Week _____ Concept _____ Maintain _____

Group 1 Members _____

Group 2 Members _____

Group 3 Members _____

Group 4 Members _____

Whole Group Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Whole Group				Whole Group
Group 2					
Group 3					
Group 4					

Small Group Lessons

	Tuesday	Wednesday	Thursday
First Meeting			
Second Meeting			

Planning Template

Big Idea:	
Content:	**Curricular Competencies**
BEFORE **(Introduction/Activation/Getting Started)**	
During **(Teaching and Learning) (UDL :All, Some, Few)**	
Teaching, Lesson, Modeling:	**Guided Practice:** / **Independent Practice:**
After **(Consolidation, Ensure understanding)**	
Demonstrate Knowledge and Understanding: How will students show what they know?	**Reflection:** How will students reflect on their use of strategies?
Types of Resources/Activities	Formative Assessment
• Open-Ended Math Problem or Activity • Inquiry Question (What do you wonder about...?) • Visual tools • Text book • Manipulatives • Games •	• Exit slips • Math journals • Plickers • 4 square math

Conferring with Mathematicians:
Teaching and Assessing for Sense Making and Agency

NCTM Regional-Chicago-2017
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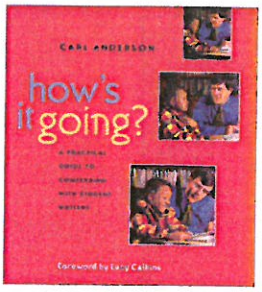
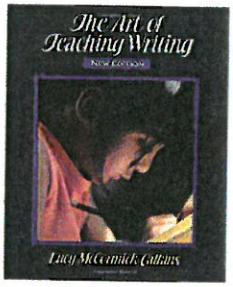
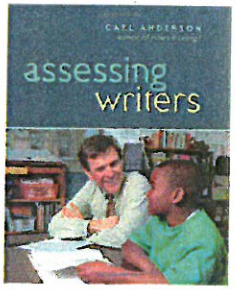
7 Important Ideas About Conferring in Math:

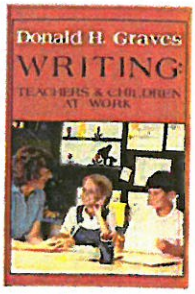
- Conferring builds identity and agency.
- Deep listening is at the heart of conferring.
- Conferring follows a predictable structure.
- A conference has a purpose.
- A math conference often includes a nudge.
- Nudges may connect what a student is doing with ideas being considered by classmates or by the class as a whole.
- A goal of conferring is to facilitate understanding that goes beyond the single problem in front of the student.

Resources for Conferring About Writing:





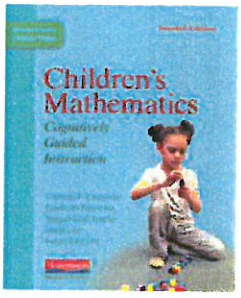


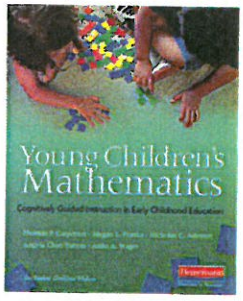


Resources for Conferring About Math:

Munson, J. (2016). Making Responsiveness Explicit: Conferring in the Elementary Mathematics Classroom. In M. B. Wood, E. E. Turner, M. Civil, & J.A. Eli (Eds.), Proceedings for the 38th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (pp. 1357–1360).

Resources for Understanding Children's Mathematical Thinking in Elementary School:





Videos of Math Conferences

- Conferring with Alice and Amy during Counting Collections, https://youtu.be/FxnMSYCPuG0
- Conferring with Rachel during Counting Collections, https://youtu.be/d-d44bNriAg

Conferring Form

https://tinyurl.com/y8xhog5y

Conferring with Mathematicians During Counting Collections

Research

Opening Invitation

- *What are you thinking about?*
- *What are you wondering about?*
- *What are you working on figuring out?*

Eliciting Student Thinking

- *Can you tell me more about…?*
- *Why did you decide to..?*
- *What might make sense here?*
- *What's not making sense?*

Noticing and Naming

- *Can I tell you some things I'm noticing about you as a mathematician?*
- *You're doing some really important thinking here. Can I tell you what I notice?*
- *So, here's what I'm noticing…*
- *Something you're really thinking a lot about is…*

Decide and Nudge

Anticipated Nudging Points[1]

Conceptual Understanding:

- Number names and counting sequence (especially over 100)
- Relationship between quantity, written number, and number name
- Ten can be thought of as a bundle of ten ones called a "ten," one hundred can be thought of as a bundle of ten tens called a "hundred"

Developing a Strategy:

- How students keep track of the items counted
- Organizing and grouping strategies (including use of tools)

Communication & Representation:

- Record in a way that represents how you counted
- Record efficiently (i.e. drawing circles rather than detailed animal counters)

Collaboration:

- Strategies for counting a collection with a partner
- Building stamina to stick with the task
- Making decisions together

Summarize and Invite

- *In our class we've thought a lot about...and today you're…*
- *So when you're counting collections you might think about…*
- *So, we thought about how you might...and now you're going to try...*

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[1] The typology of productive nudges was first described by Jen Munson.

Munson, J. (2016). Making Responsiveness Explicit: Conferring in the Elementary Mathematics Classroom. In M. B. Wood, E. E. Turner, M. Civil, & J. A. Eli (Eds.), Proceedings for the 38th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (pp. 1357–1360).