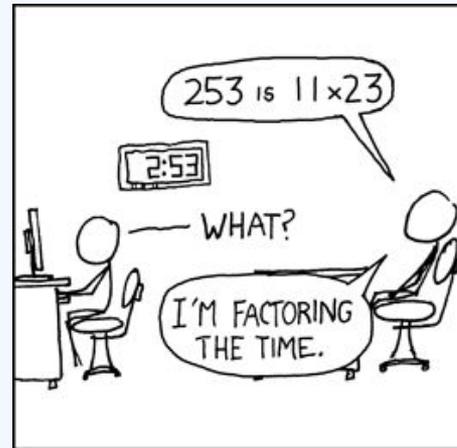


Reflecting on Practice: Use Work to Seed Mathematical Conversations

Week 3, Day 2
2019



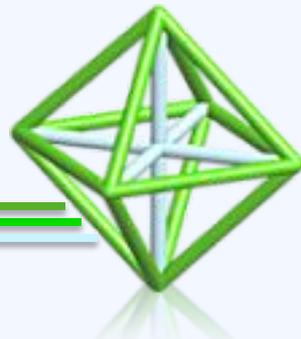
In your teaching space, with your technology, what are the implications & challenges you're experiencing?

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 :)

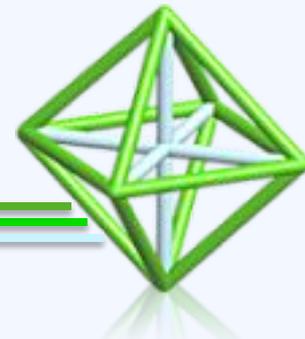
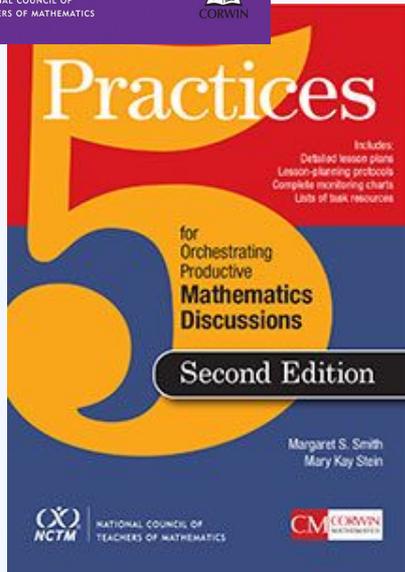
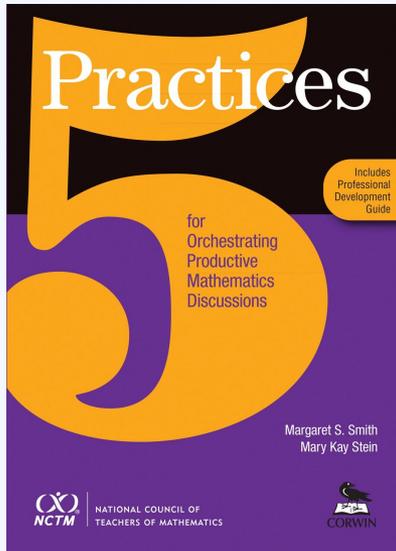
Once your table is finished, return to the
other table



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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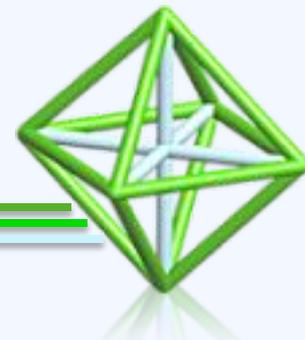
episode 33

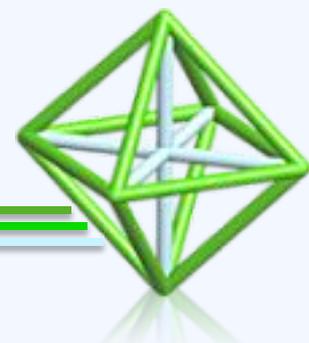
5 Practices:
An Interview With Peg Smith

MAKEMATHMOMENTS.COM/EPISODE33

Includes
Professional
Development
Guide

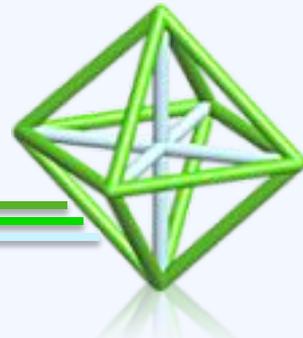
Practices
for
Orchestrating
Productive
Mathematics
Discussions





