12.9

Sample Professional Development Activity: Mathematical

Practices Playing Cards

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| **Professional development focus or topic**: Deepening understanding of the Mathematical Practices |
| **Intended audience:** Small group or large group of teachers (any grade) |
| **Outcomes:** Teachers will be able to …   * Connect student actions with the Mathematical Practices * Describe the essence of each of the Mathematical Practices * Describe distinctions and connections among the Mathematical Practices |
| **Preparation:**   * Copy the MP Playing Cards on the next two pages bright paper and cut into cards. * Download the Mathematical Practices & Student Look Fors Bookmark for each teacher (optional). |
| **Description of activity:**   * Distribute one playing card and a bookmark to each teacher. If needed, provide time for teachers to read the look fors for each of the Mathematical Practices on the bookmark. * Instruct teachers to create their own mini-vignette that illustrates the MP on their playing card. When scaffolding this activity for teachers, you may want to do the mini-vignette activity first (Tool 12.7), so teachers have an idea what you mean by *mini-vignette*. * After everyone is ready, facilitate teachers forming groups of eight. This can be accomplished several ways: you can seat teachers in groups of eight before you hand out the MP playing cards; you can copy the playing cards on different-colored paper and ask teachers to find seven others who have the same color paper; or you can put colored dots or stickers of some kind on the back of the cards before you hand them out and ask teachers to find seven people who have a red dot, for   example, on the back of their playing card. The group of eight should have teachers with MP playing cards 1 through 8, so all MPs are represented.   * Optional: Depending on the size of the group, you could add a step prior to the small-group sharing of having expert groups (e.g., all the MP 1 teachers) form a group and share their vignettes to allow revising if necessary. Then, proceed to small- group sharing. * Once in their groups, ask teachers to read their vignette and let others in the group decide which MP it illustrates. Allow time for discussion. * Summarize by highlighting what has emerged from the conversation—likely that student actions (even small ones) can indicate more than one practice; that there are distinct meanings to each of the Mathematical Practices; and that the first step in being able to nurture the development of these practices is thinking about what they actually look like in the context   of a math lesson. |

MP

1

MP

2

MP

3

MP

4

 



MP

5

MP

6

MP

7

MP

8

 

