


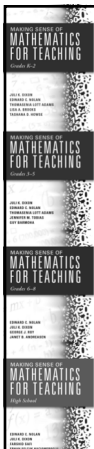
Continuing Your Teaching Team's Journey in Making Sense of Mathematics for Teaching

Edward C. Nolan
@ed_nolan
www.DNAmath.com

#DNAmath



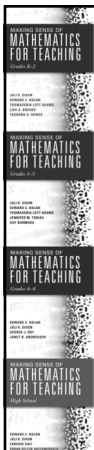
© 2019 Dixon, Nolan, Adams



Explore Using a Variety of Representations

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

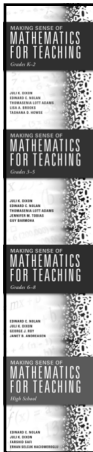
© 2019 Dixon, Nolan, Adams



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

© 2019 Dixon, Nolan, Adams

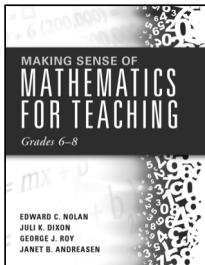
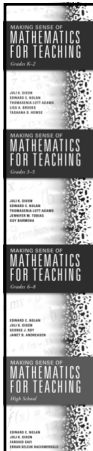


Plan with the TQE Process in Mind



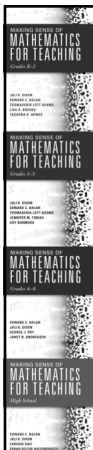
- Select appropriate **T**asks to support identified learning goals.
- Facilitate productive **Q**uestioning to engage students in mathematical practices.
- Collect and use student **E**vidence in the formative assessment process.

© 2019 Dixon, Nolan, Adams



Making Sense of Mathematics for Teaching Grades 6-8

© 2019 Dixon, Nolan, Adams

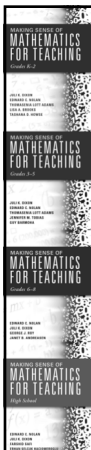


Reflections

What did you notice?

What questions do you have?

© 2019 Dixon, Nolan, Adams

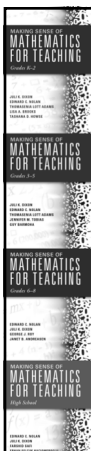


Reflections

What did you notice?

What questions do you have?

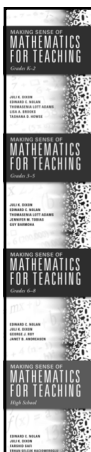
© 2019 Dixon, Nolan, Adams



Discourse Norms

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

© 2019 Dixon, Nolan, Adams



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

© 2019 Dixon, Nolan, Adams
