

**HOW I BLEND BUILDING**

**THINKING CLASSROOMS AND**

**THE 5 PRACTICES**

**ROBERT KAPLINSKY**

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- 1/2 cup butter
- 1/2 cup white sugar
- 1/3 cup packed brown sugar
- 1/2 cup peanut butter
- 1/2 teaspoon vanilla extract

THIS UNIT NOT LABELED FOR INDIVIDUAL RETAIL SALE

**Ralphs**

grade AA  
**butter**

NET WT. 4 OZ. (113g)

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THIS UNIT NOT LABELED FOR INDIVIDUAL RETAIL SALE.

Ingredients: Pasteurized Cream, Salt.

DISTRIBUTED BY: RALPHS GROCERY CO. LOS ANGELES, CALIF. 90054

1 Tbsp.	2 Tbsp.	3 Tbsp.	4 Tbsp.	5 Tbsp.	6 Tbsp.	7 Tbsp.	8 Tbsp.
			1/4 cup				

**1 FIRST QUALITY 1**

**Ralphs**

grade AA

**butter**

- 1/3 cup butter
- 1/3 cup white sugar
- 3 tablespoons and 1-3/4 teaspoons packed brown sugar
- 1/3 cup peanut butter
- 1/4 teaspoon vanilla extract

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		1/4 cup		1/3 cup		1/2 cup	

**1 FIRST QUALITY 1**

**Ralphs**

grade AA

**butter**



# STAGES

**IGNORANCE IS BLISS**

**WORKSHEET-IFY**

**5 PRACTICES**

**BUILDING THINKING CLASSROOMS**

**WHAT I'M STILL WORKING ON**

## 20. **Baking**

A stick of butter has  $\frac{1}{2}$  cup of butter. How much of a stick do you need for  $\frac{1}{3}$  of a cup of butter?



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			1/4 cup				

**1 FIRST QUALITY 1**

**Ralphs**

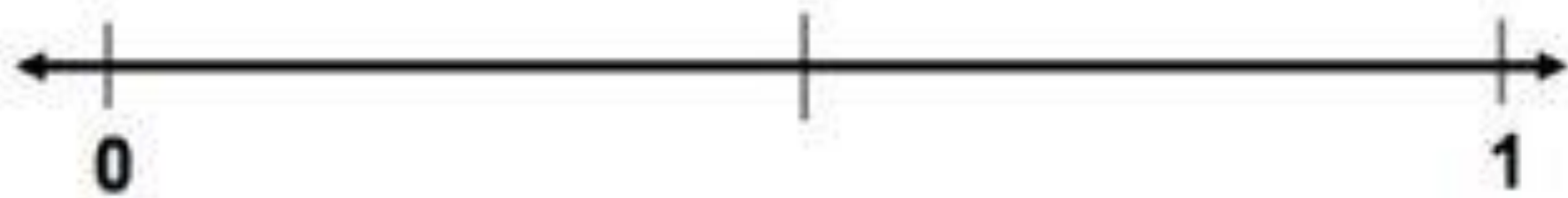
grade AA

**butter**

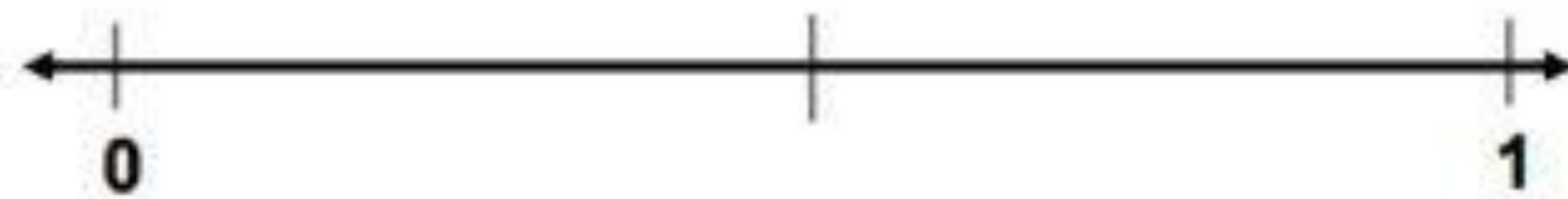
1     $\frac{3}{4}$      $\frac{2}{4}$      $\frac{1}{4}$



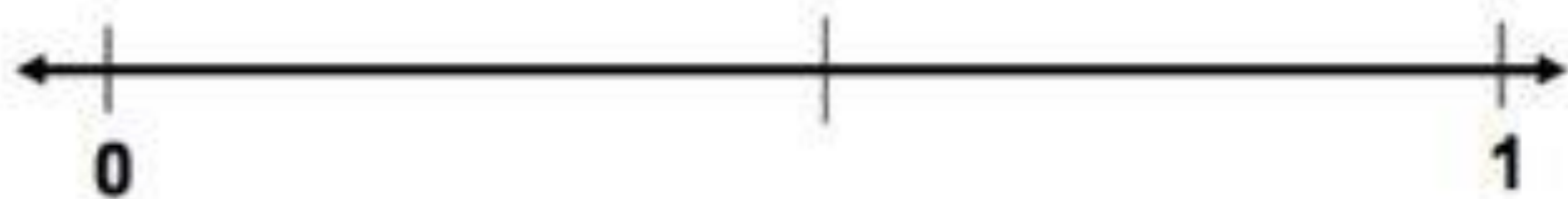
2     $\frac{4}{8}$      $\frac{4}{10}$      $\frac{4}{5}$



