LET'S TALK THIN-SLICING, LOW FLOORS, & HIGH CEILINGS

65th Annual
Georgia Mathematics Conference
GEARING UP FOR MATHEMATICAL GROWTH

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#GMC2024   @gctm_math

BACKGROUND – BUILDING THINKING CLASSROOM
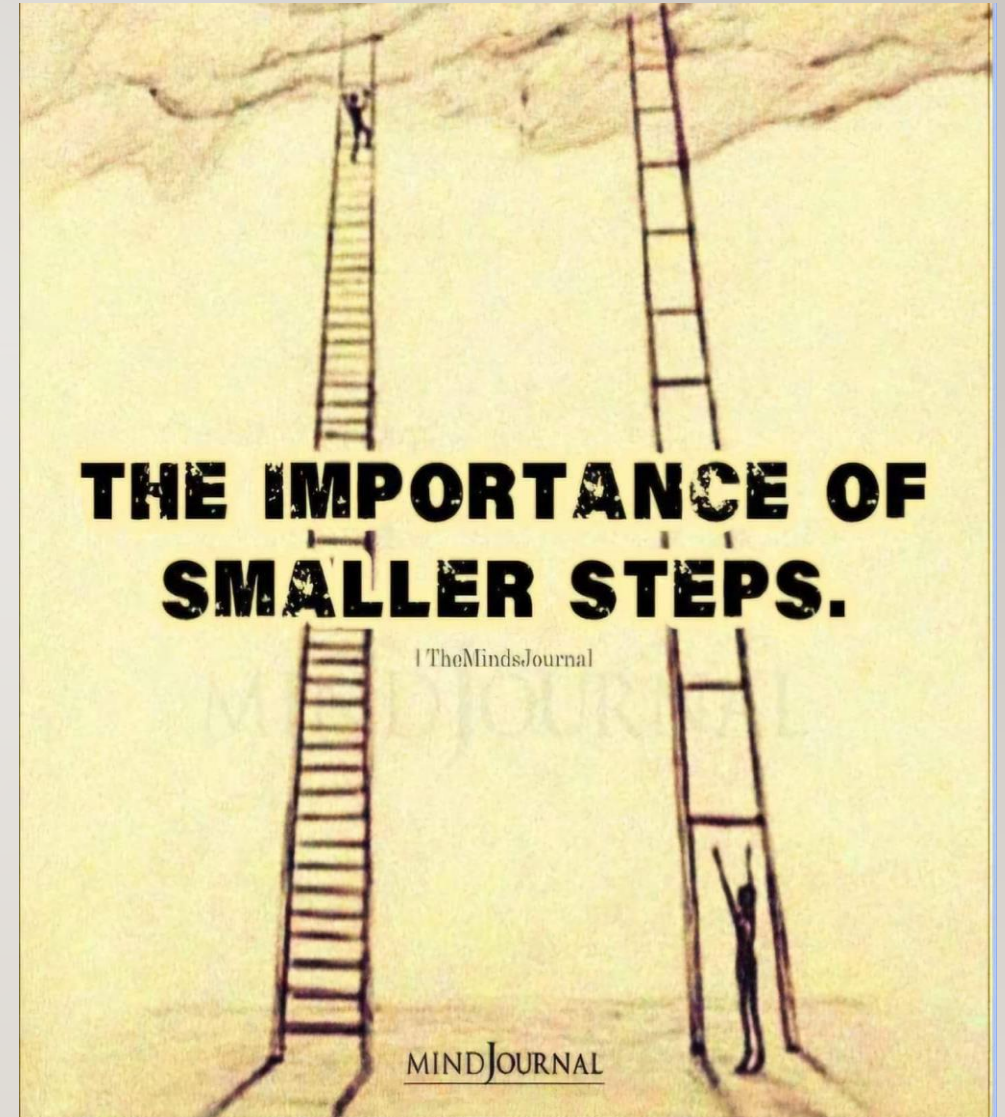
TOOLKIT #1

- Using Vertical Non-Permanent Surfaces

- Random Grouping

- Thinking Tasks – Curricular & Non-curricular

TOOLKIT #2

- Defront the classroom

- Answer only keep thinking questions

- Give thinking task early, standing, & verbally

- Give CYU Questions

- Mobilize Knowledge

FOUR SETS THIN-SLICING

- Sine Sets Task

- Where to start?

    - KEY: Build from prerequisites

TEACHER HATS ON NOW....

- Write down 2 things your group felt would be helpful about this activity.

- Discuss with your group one thing you'll be covering in the next 2 weeks that you could use thin-slicing, or share how you already use thin-slicing.

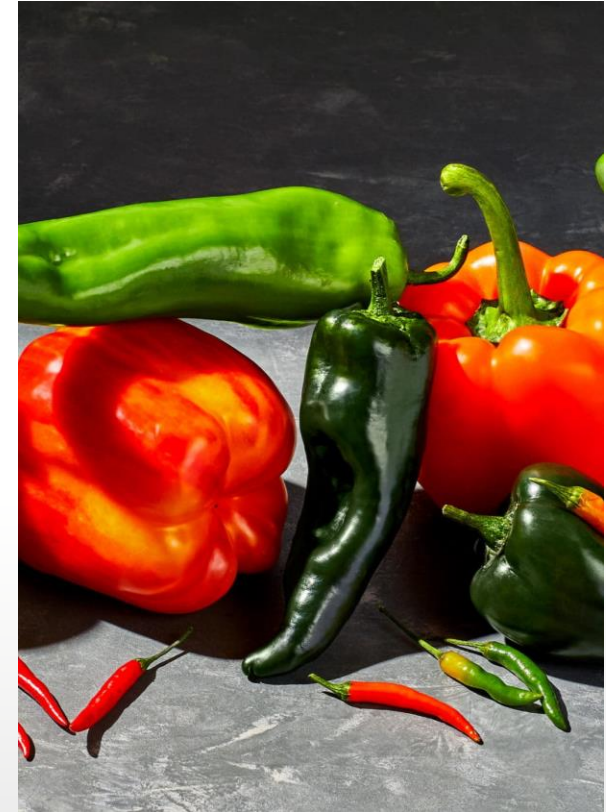# ZOMBIE SORTING ACTIVITY ALGEBRA I CLASS → MILD, MEDIUM, SPICY

Extra Mild – Prerequisite Skills/Problems

Mild – Basic problems; straight forward

Medium – Intermediate problems

Spicy – Hard problems; application

Extra Spicy – Challenging problems

TEACHER HAT ON NOW…

- For each category (mild, medium, spicy), what were your criteria for your grouping. Be ready to share.

LOGARITHM MATCHING TASK
LOW FLOORS – HIGH CEILINGS

- Where to Start
  - Start task at a place where your lowest student can be successful
  - Create sets with Mild, Medium, & Spicy
  - Prerequisites

TEACHER HATS ON…

- What made this task LOW FLOOR?

- How was this LOW FLOOR different from the LOW FLOOR of the first task?

- Share in your group resources you may have that have a low floor.

- Discuss the HIGH CEILING element of each set.

CLOSING

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SESSION EVALUATION CODE

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