

Continuing Your Teaching Team's Journey in Making Sense of Mathematics for Teaching

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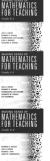
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Explore Using a Variety of Representations

How many students are in a class if 75% of the students are 24?

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Session Goals

- Make sense of mathematical tasks and how to use them
- Consider ways to support students uncovering their own errors
- Use classroom videos to create a shared image of instruction

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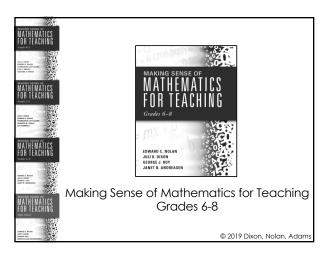


Plan with the TQE Process in Mind



- Select appropriate **T**asks to support identified learning goals.
- Facilitate productive Questioning to engage students in mathematical practices.
- Collect and use student Evidence in the formative assessment process.

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MATTHEMATICS FOR TEACHING	Reflections
MATHEMATICS FOR TEACHING	What did you notice?
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Plan with the TQE Process in Mind



- Tasks connect to learning goals and help identify misconceptions.
- Questions elicit mathematical understandings and common errors.
- **Evidence** drives scaffolding and guides extensions.

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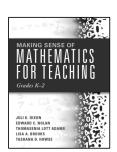
Exploration

What would uncovering possible student errors look like at the elementary grades?

What would you look for when asking students to measure length?

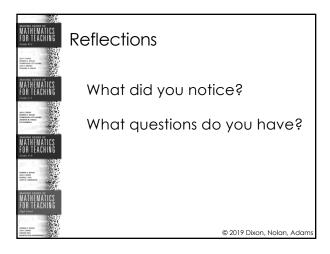
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Making Sense of Mathematics for Teaching Grades K-2

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Discourse Norms

- Provide explanations and justifications with solutions.
- Make sense of others' solutions.
- · Communicate when you don't understand or don't agree.



ession Goals
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Consider ways to support students uncovering their own errors
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