

PrACTice Like a Champion

Brain Dump: (3-5) Minutes

Students are doing...	Teacher is doing...
<ul style="list-style-type: none"> ● Listing known skills independently ● Volunteering for brain dump, listening to peers. ● Agreeing/disagreeing with proposed strategy or relevant info relating to the problem. ● Picking a strategy from the brain dump. 	<ul style="list-style-type: none"> ● Scaffolded questions (to be taken out in later prompts) <ul style="list-style-type: none"> ○ What kind of problem or math subject is this? ○ Where have you done/seen something like this before? ● Asking student to read problem or read or rephrase ● Possible teacher modeling (“When I see this problem, I think...”) ● Revisit the prompts asks students to dump all knowledge of topic as it relates to problem at hand. ● Final prompt before moving to grapple: <ul style="list-style-type: none"> ○ Thumbs up/down: who has a strategy to get started? ○ What strategy might work here?

Grapple: (5-10 Minutes)

Students are doing...	Teacher is doing...
<ul style="list-style-type: none"> ● Applying problem solving strategies, likely from brain dump ● Referring to resources/notes (if applicable) ● Arriving at an answer by the end ● Explain how they got to the answer (process of elimination may be applicable for ACT questions) ● If finished early, show the teacher and move on to next task, HW, etc. and come back for reflection portion. 	<ul style="list-style-type: none"> ● Not answering questions ● Circulating/referencing rubric when necessary ● Providing small hints for kids who are really struggling <ul style="list-style-type: none"> ○ Repeating information from brain dump, not providing new information ○ No leading questions ● Tracking kids on the right path for reflection time

	<ul style="list-style-type: none"> ● Reminding students of importance of explanation. You will be expected to share during reflection.
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Reflection: (5-10 Minutes)

Students are doing...	Teacher is doing...
<p>What are students doing?</p> <p>Part One Options:</p> <ul style="list-style-type: none"> ● Pair and share (either once or in rounds) ● Small group discussion ● Students writing on board ● Students can ask teacher clarifying questions from brain dump <p>Part Two:</p> <ul style="list-style-type: none"> ● Opportunity to correct before whole class (1 min) <p>Part three:</p> <ul style="list-style-type: none"> ● Whole group discussion <p>Part four:</p> <ul style="list-style-type: none"> ● Self-reflection based on rubric (1 min). <ul style="list-style-type: none"> ○ Quick check list- Did I get it right? Did I change my answer? How do I know my answer is right? 	<p>What are teachers doing?</p> <p>Part One:</p> <ul style="list-style-type: none"> ● Circulating- Looking at work to ensure students are on the right track <ul style="list-style-type: none"> ○ Prompts: “Look at part A again.” ○ Reminding students to refer to brain dump ○ Pointing out strategies or hints if needed. ○ Intentional pairing ○ Grading with rubric ● Part two: <ul style="list-style-type: none"> ○ Prompting to make changes if needed. ● Part three: <ul style="list-style-type: none"> ○ Calling on students to share. ○ Prompting to model thinking or explain why. ○ Answering questions/picking a student to answer questions. ● Part four: <ul style="list-style-type: none"> ○ Collecting rubrics/student work