

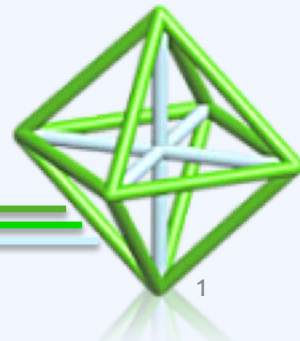
Reflecting on Practice

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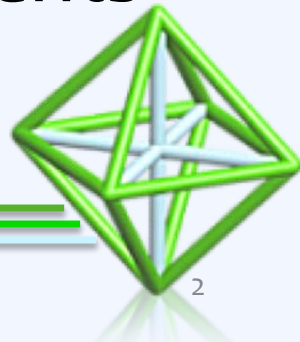
"Really? That's it? I don't mean anything by it, but where's the conflict? Where's the drama?! OK, try this... A cat shows up. Or a mailman! Ooh! A cat mailman! Now we're talkin'!"

Portland;
day three
2019



Leveraging Artifacts of Student Thinking

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



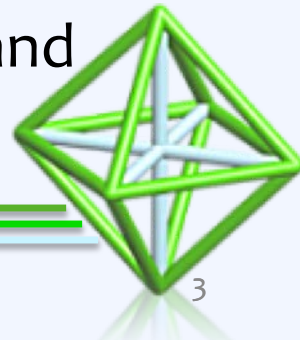
Re-teach vs Re-engage

Re-teach

- Address basic skills that are missing
- Do same or similar problems over
- Teach the unit again
- More practice to learn procedures
- Focus mostly on underachievers
- Lower cognitive demand

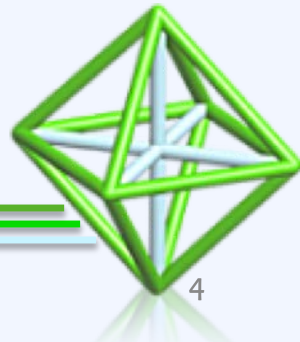
Re-engage

- Revisit student thinking
- Address conceptual understanding
- Examine the task from different perspectives
- Critique approaches
- Make connections
- Engage entire class
- Higher cognitive demand



Types of Re-engagement Activities

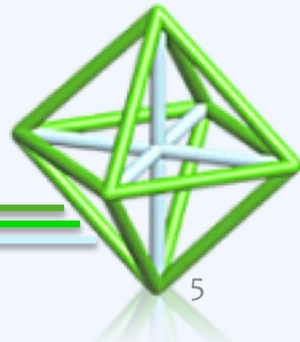
- Annotate
- Critique then Improve
- Scoring Using a Rubric
- Fix the Mistake
- What makes it a model?
- Compare & Contrast
- Correct previous work
- Gallery Walk



Example of Re-engagement

Frame for viewing the video:

- How is the teacher leveraging artifacts of student thinking?
- What aspects of the lesson make this re-engagement rather than re-teaching?



Warm-up

Students were asked to write a fraction to represent the pies shown below.

Who do you agree with? Explain why?



Juan

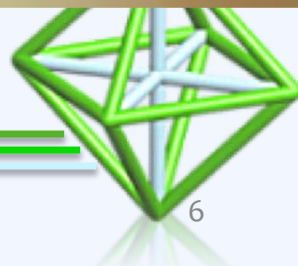
$$\frac{7}{3}$$

Jasmine

$$\frac{7}{9}$$

Terry

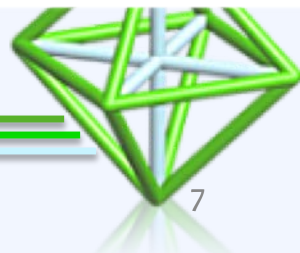
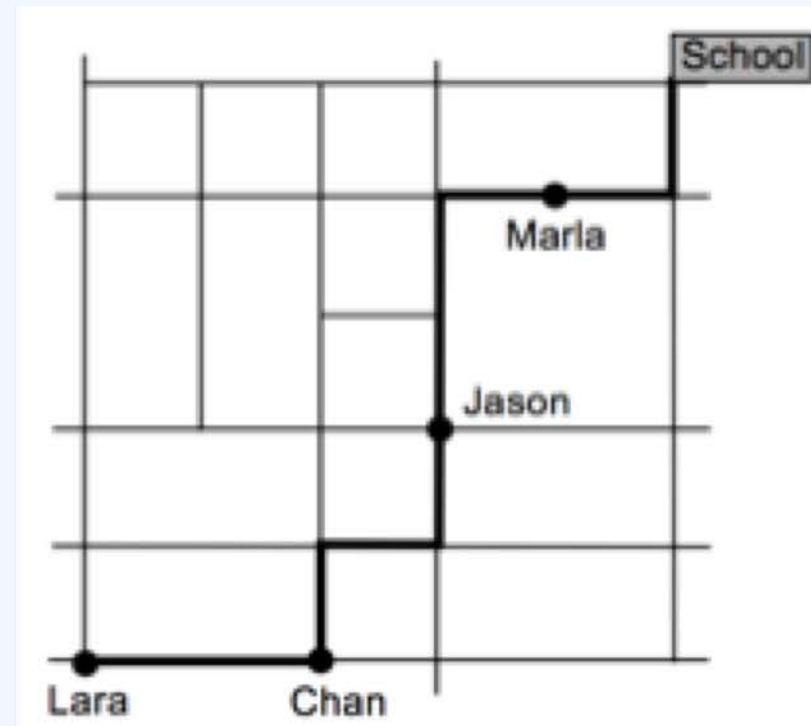
$$2\frac{1}{3}$$



