

Implementing the Mathematics Common Core Module 1 pt. 2 Facilitators Guide

What strategies can we use to enhance our instruction so students learn mathematics with understanding? What does this look and sound like?

Module 1.2: Sample Overview for 45 minute PD session

Engagement/Debrief on Application Piece	<ul style="list-style-type: none"> As participants enter they sit @ a table that has a poster with the Talk Move they incorporated into their instruction and list out the benefits and barriers they encountered with the Talk Move. Carousel Walk w/ Guiding Questions: <ul style="list-style-type: none"> What opportunities for Formative Assessment did the move provide? For language development? For participation by students who may not speak otherwise? 	Benefits/Barriers Poster for each Talk Move
Refocus & Connect	<ul style="list-style-type: none"> Review Essential Questions & Objective How can we help students orient themselves to the thinking of other students? (part of this is listening to others) Revised Reproducible 1.3 <ul style="list-style-type: none"> Brainstorm benefits that you can see when implemented well & possible barriers? 	
Talk Moves Content:	<p>Differentiation Piece:</p> <p>Option 1: Familiarize w/ note taker Show video 1.3a6 (stop before she goes into percentages) Collect evidence on note taker What was the teacher's purpose in using each talk move?</p> <p>Option 2: 1st grade Case Study Role play & analyze the teacher actions Independently read & analyze the discussion script</p> <p>Option 3: -Give 3 minutes to work on independently - 7-10 min. Fishbowl: in partners focused on note taker -5 min. break & debrief (make sure to bring up tie to CA3)</p> <p>Discussion for all 3 options: What is the big mathematical idea? What misconceptions and/or partial understandings are associated with that idea? How were students supported in clarifying their own thinking and orienting to the thinking of others?</p>	<p>IPG: CA 3</p> <p>Differentiated Materials:</p> <p>Option 1: -Video 1.3a6 -Talk Moves Evidence Note taker</p> <p>Option 2: -Case Study Part 1 -Case Study Part 2</p> <p>Option 3: -Task -Talk Moves Evidence Note Taker -Observers: Crab Task Note Taker</p>
Closure	Reread Core Action 3: What indicators are supported by talk moves to help students clarify their own thinking? (B,D) What indicators are supported by talk moves to help students orient themselves to the thinking of other students? (C)	IPG
Planning 15 min	<p>Planning: Select a lesson you intend to teach in the next few weeks from the unit of study you brought:</p> <ul style="list-style-type: none"> What are the possible misconceptions/partial understandings in the mathematical content? Where are opportunities in the lesson for you to support students to clarify their thinking and/or orient to the thinking of others? What talk moves will you use strategically during these opportunities? 	

Support for Module 1-2 facilitators: Ways to Support

Key content for district level support:

Please review and read the following before the pink Wednesday.

Resource	Prepare, Reflect & Connect...	Note
Classroom Discussions in Math: A Teacher's Guide for using talk moves to support the Common Core and more. (2013)	Read: Chapter 2:...Classroom Norms for Productive Talk Skim/review/watch: Overview: xv- xxiii Section 1, Chapter 1: pages 1- 63 (as an overview). xliv-li (to review classroom demographics in videos). Chapter 9: Troubleshooting Common Math Talk Problems and Concerns	The "must read" version:
What Are Some Strategies For Facilitating Productive Classroom Discussions? (NCTM Research Brief, 2013).	Consider reading the complete article.	

Instructional Tools to consider using with teachers:

- Revised Reproducible 1.3
- Talk Moves Evidence Note Taker