

Connecting Student Responses

1 PEG SMITH: Connecting is the practice of making connections between different
2 strategies that have been discussed and making connections between
3 specific strategies and key mathematical ideas that are driving the lesson.
4 The point of connecting isn't to see how many different ways there are to
5 do a problem, but rather to see how one solution may be connected to
6 another solution strategy and that that may not be immediately visible. The
7 other thing is to make sure that, in every solution that you discuss, it's
8 clear in the solution what the important mathematical ideas are, so that
9 students understand what the contribution of a particular strategy is to the
10 mathematical idea that's on the table for examination.

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12 MICHAEL MOORE: Connecting is that wonderful moment. It should be the best moment, that
13 "aha" moment, of how this all fits together. And so you've got this nice
14 kind of discussion at the end of how have we been able to accomplish our
15 goal and how can we use what we just discussed in order to understand
16 how we accomplished our goal.

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18 PEG SMITH: So one of the key things that needs to happen during connecting is the
19 teacher is not the one who should be making the connections. The goal is
20 to try to engage students in making connections. So here the teacher's
21 questioning is critical-- asking the students how is this solution related to
22 this one. The thing that you identified here-- how does that appear over
23 here? And it's also important that these questions not be directed just to the
24 students who actually made the presentations, but rather making sure that
25 all of the other students understand those themselves by framing questions
26 to the class. How is this related to this? What do you think about what he
27 just said? Does that make sense? Could you do use another number? And
28 how would that solution work?

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30 CORI MORAN: So one of the benefits of connecting and why it matters is because you're
31 really making sure that you're connecting back to the goals. But I'm also
32 connecting the students to those goals. They're now memorable about
33 what they presented about and how their work connected with their goals
34 and connected with the math in general. I think the challenges with
35 connecting is thinking about it prior, because really you anticipate and you
36 anticipate-- and then you get in an actual class and you get actual work.
37 But I think that this is where your inner teacher kind of steps up, and you
38 are taking what you previously thought might happen and then really just
39 kind of going with what is happening in the moment as well.