Getting Ready to Re-engage

Familiarize yourself with the carpool problem:

Lara's mom drives her to school every day. On the way, they pick up three of Lara's friends, Chan, Jason & Marla. Every afternoon, Lara's mom drives the same route in the opposite order, dropping each child off at home. At the end of the term, the four students agree to contribute a total of \$300 to the cost of gasoline. How much should each student contribute to make it as fair as possible? (The map shows where each student lives, and is drawn to scale) Explain your thinking, including using the map and relevant calculations to justify your findings.



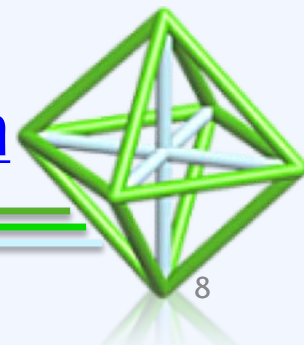
Re-engagement Activities

At each table define two *sets* (1-3 pieces) of student work that you will focus on.

Then split your table into two groups, each focusing on one of the sets.

Define a re-engagement activity based on your set of work.

<https://tinyurl.com/Re-engagementLesson>

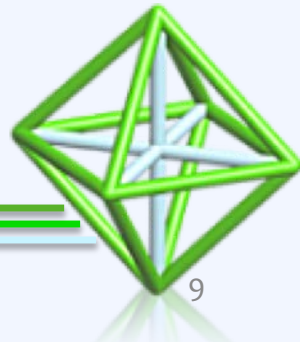


Re-engagement Activities

Find a group from a different table who do not define the exact same set of student work.

Describe your group's thinking in selecting the type of re-engagement activity.

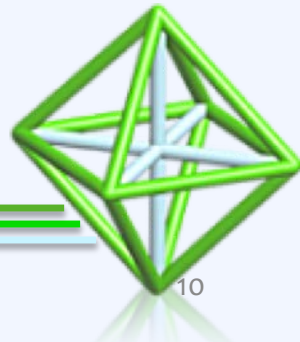
Switch roles and listen.

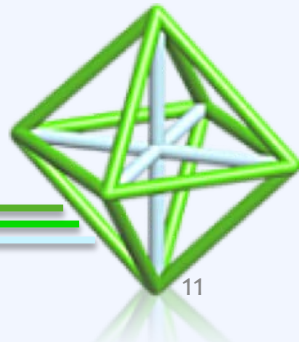


Reflect on Re-engagement

How might re-engagement lessons/activities be used to support student learning in your classroom?

What might be some challenges that could arise in using re-engagement lessons/activities in your classroom?