5 Practices

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



5 Practices

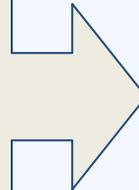
1) *Anticipating (Predict before the lesson)*

2) *Monitoring (Identify during the lesson)*

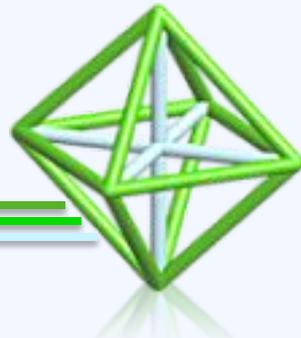
3) Selecting

4) Sequencing

5) Connecting



After student work is created

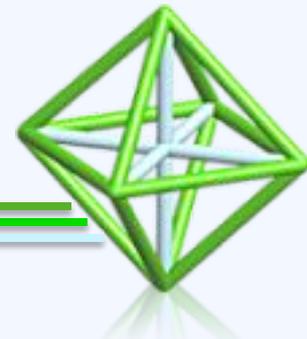
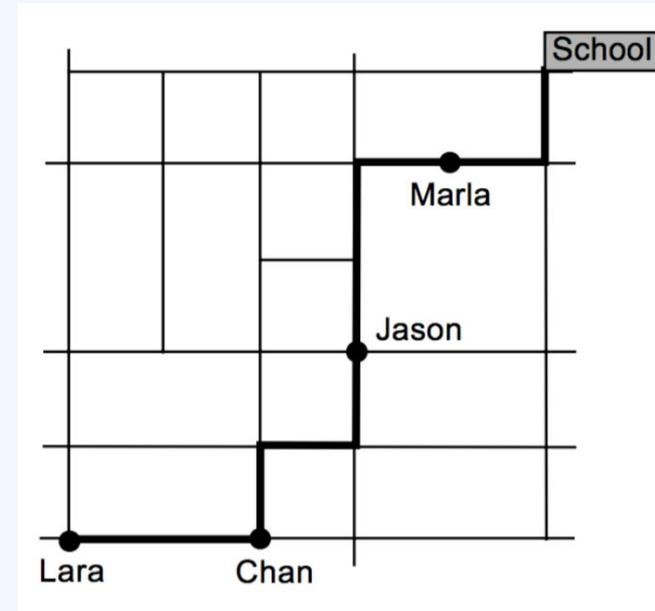


Select, Sequence, Connect

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

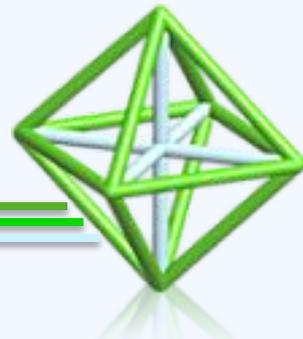


Select, Sequence, Connect

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

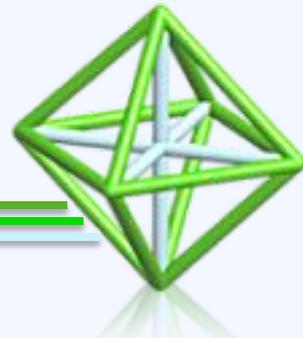
Once you have come to an agreement of a sequence at your table, write down your sequence next to 1) on the hand out



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 they way you did?

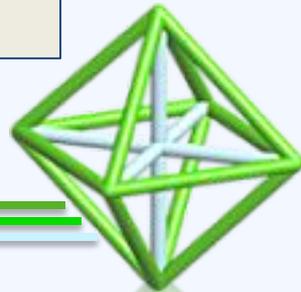
Discuss at your table and write down 1 or 2 reasonings

