

# Practices

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for  
Orchestrating  
Productive  
**Mathematics  
Discussions**

**Second Edition**

Margaret S. Smith  
Mary Kay Stein



NATIONAL COUNCIL OF  
TEACHERS OF MATHEMATICS



# Five Practices For Orchestrating Productive Mathematics Discussions

**Margaret Schwan Smith, Mary Kay Stein**



## **Five Practices For Orchestrating Productive Mathematics Discussions:**

**The Five Practices in Practice [Elementary]** Margaret (Peg) Smith, Victoria Bill, Miriam Gamoran Sherin, 2019-08-14 Take a deep dive into the five practices for facilitating productive mathematical discussions Enhance your fluency in the five practices anticipating monitoring selecting sequencing and connecting to bring powerful discussions of mathematical concepts to life in your elementary classroom This book unpacks the five practices for deeper understanding and empowers you to use each practice effectively Video excerpts vividly illustrate the five practices in action in real elementary classrooms Key questions help you set learning goals identify high level tasks and jumpstart discussion Prompts guide you to be prepared for and overcome common challenges Includes planning templates sample lesson plans and completed monitoring tools and mathematical tasks *5 Practices for Orchestrating Productive Mathematics Discussions* Margaret Schwan Smith, Mary Kay Stein, 2011 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 maximise 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 a framework for orchestrating mathematically productive discussions that are rooted in student thinking The 5 Practices framework identifies a set of instructional practises 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 practises 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 **5 Practices for Orchestrating Productive Mathematics Discussions** Margaret S. Smith, Mary Kay Stein, 2018-04-17 The same five practices teachers know and love for planning and managing powerful conversations in mathematics classrooms updated with current research and new insights on anticipating lesson planning and lessons learned from teachers coaches and school leaders *The On-Your-Foot Guide to Orchestrating Mathematics Discussions* Margaret (Peg) Smith, Miriam Gamoran Sherin, 2019-04-15 This laminated tri fold 6 page On Your Feet Guide is based on the best selling 5 Practices for Orchestrating Productive Mathematics Discussions and provides A brief look at each of the five practices for orchestrating productive mathematics discussions Key questions tools and challenges for each practice to consider as you plan and carry out your mathematics lesson Special considerations and helpful hints to think about as you troubleshoot your lessons and assess your implementation of the practices A focus on supporting equity and identity Brief videos with commentary from authors and teachers about each of the five practices **5 Practices for Orchestrating Productive Mathematics Discussions** Margaret Schwan Smith, 2018 *The Five Practices*

*in Practice [Middle School]* Margaret (Peg) Smith, Miriam Gamoran Sherin, 2019-02-12 Take a deep dive into the five practices for facilitating productive mathematical discussions Enhance your fluency in the five practices anticipating monitoring selecting sequencing and connecting to bring powerful discussions of mathematical concepts to life in your middle school classroom This book unpacks the five practices for deeper understanding and empowers you to use each practice effectively Video excerpts vividly illustrate the five practices in action in real middle school classrooms Key questions help you set learning goals identify high level tasks and jumpstart discussion Prompts guide you to be prepared for and overcome common challenges Includes planning templates sample lesson plans and completed monitoring tools and mathematical tasks

