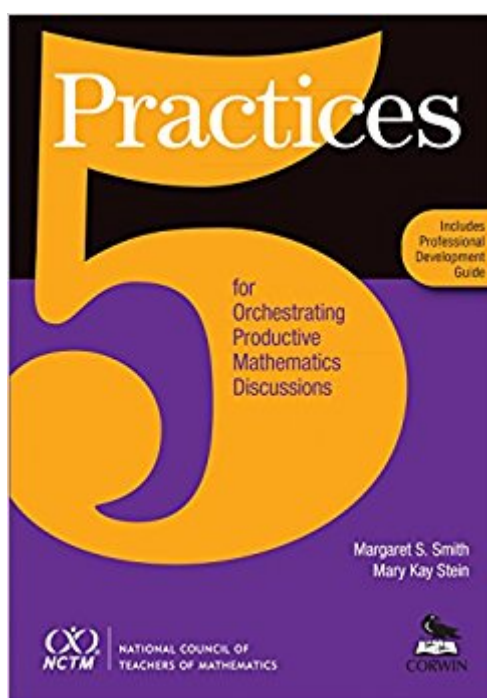


The book was found

5 Practices For Orchestrating Productive Mathematics Discussions [NCTM]



Synopsis

Learn the 5 practices for facilitating effective inquiry-oriented classrooms
Anticipating what students will do--what strategies they will use--in solving a problem
Monitoring their work as they approach the problem in class
Selecting students whose strategies are worth discussing in class
Sequencing those students' presentations to maximize their potential to increase students' learning
Connecting the strategies and ideas in a way that helps students understand the mathematics learned
This book presents and discusses an framework for orchestrating mathematically productive discussions that are rooted in student thinking. The 5 Practices framework identifies a set of instructional practices that will help teachers achieve high-demand learning objectives by using student work as the launching point for discussions in which important mathematical ideas are brought to the surface, contradictions are exposed, and understandings are developed or consolidated. By giving teachers a road map of things that they can do in advance and during whole-class discussions, these practices have the potential for helping teachers to more effectively orchestrate discussions that are responsive to both students and the discipline. Includes a Professional Development Guide.

Book Information

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Customer Reviews

This well-written book will be useful for any math teacher looking for a way to move from superficial classroom discussions to ones that actually help students advance their understanding of mathematics. The authors do this by describing their Five Practices, and then demonstrating their usefulness by presenting five different classroom vignettes and pointing out how the Practices are (or could be) used to conduct good discussions. The Five Practices (Anticipating, Monitoring, Selecting, Sequencing, and Connecting) are intended to be used in lessons in which the students

are working together in small groups to complete some mathematical task, and a class-wide discussion is expected to be the culminating event of the lesson. The Practices specifically identify the things that the teacher will be doing before the lesson (Anticipating), during the group work part (Monitoring, Selecting, and Sequencing), and during the discussion itself (Connecting). The authors open with a vignette of a teacher conducting a math lesson which ends with a class discussion, one which will look familiar to any math teacher. When I first read it I remember thinking that the teacher had done a pretty good job, but the authors then describe their Five Practices and point out some ways the lesson fell short, and I began to realize that there were a lot of things the teacher could have done much better. The authors then use the remaining vignettes to highlight specific things about each individual Practice, pointing out things that the individual teachers did well, how those things contributed to a productive discussion and increased mathematical understanding for their students, and how the reader can use the Five Practices in their own lessons.

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