



# **Handout**





#### Please Sign-in!

Step 1: Navigate to imaginelearning.com/pdsession

**Step 2:** Please fill out the top section with your information.

Step 3:

- Today, I am being trained on Core Curriculum then Illustrative Mathematics.
- PD Specialist: Initial of First Name then click on (NAME)





#### Part 1:

**Directions:** Use the space below to record your thoughts after each watch.

Watch 1: What do you notice?
Watch 2: Identify examples of independent, collaborative, and unsurfaced thinking.
Watch 3: Identify what prompted each of your previous examples.

## **Part 2: Signs of Student Thinking**

**Directions:** Look at the student work sample to answer the questions below.

Solve each of these equations once. Choose whichever method you think will be easier for that equation.

a. 
$$\frac{1}{4}(4+x) = \frac{4}{3}$$
 2.67

that equation.

a. 
$$\frac{1}{4}(4+x) = \frac{4}{3}$$

2.67

4 •  $\frac{1}{4}(4+x) = \frac{4}{3}$ 

4 •  $\frac{1}{4}(4+x) = \frac{4}{3}$ 

4 •  $\frac{1}{4}(4+x) = \frac{16}{12}$ 

4 +  $x = \frac{16}{12}$ 

b. 
$$-10(x-1.7) = -3$$

b. 
$$-10(x-1.7) = -3$$
  $2$ 

$$-10(x-1.7) = -3$$

What do you think the student
understands?

How do you know?

## **Part 2: Monitoring through Targeted Questions**

**Directions:** Review the chart of monitoring questions and, based on the student work sample, select **three questions** to ask. For each, explain the insights you'd expect to gain. Then, choose **one question** that wouldn't be helpful and explain why.

		<ul> <li>How can you use what you did in the first problem to help you here?</li> </ul>
What does represent in the problem?	How do you know your answer makes sense?	<ul> <li>What would happen if we changed the number to?</li> </ul>
What do you know about this problem?	<ul> <li>How do you know both answers are correct?</li> </ul>	How are these problems the same?     How are they different?
How did you decide which strategy to use to solve the problem?	<ul> <li>How does your [diagram/expression/equation] represent the situation?</li> </ul>	How can you use a picture, blocks, diagram, etc. to represent the problem?
<ul> <li>Can you tell me how you came up with this number?</li> </ul>	<ul> <li>What tools might you use to help you solve this problem?</li> </ul>	Will this strategy work for all the problems like this one?
What are you still trying to find out?	How do you know is equal to?	<ul> <li>Is there a rule or strategy you can use to solve other problems like this?</li> </ul>
<ul> <li>What is this problem about?</li> </ul>		

Question	What insight do you expect to gain?
Question	Why wouldn't it be effective?

## Part 3: Let's Plan to Surface Student Thinking

**Directions:** Select an activity from the next lesson you'll teach. Review the lesson's goals and teaching notes to anticipate possible student responses. Using this information, plan targeted questions to surface and assess student thinking as they engage with the activity.

Lesson:	Activity:
What is the purpose of the activity?	What types of student problem-solving are you looking to notice?
Expected Student Response	Questions to Surface Thinking