



PROFESSIONAL LEARNING

FOLLOW-UP: CONDUCTING CLASSROOM DISCOURSE

PARTICIPANT NUMBER: 35 FORMAT: In Person DELIVERY LENGTH: Full Day

OVERVIEW



During this professional learning day, participants take a deeper look at the high-leverage teaching practices that improve classroom discourse. Teachers identify strategies that can help even the most reluctant learner to communicate mathematically and discover how the *MATH 180* instructional routines support classroom discourse.

LEARNING ENVIRONMENT



- Seating for participants to flexibly work in groups or pairs
- Computers with interactive access for all participants



OUTCOMES



- This professional learning is designed to help teachers:
- Articulate the importance of classroom discourse in the mathematics classroom
 - Use the instructional strategies highlighted in *MATH 180* to develop students' ability to communicate mathematically
 - Support reluctant learners as they take ownership of their learning in the mathematics classroom



AGENDA

OPENING

The opening includes introductions, goals, an overview of the day, and pertinent logistical information.

COMMUNICATION IN THE MATHEMATICS CLASSROOM

This session provides participants the opportunity to do a jigsaw activity with the article, "Never Say Anything a Kid Can Say!," to help them think about how they can support communication about mathematical thinking in their classrooms.

EXAMINING THE ROLE OF DISCOURSE IN LEARNING MATHEMATICS

Often, struggling students are the most reluctant to speak up in math class due to a lack of confidence with the content or lack of connection to the material. In this session, participants discover how the use of Instructional Routines, supported by Talk Moves, encourages even the most reluctant learners to speak up in math class. During this session, participants use The Age Problem to examine the role that classroom discourse plays in helping students develop the ability to reason mathematically and communicate that reasoning with understanding and confidence. Then, participants transfer learning to the role of discourse in the *MATH 180* classroom as they consider the role of the teacher in creating an environment that supports academic discourse.

DIGGING DEEPER INTO *MATH 180* HIGH-LEVERAGE PRACTICES

MATH 180 utilizes research-based pedagogical strategies to help draw out student thinking and improve classroom discourse. During this session, participants think more deeply about these practices and learn techniques for incorporating them into their *MATH 180* instruction.

CLOSING

Participants take time to reflect on the experiences of the day and ways that these experiences will positively impact their classroom instruction.

**YOU MIGHT
ALSO BE
INTERESTED IN:**

- Follow-Up: *MATH 180* Data and Differentiation
- Follow-Up: *MATH 180* Content, Tools, and Strategies
- Follow-Up: *MATH 180* Leadership Overview

Job #8533
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This overview is based on the suggested best practices but can be personalized to meet specific school and district needs.

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