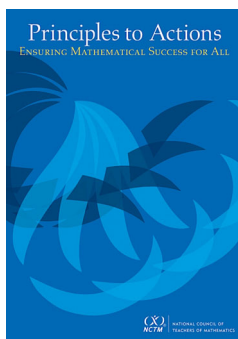


Facilitating Meaningful Mathematical Discourse: Teacher and Student Actions

What are teachers doing?	What are students doing?
<ul style="list-style-type: none"> Engaging students in purposeful sharing of mathematical ideas, reasoning, and approaches, using varied representations. Selecting and sequencing student approaches and solution strategies for whole-class analysis and discussion. Facilitating discourse among students by positioning them as authors of ideas, who explain and defend their approaches. Ensuring progress toward mathematical goals by making explicit connections to student approaches and reasoning. 	<ul style="list-style-type: none"> Presenting and explaining ideas, reasoning, and representations to one another in pair, small-group, and whole-class discourse. Listening carefully to and critiquing the reasoning of peers, using examples to support or counterexamples to refute arguments. Seeking to understand the approaches used by peers by asking clarifying questions, trying out others' strategies, and describing the approaches used by others. Identifying how different approaches to solving a task are the same and how they are different.



National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all*. Reston, VA: Author.

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