

Building Thinking Classrooms Session 2

Key Takeaways from Breakout room discussions:

Chapters 6-8

Teacher has to be actively circulating to be able to do the consolidation.

If students are reaching frustration, it's important to bring them together in their seats for consolidation. From there, the teacher can modify task and release them back to the boards. The teacher has to actively monitor what is happening and adjust accordingly.

One way to foster independence is to be sure that the 'hints' we give aren't too directive. What is just the right level of feedback to students?

Isn't it amazing the night and day difference between standing and sitting???

Chapters 9-10

Consolidation within the lesson and over a series of lessons is a struggle, but super important.

Resources: "Modifying Your Thinking Classroom for Different Settings. A Supplement to BTC in Mathematics" by Peter Liljedahl (Specifically chapters 10-12)

"Algebra Problem Strings" by Pamela Weber Harris and Kara Louise Imm

