PLAYING THE LONG GAME: Diving Deep Into the Content

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KEIRA: I don't want to do this today.

ME: Well, this is what we are doing.

KEIRA: Okay {Begrudgingly goes back to her seat}

A few minutes later...

KEIRA: I don't want to do this today.

What would you say and/or do?

KEIRA: I don't want to do this today.

ME: Well, this is what we are doing.

KEIRA: Okay {Begrudgingly goes back to her seat}

A few minutes later...

KEIRA: I don't want to do this today.

ME: Keira, you told me that, but this is what we are doing. Can you please get to work?

The next day...

I have to remind myself that I'm not aiming for a touchdown every time.

I'm aiming to keep my amazing kiddos moving forward. Each at their own pace.

My Core Teaching Beliefs:

1   It's okay to walk away from a math problem.

2   It's okay to not be finished when class ends.

3   Your wonderings are important.

4   You have important mathematical ideas.

5   Play Matters.

1

It's okay to walk away from a math problem.

McIntyre's Work

"Can I do this tomorrow? It's too hard."

If a problem is worth solving, it is worth walking away from.

Walking Away from a Mathematics Problem Is OK

Providing students the autonomy and choice to learn when productive struggle becomes unproductive is a core teaching belief in the author's classroom. This article tells the story of one student's ability to know and express when his frustration was too great and how he chose to walk away from his work and return the next day.

Zachary Champagne

2

It's okay to not be finished when math class ends.

How many triangles?

How many rhombi?

Be prepared to be surprised.

3

Your wonderings are important.

What do you notice?
What do you wonder?

Before

After

Before

After

4

You have important mathematical ideas.

Story Problem Routine

Mr. Zak has 16 piece of candy.

Ms. Claire has 9 piece of candy.

Mr. Zak has 16 piece of candy.
Ms. Claire has 9 piece of candy.

How many more pieces of candy
does Mr. Zak have than Ms. Claire?

Routines That Get At Students' Important Mathematical Ideas:

- Number talks
- Splat
- Story problem routine
- How Many?
- Which One Doesn't Belong?

- Ways to Make _____
- Three Act Tasks
- Counting Collections
- Notice/Wonder

5

Play Matters.

Play is a particular *attitude* or *approach* to materials, behaviors, and ideas and *not* the materials or activities or ideas themselves; play is a special mode of thinking and doing.
(McLane, 2003)

Play generates situations where there is no one 'right' answer.
McLane (2003)

Children who play together learn to work together.