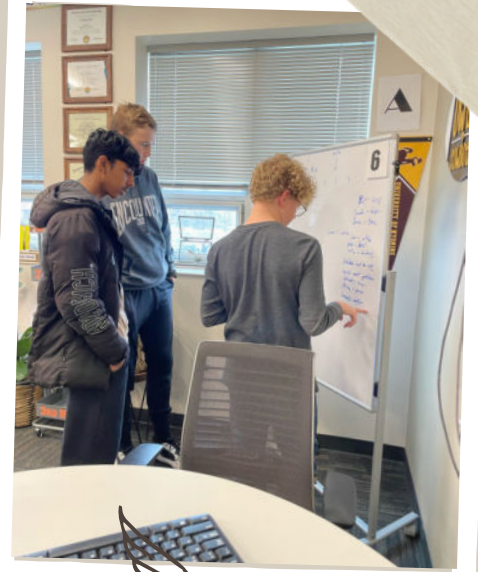# NEWSLETTER

Rawlins High School Mathematics Dept. Message

As we embark on a new school year, we are excited to share with you an integral aspect of our teaching approach: Peter Liljedahl's concept of Building Thinking Classrooms. These spaces represent a mindset and environment conducive to collaborative learning and problem-solving.

3 Question Types

We will be focusing on addressing three types of questions that students commonly ask:

Proximity Questions
Students ask proximity questions more for the sake of conforming to the role of student than for the sake of getting the answer.
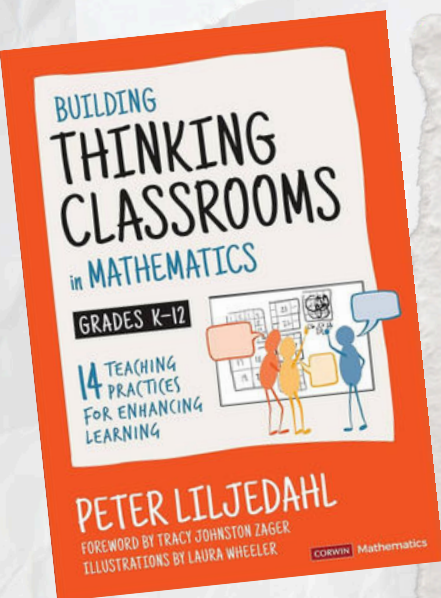
Stop-Thinking Questions
Stop-thinking questions are motivated by the reality that , for students, thinking is difficult.
- Do we have to learn this?
- Is this going to be on the test?
- Is this right?

Keep-Thinking Questions
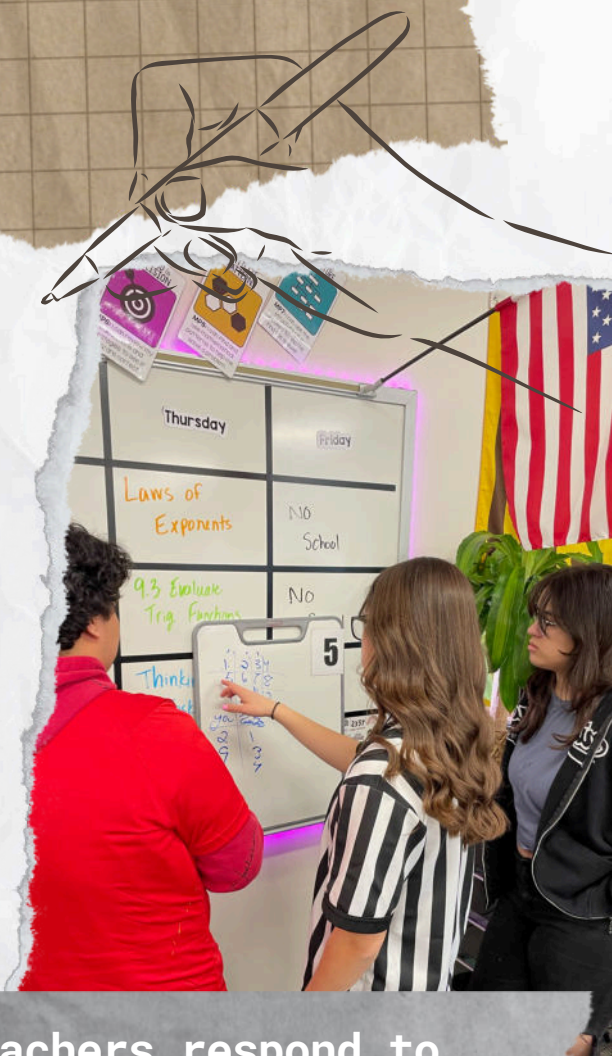- Continue to engage with the task at hand
- Clarifying questions

BUILDING
THINKING
CLASSROOMS
in MATHEMATICS
GRADES K-12
14 TEACHING PRACTICES FOR ENHANCING LEARNING
PETER LILJEDAHL
FOREWORD BY TRACY JOHNSTON ZAGER
ILLUSTRATIONS BY LAURA WHEELER
CORWIN Mathematics

Vertical Non-permanent Spaces

Vertical Non-Permanent Spaces are designated areas within our classroom where students work together, share ideas, and engage in mathematical discourse. Utilizing whiteboards as vertical surfaces, students can visualize their thinking, explore multiple solution paths, and collaborate with their peers in real-time.

How will teachers respond to proximity and stop-thinking questions?

Students can be very persistent in their efforts to get teachers to help them reduce their thinking workload, and how teachers respond is important to continue the flow of student thinking. Here are some of the ways that teachers will respond to stop-thinking and proximity questions.

1. Isn't that interesting?
2. Can you find something else?
3. Can you show me how you did that?
4. Is that always true?
5. Why do you think that is?
6. Are you sure?
7. Does that make sense?
8. Why don't you try something else?
9. Why don't you try another one?
10. Are you asking me or telling me?

Sincerely,

MR.ORRIN ADAMS, MRS. KAELI JONES, MR. JEREMY SMITH, MS. ELLA WITHERS
RAWLINS HIGH SCHOOL MATH DEPARTMENT