**Coaching the 5 Practices** Margaret (Peg) Smith, Bilge Yurekli, Mary Kay Stein, 2024-09-19 Ambitious teaching requires ambitious coaching Over a decade ago the National Council of Teachers of Mathematics NCTM and Corwin co published the modern classic 5 Practices for Orchestrating Productive Mathematics Discussions aimed at guiding teachers to improve the quality of mathematics discussions in their classrooms and create an equitable learning environment for students The bestselling series The 5 Practices in Practice series followed to further explore the five practices within grade bands empowering teachers to overcome challenges in orchestrating mathematics discussions And now esteemed mathematics expert Peg Smith and her author team take the 5 practices to the next level with Coaching the 5 Practices Written for coaches instructional leaders professional developers and teacher educators Coaching the 5 Practices Supporting Mathematics Teachers in Orchestrating Productive Discussions will be the lynchpin to supporting teachers who are committed to engaging students in productive discussions in mathematics classrooms The book introduces a coaching model that creates opportunities for teacher learning through one on one interactions with a coach This model focuses on the specific challenges teachers face and opportunities they can lean into as they are learning to support productive mathematics discussions around the 5 practices of anticipating monitoring selecting sequencing and connecting as well as Practice 0 of setting goals and selecting tasks Through three phases of a coaching cycle before a lesson during a lesson and after a lesson this coaching model Focuses on ambitious teaching in mathematics aiming to ensure that every student succeeds in high quality academic work Follows iterative cycles of various touchpoints between the coach and a teacher Emphasizes what a coach needs to do to support teacher learning throughout the cycle With narrative examples and vignettes lesson plans pre lesson and post lesson conference plans and other artifacts collected from real coaching sessions and classrooms Coaching the 5 Practices is a valuable resource for education professionals who work with teachers to improve the quality of mathematics instruction Through the efforts of Coaching the 5 Practices teachers will continue to refine their craft and become increasingly more skilled at implementing the 5 practices in ways that support the learning of each and every student

**BUNDLE: Smith: The On-Your-Feet Guide to Orchestrating Mathematics Discussions: 10 Pack** Margaret (Peg) S. Smith, Miriam Gamoran Sherin, 2019-07-16 This laminated tri fold 6 page On Your Feet Guide is based on the best

selling 5 Practices for Orchestrating Productive Mathematics Discussions and provides A brief look at each of the five practices for orchestrating productive mathematics discussions Key questions tools and challenges for each practice to consider as you plan and carry out your mathematics lesson Special considerations and helpful hints to think about as you troubleshoot your lessons and assess your implementation of the practices A focus on supporting equity and identity Brief videos with commentary from authors and teachers about each of the five practices      *The Five Practices in Practice Elementary + On-Your-Feet Guide to Orchestrating Mathematics Discussions: The Five Practices in Practice* ,2019      *Global Perspectives and Practices for Reform-Based Mathematics Teaching* Kartal, Ozgul,Popovic, Gorjana,Morrissey, Susie,2022-04-22 Reform based mathematics has become a popular topic in the education field as this teaching emphasizes classroom discourse and instructional goals related to student engagement and an understanding of mathematical reasoning concepts and procedures using instructional practices that build on students informal knowledge of mathematics It also connects mathematics with other disciplines and the real world and provides opportunities for students to contribute and invent their own methods during problem solving Further study on the best practices benefits and challenges of implementing this teaching into education is required *Global Perspectives and Practices for Reform Based Mathematics Teaching* explores international perspectives on diverse reform based practices in teaching and learning mathematics describes challenges and issues for teachers and teacher educators promotes reflection and academic discussion at various levels and in various educational systems and raises questions for the field of mathematics education Covering a range of topics such as teacher preparation programs and integrated learning spaces this reference work is ideal for academicians practitioners researchers instructors educators and students      *Answers to Your Biggest Questions About Teaching Elementary Math* John J. SanGiovanni,Susie Katt,Latrenda D. Knighten,Georgina Rivera,2021-09-09 Your guide to grow and learn as a math teacher Let s face it teaching elementary math can be hard So much about how we teach math today may look and feel different from how we learned it Today we recognize placing the student at the center of their learning increases engagement motivation and academic achievement soars Teaching math in a student centered way changes the role of the teacher from one who traditionally delivers knowledge to one who fosters thinking Most importantly we must ensure our practice gives each and every student the opportunity to learn grow and achieve at high levels while providing opportunities to develop their agency and authority in the classroom which results in a positive math identity Whether you are a brand new teacher or a veteran if you find teaching math to be quite the challenge this is the guide you want by your side Designed for just in time learning and support this practical resource gives you brief actionable answers to your most pressing questions about teaching elementary math Written by four experienced math educators representing diverse experiences these authors offer the practical advice they wish they received years ago from lessons they ve learned over decades of practice research coaching and through collaborating with teams teachers and colleagues especially new teachers

