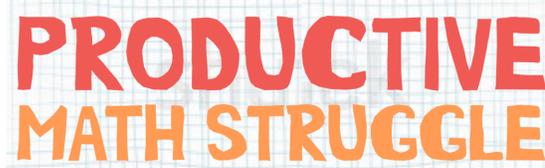


Productive Struggle Interactive Activities Agenda

John SanGiovanni • Wichita Falls
john.sangiovanni5@gmail.com



June 20, 2023

Activity/Directions	Resource Link
7 CARD STRAIGHT <ul style="list-style-type: none">• What was your approach?• How did you adjust?• How did the experience feel?	
Introductions	
THE SKI JUMP <ul style="list-style-type: none">• What do you notice in the video?• How might it apply to the mathematics classroom?	First Ski Jump
The Tangram Task <ul style="list-style-type: none">• How does this task elicit struggle?• What is the outcome of the task?	
Action 1: VALUE Productive Struggle	
The Value Vignette <ul style="list-style-type: none">• How are the student experiences different?• What appears to be valued?	Struggle Vignettes
Reflection and Discussion: <ul style="list-style-type: none">• How do you know struggle is valued? What would you see? What would you hear?	
Action 2: FOSTER Identity	
Sketch Your Emoji <ul style="list-style-type: none">• What does your Emoji look like when you _____?	

<p>Reflection and Discussion:</p> <ul style="list-style-type: none"> • What is or isn't done well with identity in your class, school, district, or community? 	
<p>Action 3: BUILD Community</p>	
<p>Norms for Productive Struggle</p> <ul style="list-style-type: none"> • What are classroom norms that allow for productive struggle? • How do we describe these norms? 	<p>Norms Description Organizer</p>
<p>The Picture of Struggle</p> <ul style="list-style-type: none"> • Which image is your favorite metaphor for struggle? • What is the metaphor? 	<p>Struggle Images Large</p>
<p>Reflection and Discussion:</p> <ul style="list-style-type: none"> • I want my math community to _____. 	
<p>Action 4: PLAN for Productive Struggle</p>	
<p>Task Comparison</p> <ul style="list-style-type: none"> • How do these tasks compare? 	<p>Fraction Tasks</p>
<p>Quality Math Tasks and Struggle</p> <ul style="list-style-type: none"> • Why are characteristics of a quality math task important for struggle? 	<p>Characteristics of Quality Tasks</p> <p>Interactive: Why do these matter for struggle?</p>
<p>SORTING TASKS</p> <ol style="list-style-type: none"> 1. Review the tasks. 2. Sort the tasks into higher and lower quality. 3. Make a list of your sort. 	<p>Primary Tasks</p> <p>Intermediate Tasks</p> <p>Secondary Tasks</p>
<p>MODIFYING TASKS</p> <ol style="list-style-type: none"> 1. Identify lower-quality tasks. 2. Think about how you modify them to increase quality. 3. Share your thoughts with a partner. 	<p>Primary Tasks</p> <p>Intermediate Tasks</p>

	Secondary Tasks **** Modification Strategies with Examples
Reflection and Discussion: <ul style="list-style-type: none"> What are the characteristics of planning in your class/school/program? 	
Action 5: SUPPORT Productive Struggle	
LEDE for Student Engagement	
Revoicing <ol style="list-style-type: none"> Read the student statement. Talk about how you would revoice what they say. 	Revoicing Examples
Reflection and Discussion: <ul style="list-style-type: none"> What struggle moves are used most? What new struggle moves would be a good idea to include? 	
Action 6: REFLECT and CELEBRATE Productive Struggle	
Reflection and Discussion: <ul style="list-style-type: none"> How is struggle processed and celebrated in our _____? 	
CLOSING	
Evidence of Productive Struggle <ul style="list-style-type: none"> What would we look for in classrooms and schools to determine the status of productive struggle? 	Evidence of Struggle Recording Sheet
	Slides (LINKED HERE)