12.6

## Sample Professional Development Activity: Grouping Strategy (P.I.C.S. Page)

Professional development focus or topic: Getting to know the group while introducing the idea of making connections and building understanding of mathematics

Intended audience: Whole group of teachers (any grade)
Outcomes: Teachers will be able to ...

- Meet colleagues participating in the professional development
- Discuss connections among representations for a mathematical situation
- Consider how a similar version of the activity might be used with their own students


## Preparation:

- Use the P.I.C.S. Page (Tool 3.4).
- Select enough topics so that there are four teachers per topic (e.g., if you have a group of 24 teachers, you will need six topics).
- Write each topic phrase (e.g., subtracting whole numbers, multiplying fractions, multiplying binomials, etc.) at the top of the page and make three copies (so you will have four pages for each topic). For each, highlight a different section (P, I, C, or S). See the miniature pages that follow this table for reference.


## Description of activity:

- Stack a "mixed" set of P.I.C.S. Pages on each table.
- Invite participants to select one page and complete the highlighted section only.
- On your cue (once participants seem to be finished), explain that they are to find the rest of their P.I.C.S. Topic Group.
- Once they have found their group, ask them to do the following:
- Round 1: Share their name and their section of the P.I.C.S. Page. Encourage listeners to record what they hear and add it to their own page.
- Round 2: Describe one connection they see between their original section and someone else's section.
- Round 3: How might they use this page with their own students?
- Debrief by asking participants to share any insights they gained (mathematically or otherwise) from doing this activity.

Note: You can use this activity to form groups for the rest of the session, or you can have participants return to their original table group.

| P.I.C.S. Page Categories |  |
| :--- | :--- |
| Procedure | Illustration |
| Concept | Situation |
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