



Effectively Executing the Investigations Curriculum: Discourse

Summer 2016





Objectives and Agenda

Objective:

- WWBAT facilitate discourse that attends to noticing details of each strategy and draws connections between two or more strategies that progress in sophistication.

Agenda:

- Video Analysis
- Discourse Protocol
- Practice





Discourse: Video Analysis

As you watch the video, answer the following questions:

1. What are the teachers' actions and the language she uses that help drive toward increasing the sophistication of student strategies?
2. What pre-work does the teacher need to do in order to facilitate this discourse?
3. What teacher actions ensure engagement of all students during the share?

Core Idea:

We must let the student strategies live throughout the discourse via the use of strategic prompts. Doing so will allow students to successfully identify, evaluate, and discuss their work, as well as the work of their peers.



Discourse

Chart at least two strategies that move from least to most sophisticated.

1. Student comes to the front of the room with their work in hand.
2. Teacher prompts student to share their strategy
 - a. “How did you solve this problem?”
3. Student explains their strategy to the class while the teacher charts.
4. Teacher only interrupts to clarify what the student did so the teacher can represent it accurately, or to maintain whole group engagement.
5. Repeat this process with the other student work samples.

Prompt students to makes comparisons

1. Students identify and discuss the similarities and differences between the multiple strategies shared.
 - a. “How are these strategies the same and how are they different?”
2. Teacher uses questioning to explore the depth of children’s thinking and understanding of the important mathematical ideas involved in the problem and strategies shared.



Mini Practice- Discourse

Prep

- Review the pre-charted student strategies (2 minutes)
- Identify the similarities and differences in strategies (3 minutes)
- Anticipate student responses and plan for prompting during discourse to drive towards the learning goal/mathematical understanding for the day (5 minutes)

Materials: Planning Sheet

Structure: Groups of 4: 1 teacher, 3 students

- Partner A executes the discourse as they prepared. “Students” participate by answering prompts appropriately. (3 minutes)
- Partner B, C, &D prepare to deliver feedback. (1 minute)
- Partner B, C, &D deliver feedback. (2 minutes)
- Partner A does mini redo (2 min)
- Final feedback (1 min)
- Switch!



