

SOUTH DAKOTA SOUTH DAKOTA SOUTH DAKOTA
Counts Counts Counts

Characteristics of Cognitively Guided Instruction classrooms:

- Everyone is actively involved
- Children use whatever tools they need to solve the problems
- Questioning by teacher to move students forward or to probe
- Integration of reading, math, and communication
- Student discussion in small groups
- Mistakes are valued
- Students can admit that something is hard
- Teacher keeps quiet except to press for student understanding
- There are routines and procedures that allow the work to happen
- Thinking is recorded
- Students were confident in their thinking – productive math disposition
- Patience and understanding, respect in the classroom – productive climate
- There is no one way to solve a problem
- Problems are accessible through flexible numbers and wording
- When kids are sharing, teacher did not repeat what students were sharing
- Place for large group discussion
- Teacher allows students to struggle
- Time to work independently
- Expected to work independently
- Classroom management
- Students discuss their thinking
- Teachers know where students are and where they want them to go
- Focus on conceptual understanding rather than procedural drill
- Solutions are expected to be mathematically correct
- Homework is limited and connected to day's learning
- Math journals are a common tool
- Kids work from their level of understanding (choose numbers, choose pattern)
- Teacher confers individually with students
- Use markers or pens to record mathematical thinking
- Math is rigorous for the individual student
- Not all students share everyday
- Honors each child's thinking
- Communication
- Real-world application
- Teacher as facilitator
- Student strategies are posted