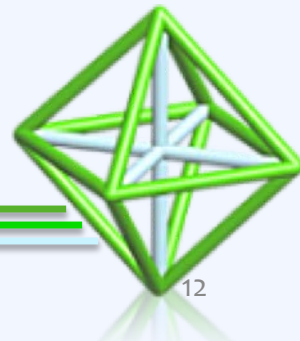
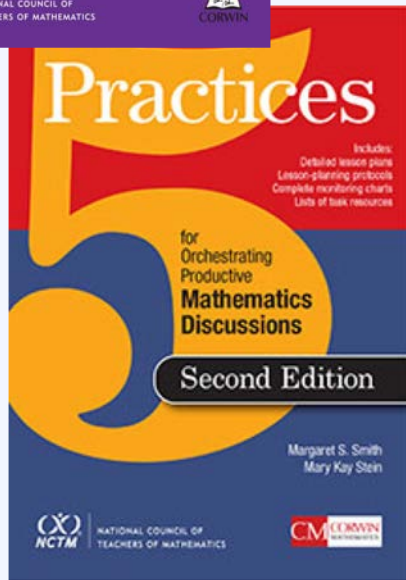
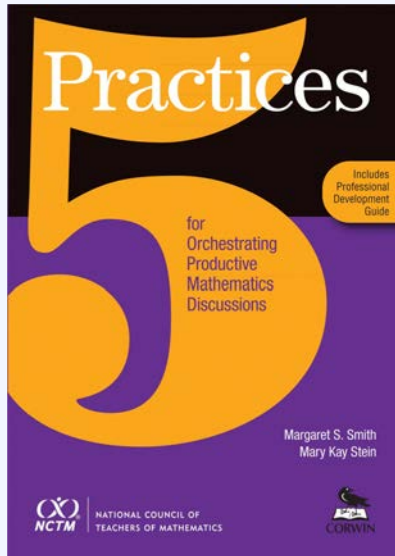




5 Practices for Orchestrating Productive Classroom Discussions

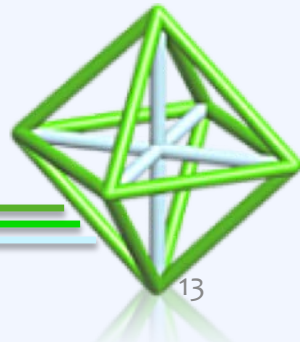
Peg Smith
Mary Kay Stein

2nd edition, 2019



5 Practices

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

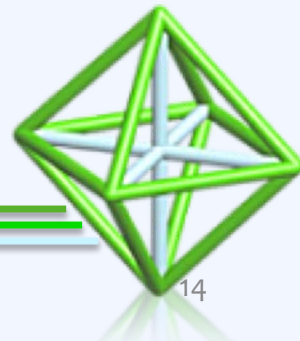


5 Practices

- 0) *Selecting (Choose an appropriate task)*
- 1) *Anticipating (Predict range of student work)*
- 2) *Monitoring (Identify during the lesson)*

- 3) Selecting**
- 4) Sequencing**
- 5) Connecting**

After student work is created

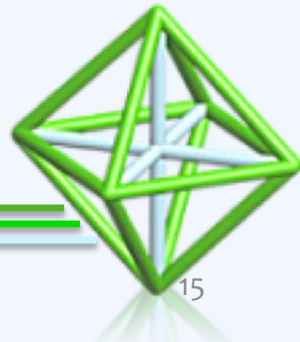
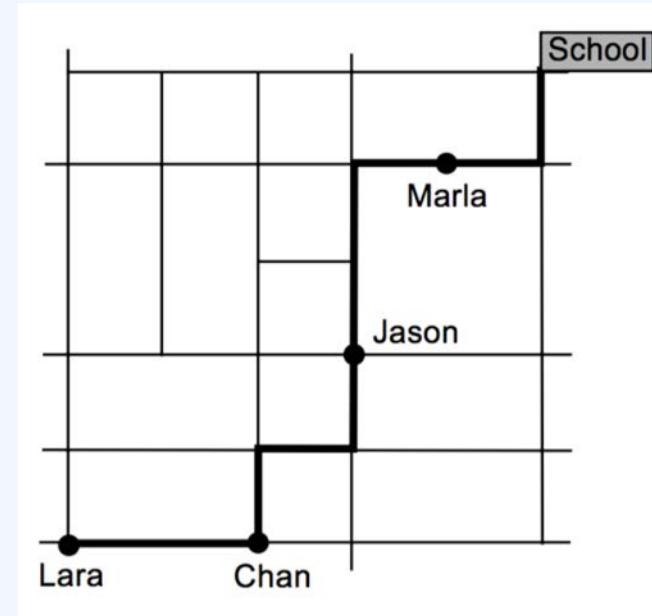


Select, Sequence, Connect

Look again at the 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

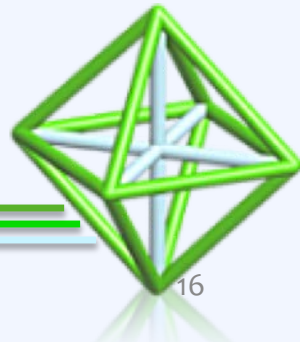


Select, Sequence, Connect

Once you have come to an agreement of a sequence at your table:

- 1) record your sequence
- 2) explain your reasoning
- 3) what do you imagine students would take away from your sequence?

Discuss two significant take-aways



Reflect on the 5 Practices

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

What might be some challenges that could arise in using the 5 Practices in your classroom?