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



Share, Think, and Discuss

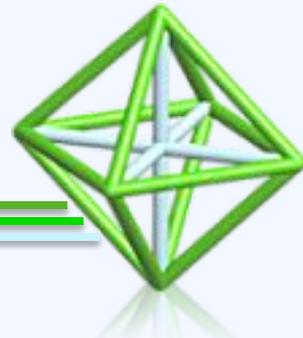
Group 7 Sequence: B, C, F, A



Share, Think, and Discuss

Group 7 Sequence: B, C, F, A

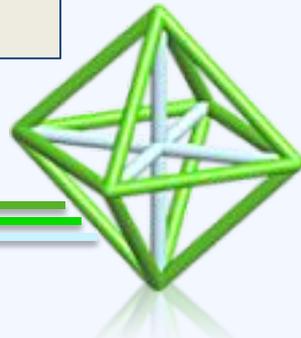
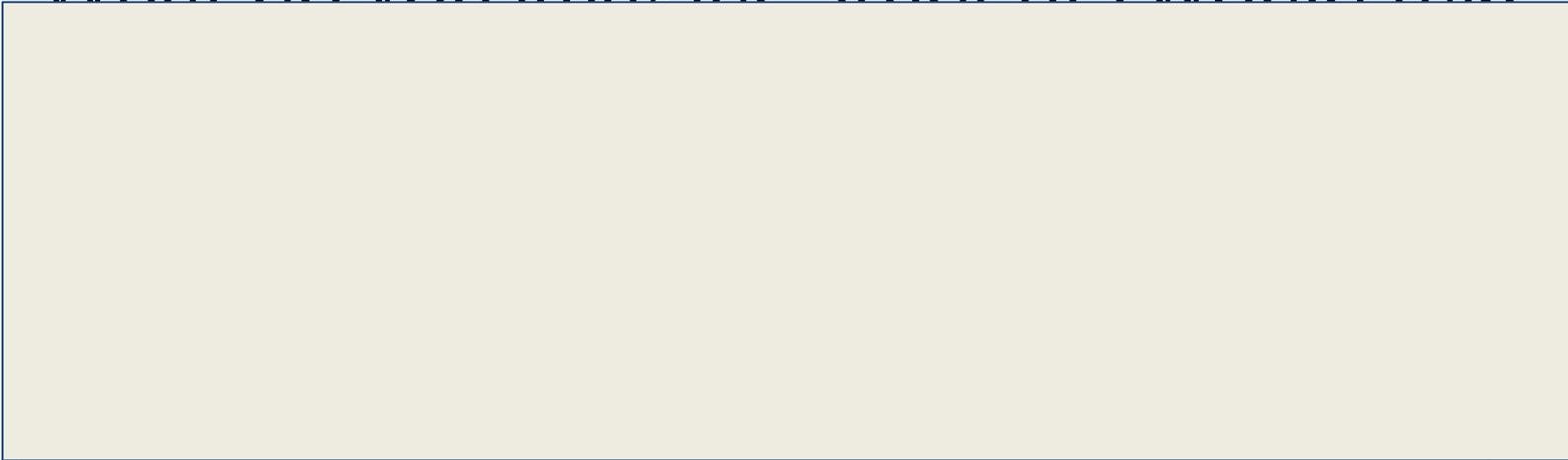
Reasoning: Definition of fairness - from the most simple definition of fair to the most complex.



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



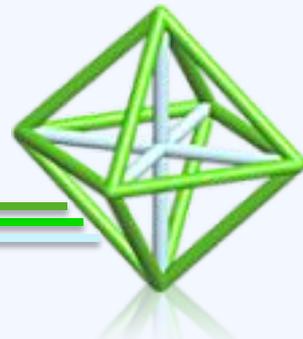


Share, Think, and Discuss

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

Reasoning: Preserving problem solving vs.
“mathy way”

Important noticings from other groups:



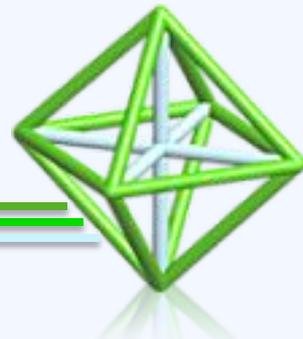
Share, Think, and Discuss

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

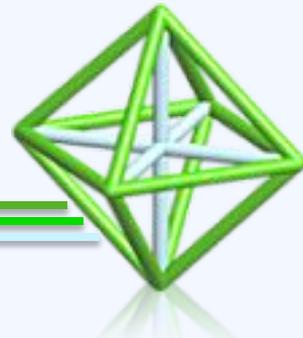


Share, Think, and Discuss

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?

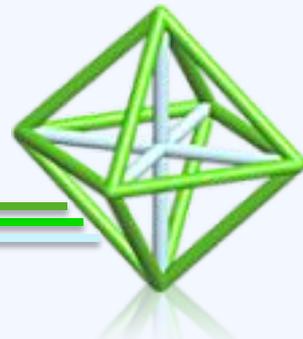
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can this be a meta

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

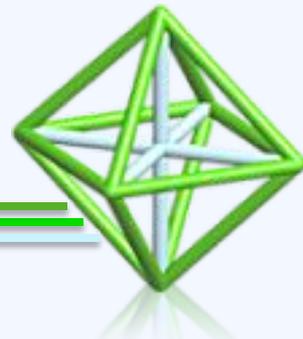
Sequencing your work:

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?

