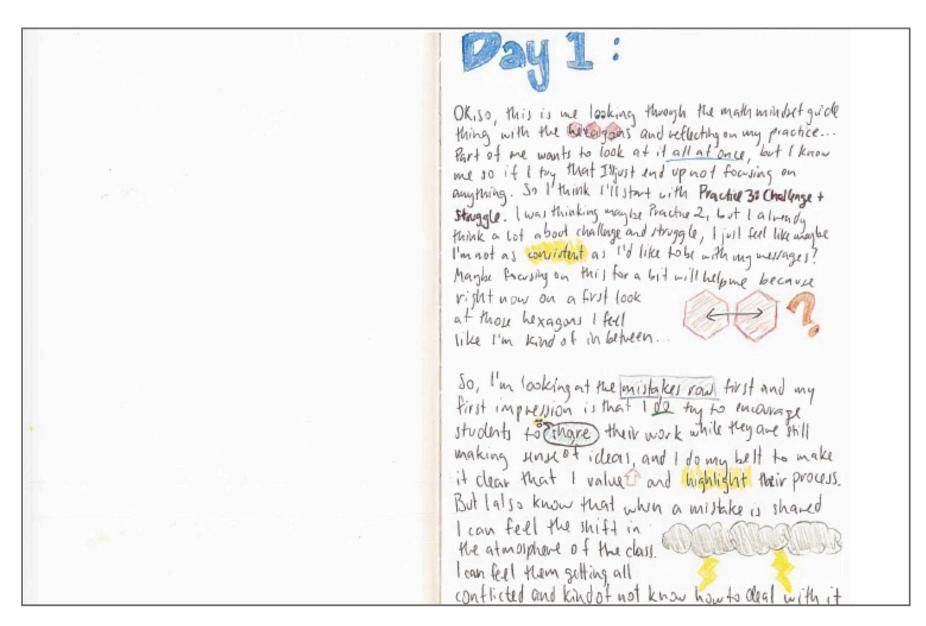


## Mathematical Mindset Teaching Guide: Example Teacher Journal





When this happens I try to standback, not jump in ISOHARDIII) to let them talk through that discombit and figure it out on their own. lalways think of that our violed I saw of To and Cathy & teaching where an

incorrect answer gets put upon the board 437 402 to leave it up and eventually the kids end up

having an AMAZING discussion that probably wouldn't have happened if that answer hadn't been up there So, anyway, for this week GOAL: I'm guna try to be more aware and try to notice how I report when mistakes happen. I'll try to let them work it out and then highlight how the mistake was helpful for everyone. Maybe that 'Il help that disconfort around' mistakes I know they still feel? Note to self:

around mistakes, now the wext raise handle this

handle this!

This is about struggle and I think I stally value struggle, I mean, I'm always telling them struggle is good for their our brains and they wen dell tata source things like "This is so hard! job flow, but in reading this now I'm realizing that some times I interrupt students to jumpin and he p them toward a solution and los quis out of desire to help of but yeah. not takest for them. I gress, again, in practical terms

they're strongling (I SEE A PATTER IN HERE!!!). I remember hearing from a teacher that she sat by the group of students taking notes to give students feedback and that helped her keep lossy so she wouldn't jump in. That stems like a thing that will helpme. I'll gire it a shot if nothing olse! Tidea to try: take notes to

Looking at the third you I can't help but think about how much questioning is connected to what I noticed about mutakes and stuggle. I was hearing multiple Speing and tunking when we discuss as a whole class, but I think maybe because of that my questions become too leading at times (I fend to ob this when I intervene, as I talked about above). I once heard from a rolling is of Mine that Cathy Humphries says:

"herer ask questions you know thanswers to" which makes stuse to me but in the moment I saw hims end up obing the opposite (UGH!). So I guess, inpractic Since I'm focusing on this stoff this week (at least! now with all these goals I'm thinking it might take longer but that's okan!), I'll try to be very



purpose ful in asking genuine questions about how students are seeing the math or how they're thinking about the problem. That way "Il keep myself from asking questions I know the quentos to we'll the how it goes! Ark GENVINE questions! Overall I'm really excited to gire all of this a shot. plan, collect evidence from what I see and hear in class. This fells like a lot, but the good kind I'm looking forward to getting this process going and then, once I'm more comfortable with all of this, coming back to the hexagons to reflect on other areas of my I can do this!