every day Questions and answers are organized into five areas of effort that will help you most thrive in your elementary math classroom 1 How do I build a positive math community 2 How do I structure organize and manage my math class 3 How do I engage my students in math 4 How do I help my students talk about math 5 How do I know what my students know and move them forward Woven throughout you ll find helpful sidebar notes on fostering identity and agency access and equity teaching in different settings and invaluable resources for deeper learning The final question Where do I go from here offers guidance for growing your practice over time Strive to become the best math educator you can be your students are counting on it What will be your first step on the journey

**Handbook of Research on Formative Assessment in Pre-K Through Elementary Classrooms** Martin, Christie,Polly, Drew,Lambert, Richard,2019-12-06 Educators require constructive information that details their students comprehension and can help them to advance the learners education Accurate evaluation of students at all educational levels and the implementation of comprehensive assessment strategies are essential for ensuring student equality and academic success The Handbook of Research on Formative Assessment in Pre K Through Elementary Classrooms is an essential research publication that addresses gaps in the understanding of formative assessment and offers educators meaningful and comprehensive examples of formative assessment in the Pre K through elementary grade levels Covering an array of topics such as literacy professional development and educational technologies this book is relevant for instructors administrators education professionals educational policymakers pre service teachers academicians researchers and students

**Mathematics Strategies for Tier 1 and Tier 2 Interventions in a PLC at Work®** Sarah Schuhl,Mona Toncheff,Jennifer Deinhart,Brian Buckhalter,2024-12-02 Discover how your collaborative team can ensure all students learn grade level mathematics during Tier 1 and Tier 2 instruction This valuable guide provides preK 12 teachers with ready to use tools and strategies to help students communicate using mathematical language and develop number sense conceptual understanding procedural fluency mathematical reasoning problem solving and more PreK 12 educators can use this book to Collaborate with teams to build a shared understanding of essential mathematics standards Ensure students learn grade level mathematics during Tier 1 and Tier 2 instruction Learn how to help students make connections to prior learning and why that matters Create opportunities for students to reason through problems with their peers Develop students number sense procedural fluency and other key mathematics skills Contents Introduction Part 1 A Culture of Learning Chapter 1 Work as a Collaborative Mathematics Team Focused on Student Learning Chapter 2 Build a Community of Learners Part 2 Mathematics Foundations Chapter 3 Teach Grade or Course Level Content Chapter 4 Connect to Prior Knowledge Chapter 5 Develop Number Sense Chapter 6 Focus on Problem Solving Chapter 7 Develop Procedural Fluency Part 3 Student Engagement Chapter 8 Communicate Using Mathematical Language Chapter 9 Grow Learning Through Student Discourse Chapter 10 Use Meaningful Feedback for Learning Chapter 11 Empower Learners Through Student Investment Epilogue Appendix A Data Analysis Protocols Appendix B Cognitive Demand Level Task Analysis Guide

