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The Five Practices in Practice, Elementary, by Margaret P. Smith, Victoria Bill, and Miriam Gamoran Sherin. This handy chart identifies a set of moves that teachers can make to hold students accountable for attending to mathematics discussions and presentations.

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TEACHER MOVES	PURPOSE	EXAMPLES	SOURCE
Revise: Allowing students to revise their initial thinking based on new insights	To make it clear to students that changing one's mind based on new information is how learning occurs and that this is valued	<ul style="list-style-type: none"> • Would anyone like to revise his or her thinking? • Has anyone's thinking changed? Why? 	Kazemi & Hintz (2014, p. 21)
Turn and talk: Allowing time for students to discuss an idea that has been presented with a partner or small group	To give students time to think about a question that has been posed rather than be expected to answer immediately and to clarify and share ideas with a small number of peers before doing so publically	<ul style="list-style-type: none"> • Take two minutes and turn and talk to your table group about . . . 	
Challenging: Redirecting a question raised back to students or using students' contributions for further investigation	To turn the responsibility for reasoning and sense-making back to students and develop shared understandings in the classroom	<ul style="list-style-type: none"> • That's a good question. What do you think about what she just said? 	Michaels, O'Conner, Hall, & Resnick (2013, p. 22)
Marking: Noting a valuable contribution that was made to the discussion	To highlight a contribution that is directly relevant to what the teacher is trying to accomplish in the lesson	<ul style="list-style-type: none"> • Did everyone hear what she just said? She . . . • That's an important point. 	
Recapping: Summarizing key points made in the discussion by several students	To make public in a concise and coherent way what can be concluded at a particular point	<ul style="list-style-type: none"> • So in looking across the presentations, here is what I am hearing . . . • Here is what we have discovered . . . 	
Inviting: Asking a student to contribute in the discussion	To make diverse points of view available for public discussion	<ul style="list-style-type: none"> • _____, would you share what you and your group came up with? • _____, you have a puzzled look on your face. What are you thinking? • _____, your strategy was not the same as this one. What did you do differently? 	
Probing: Following up on what an individual student has explained or produced	To make a student's thinking process more transparent to others, to elicit additional justification for why he took a particular action	<ul style="list-style-type: none"> • Can you explain how you got . . . ? • How do you know that? • Why does that work? 	Herbel-Eisenmann, Cirillo, Steele, Otten, & Johnson (2017, pp. liv–lvii)

In Analyzing the Work of Teaching, you will analyze the discussion that took place in Ms. Stastny's class as students tried to determine which fractions and related diagrams fulfilled the conditions stated in the problem.



Analyzing the Work of Teaching

Holding Students Accountable



To read a QR code, you must have a smartphone or tablet with a camera. We recommend that you download a QR code reader app that is made specifically for your phone or tablet brand.

Video Clip 6.5

In this Video Clip, students in Ms. Stastny's class are discussing the three diagrams shown below and trying to determine which ones fit the conditions stated in the problem and why. Many students had the fractions $\frac{1}{2}$ and $\frac{2}{4}$ and the related diagrams to show Tanesha and David's portions, respectively.



As you watch the video clip, consider the following questions:

1. What does Ms. Stastny do to help her students engage in the discussion of the three representations? What talk moves (see Figure 1) does she use?
2. What evidence is there that students **are** making sense of the presented ideas?

References

- Chapin, S. H., O'Connor, C., O'Connor, M. C., & Anderson, N. C. (2009). *Classroom discussions: Using math talk to help students learn, Grades K–6*. Sausalito, CA: Math Solutions.
- Herbel-Eisenmann, B., Cirillo, M., Steele, M. D., Otten, S., & Johnson, K. R. (2017). *Mathematics discourse in secondary classrooms: A practice-based resource for professional learning*. Sausalito, CA: Math Solutions.
- Kazemi, E., & Hintz, A. (2014). *Intentional talk: How to structure and lead productive mathematical discussions*. Portsmouth, NH: Stenhouse.
- Michaels, S., O'Conner, M. C., Hall, M. W., & Resnick, L. B. (2013). *Accountable Talk™ sourcebook: For classroom conversations that work*. Pittsburgh, PA: Institute for Learning, University of Pittsburgh.