

January 2019

Muir Lesson Study News 2nd Edition!

Norms for Classroom Discussions:

Speakers will:

- talk loud enough for others to hear
- turn to talk to the class
- share different ideas
- explain their ideas
- agree and disagree with **IDEAS** not with **EACH OTHER**

Listeners will:

- ask speakers to speak up
- show speakers we are listening
- listen to understand
- ask questions to make sense of the ideas
- think carefully about all speakers' ideas

Norms for Classroom Discussion in Mr. Steve's second grade class!

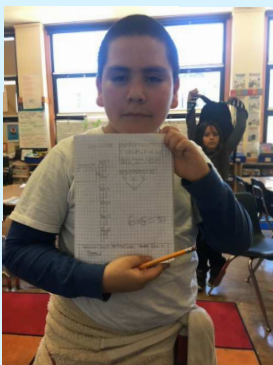
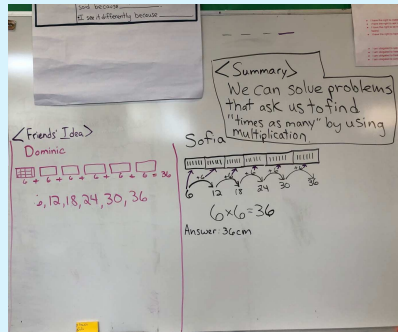
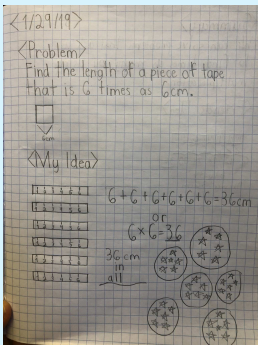


Fourth graders are studying fractions this month

Our third grade team has been deep in discussions around what it means to make student thinking visible through their use of board work and student math notebooks. Through our cross site collaboration with Hillcrest Elementary, they recently taught a Teaching Through Problem Solving unit on elapsed time, and now are trying out a unit based a Japan Math Multiplication Unit. Even Ms. Nokes, our librarian and a member of their lesson study team has taken back some of the teams' strategies to make student thinking visible in problem solving lessons in the library!

Check out our third graders math notebooks, student- led board work and some problem solving in the library. Can you notice different ways this team is making their students thinking visible in their classrooms?

The third grade team make student thinking visible through board work and student lead discussions of TTP lesson.



Making student thinking visible in the library: 5th grade expert lists of origami! Create an example, determine the level of difficulty and decide what grade levels at Muir would be suited to make your origami figure!

5th Grade Expert list

Name	Example	Level of difficulty	Who would be able to make this origami?
Maria	10 stars	Hard	Older
Cesar	frog	2-3	3rd and 4th
Maria	swan	2-3	3rd and 4th
Jason	Paper plane	6-7 stars	4th and 5th
Jason	1 star	1 star	All grades

Our 4/5 team created classroom discussion rights and obligations with their students. The team felt that while many students participated in the classroom discourse, they wanted all students to feel that they not only had the right to engage, but were also obligated to show their classmates the same amount of engagement through active speaking- or listening to understand. This team (along with our whole school) continue to grapple with and improve different ways to make student thinking visible throughout lessons. The team believes that the more visible the student thinking around the mathematics, the deeper the level of discourse students will be able to have.

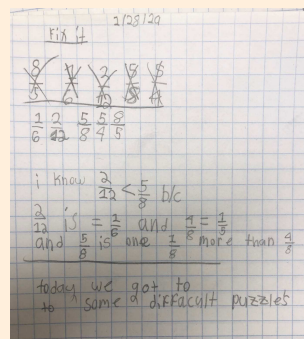
Check out what the've been up to in their classrooms!

Room 411 RIGHTS

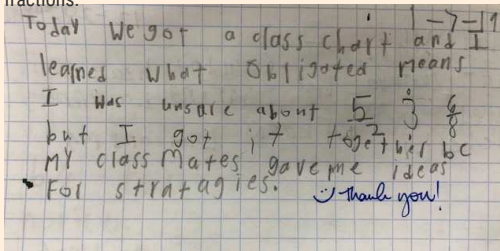
- You have the right to share
- You have the right to ask questions
- You have the right to be treated kindly
- You have the right to have your ideas discussed, not you

Room 411 OBLIGATIONS

- You are obligated to be a part of an attentive responsive audience
- You are obligated to speak LOUD enough for others to hear
- You are obligated to listen to understand
- You are obligated to treat others kindly
- You are obligated to consider others ideas AND to explain why you agree or disagree.



Annemarie, a fourth grader constructs viable arguments to defend her reasoning around fractions.



Fourth grader Adrian, shares with his teacher what he learned the day their class constructed their discussion rights and obligations.

"Today we got a class chart and I learned what obligation means. I was unsure about 5/12 and 6/8 but I got it together b/c my classmates gave me ideas for strategies."