References and Resources Index      **T\* is for Thriving** Kia Darling-Hammond, Bre Evans-Santiago, 2024-04-22 Being a transgender or gender creative T GC child in the United States today means being the subject of a national debate about whether you are entitled to exist live a full life or control your body T GC students have suffered outside of and within schools experiencing among the highest rates of academic exclusion vulnerability to bullying and violence poor mental health and troubling life outcomes due to bias stigma and discrimination At the time this manuscript was completed the Human Rights Campaign had officially declared a State of Emergency for LGBTQ Americans Of the over 600 anti LGBTQ bills recently introduced across the nation nearly a third directly target trans and gender creative people particularly children violating both civil and human rights Fortunately not all bills will pass and activists are moving liberation work forward everywhere every day T is for Thriving offers collected wisdom from educators and community members about meeting T GC students needs in schools in order to light a path toward their thriving In it the editors Kia Darling Hammond and Bre Evans Santiago have curated lesson plans that offer models for inclusive instruction along with stories that amplify community guidance about how to be responsive affirming and celebratory of T GC needs histories and contributions in schools These stories and lessons are an immediate resource for advancing a pedagogy of hope and possibility both in the present and the future T is for Thriving is essential reading for anyone involved in developing and defending the rights of educators and students It is the perfect text for courses in teacher education as well as those focused on social justice LGBTQ topics and critical pedagogy Perfect for courses such as Multicultural Education Gender Studies Teaching Methods Science Social Studies Language Arts Math Curriculum Design Diversity in Education Social Foundations of Education Inclusive Methods of Teaching Practicum Clinical Practice Literacy Methods and History Policy and Social Changes      *Five Practices for Orchestrating Productive Task-based Discussions in Science* Jennifer L. Cartier, Margaret Schwan Smith, Mary Kay Stein, Danielle K. Ross, 2013 Presents a framework of instructional practices anticipating monitoring selecting sequencing and connecting for facilitating effective inquiry oriented science classrooms and engaging K 12 students in meaningful and productive discussion      **Transform Your Math Class Using Asset-Based Teaching for Grades 6-12** Michael D. Steele, Joleigh Honey, 2024-07-19 Foster a love of mathematics by creating a more inclusive and empowering learning environment through asset based teaching An asset based perspective on math education means starting with what students already know instead of focusing on what s missing This approach elevates student thinking and reasoning skills In this way educators acknowledge that all students bring prior experiences strengths talents and resources to the learning process and can contribute meaningfully in an authentic learning environment Transform Your Math Class Using Asset Based Teaching for Grades 6 12 provides insight into asset based perspectives in mathematics education to create an environment where all students feel valued and capable of being doers of mathematics In the book Michael Steele and Joleigh Honey highlight the importance of using language instructional routines and systemic structure that positively impact student engagement their

math identity and ultimately their outcomes Providing a wealth of knowledge and practical strategies that can be used to transform math classrooms into inclusive supportive and empowering learning environments this book Introduces an asset based perspective that focuses on students strengths assets and potential to learn mathematics Includes a variety of frameworks and tools that teachers can use to build and grow their sense of asset based perspectives Offers strategies for promoting a growth mindset in mathematics encouraging productive struggle in math and promoting equitable math instruction Supports teachers in reflecting on their decisions self awareness and self management Includes a companion online study guide to support teachers individually or as part of a professional learning community Adopting asset based perspectives is about movement over time not about flipping a switch This book paves the path for an asset based journey that ultimately helps to transform our math classrooms and advance all students learning and development     **Answers to Your Biggest Questions About Teaching Secondary Math** Frederick L. Dillon,Ayanna D. Perry,Andrea Cheng,Jennifer Outzs,2022-03-02 Designed for just in time learning and support this practical resource gives you brief actionable answers to your most pressing questions about teaching secondary math     **Journal for Research in Mathematics Education** ,2015  
Interrogating Whiteness and Relinquishing Power Nicole M. Joseph,Chayla Haynes,Floyd Cobb,2016 Interrogating Whiteness and Relinquishing Power White Faculty s Commitment to Racial Consciousness in STEM Classrooms is a collection of narratives that will transform the teaching of any faculty member who teaches in the STEM system The book links issues of inclusion to teacher excellence at all grade levels by illuminating the critical influence that racial consciousness has on the behaviors of White faculty in the classroom It functions as an analytical tool scaffolding exemplary examples to inspire readers to engage in the complex and difficult work of assessing their own racial consciousness and teacher effectiveness White pre service teachers in STEM education rarely see the importance of the link between race and the teaching and learning of mathematics in part because the White faculty who are teaching these subjects rarely engage in the study of racial projects in STEM From this perspective the authors of this book contend that the classroom is a racialized environment that if not addressed can reproduce racial structures and hierarchies in cyclical ways     *How to Do Math with Words* William C. Zahner,2011



## **Five Practices For Orchestrating Productive Mathematics Discussions** Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Five Practices For Orchestrating Productive Mathematics Discussions**," published by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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