Planning and Leading Mathematical Discourse

To engage students in productive mathematical conversations, teachers must plan, initiate, and orchestrate discourse in ways that encourage student learning.

Five Practices for Orchestrating Productive Mathematical Discourse*

Anticipating:
"Actively envision how students might approach the mathematics task they will work on."

Monitoring:
"[Pay] close attention to students' mathematical thinking and solution strategies as students work the task."

Selecting:
"Select particular students to share their work with the rest of the class to get specific mathematics into the open for examination."

Sequencing:
"Make decisions regarding how to sequence the student presentations."

Connecting:
"Help students draw connections between their solution and other students' solutions as well as the key mathematical ideas in the lesson."

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i-Ready Classroom Mathematics

Discourse-Based Lesson Guide

Teacher Moves

Individual Think Time
Give students 10 seconds to two minutes to think about a question before discussing.

Turn and Talk
Give students time to process ideas with a partner and build their confidence to discuss their strategies.

Four Rs
Ask students to repeat, rephrase, reword, or record what classmates share to help them process each others' thinking and build understanding.

Try–Discuss–Connect Routine

Try

Make Sense of the Problem
4Rs Four Rs

Solve and Support Your Thinking
Individual Think Time

Discuss

Share Your Thinking with a Partner
4Rs Four Rs
Turn and Talk

Compare Strategies
4Rs Four Rs
Turn and Talk

Connect

Make Connections and Reflect on What You Have Learned
4Rs Four Rs
Turn and Talk

Apply Your Thinking to a New Problem
4Rs Four Rs
Turn and Talk

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