3     $\frac{3}{6}$      $\frac{1}{4}$      $\frac{2}{3}$



4     $\frac{1}{10}$      $\frac{1}{2}$      $\frac{1}{5}$



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Math class needs a makeover

[Read transcript](#)

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			1/4 cup				

**1 FIRST QUALITY 1**

**Ralrhs**

grade AA

**butter**



Source: ViralHog



## Cutting Butter Activity

Name: \_\_\_\_\_

Period: \_\_\_\_\_

1. Copy the image of the stick of butter and circle where  $\frac{1}{4}$  cup is:

2. If half a stick is  $\frac{1}{4}$  cup of butter, how much is  $\frac{1}{2}$  cup of butter?

---

3. Estimate where you think you should cut the stick for  $\frac{1}{3}$  cup of butter. How do you know?

---



	Before using the problem	Working on the problem
Worksheet	Made a worksheet	Guided students with the worksheet



# STAGES

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# Practices

Includes:  
Detailed lesson plan  
Lesson planning protocol  
Completed monitoring chart  
List of task resources

for  
Orchestrating  
Productive  
**Mathematics  
Discussions**

Second Edition

Margaret S. Smith  
Mary Kay Stein

- Predictable
- Powerful
- Repeatable

# 5 PRACTICES

1. Anticipating
2. Monitoring
3. Selecting
4. Sequencing
5. Connecting

# ANTICIPATING

- Count 16 tablespoons and divide by 3.
- Use two sticks to make a whole cup and:
  - Slice the whole cup into thirds.
  - Break each tablespoon into thirds and collect them.
  - Make groups of five tablespoons and split the 16<sup>th</sup>.
- Take two thirds of one stick.
- One third is marked as less than one fourth.
- 15 tablespoons were distributed but not the 16<sup>th</sup>.



# MONITORING

- Use a student strategy tracker
- Keep track of who is using what
- Nudge people as needed

First, I got the total amount of tablespoons that equal a cup, which is 16 tbsp. After that, I divided 16 by 3 to find  $\frac{1}{3}$  of a cup. My quotient was 5 with a remainder of 1. So I divided the remainder to all three equal groups. My answer was that  $\frac{1}{3}$  of a cup of butter is 5.33 or  $5\frac{1}{3}$  cups.

To check, I multiplied 5.33 by 3 and my answer was 15.99. If you round that, you get 16.00 as the answer.

# SELECTING, SEQUENCING, & CONNECTING

- Pick useful student work
- Order it to tell a story
- Ask questions to make connections

<b>Strategy</b>	<b>Student Name(s) and Notes</b>	<b>Order</b>
Count 16 tablespoons and divide by 3.		
Use two sticks to make a whole cup and slice the whole cup into thirds.		3
Use two sticks to make a whole cup and break each tablespoon into thirds and collect them.		1
Use two sticks to make a whole cup and make groups of five tablespoons and split the 16th.		0

# TAKEAWAYS

- No more crime scene investigation
- Getting the answer is the middle, not the end.
- Sometimes I fake student work
- Everyone getting the problem wrong is an opportunity, not a failure.



	Before using the problem	Working on the problem	Facilitating the conversation
Worksheet	Made a worksheet	Guided students with the worksheet	Shared answers
5 Practices	Anticipated	Monitored	Selected Sequenced Connected

# STAGES

**IGNORANCE IS BLISS**

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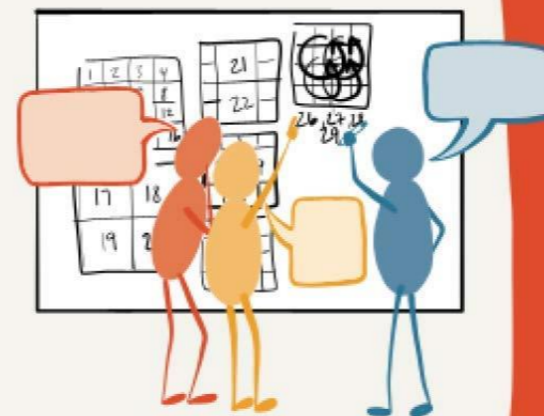
**BUILDING THINKING CLASSROOMS**

**WHAT I'M STILL WORKING ON**

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



# THE FOURTEEN PRACTICES

1. What types of tasks we use
2. How we form collaborative groups
3. Where students work
4. How we arrange the furniture
5. How we answer student questions
6. When, where, and how tasks are given
7. What homework looks like
8. How we foster student autonomy
9. How we use hints and extensions
10. How we consolidate a lesson
11. How students take notes
12. What we choose to evaluate
13. How we use formative assessment
14. How we grade



**Robert Kaplinsky**

@robertkaplinsky



When you've shared your love of [#buildingthinkingclassrooms](#) with other teachers who were unfamiliar with it, what's been your result? Has anyone encountered people who read it all and were not in love with it?

Everyone loves it

16.1%

**Most love it**

**41%**

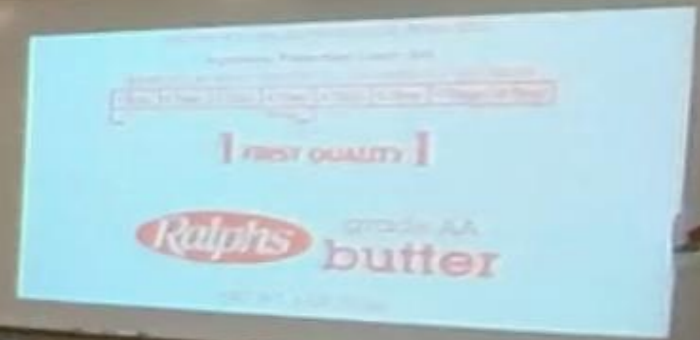
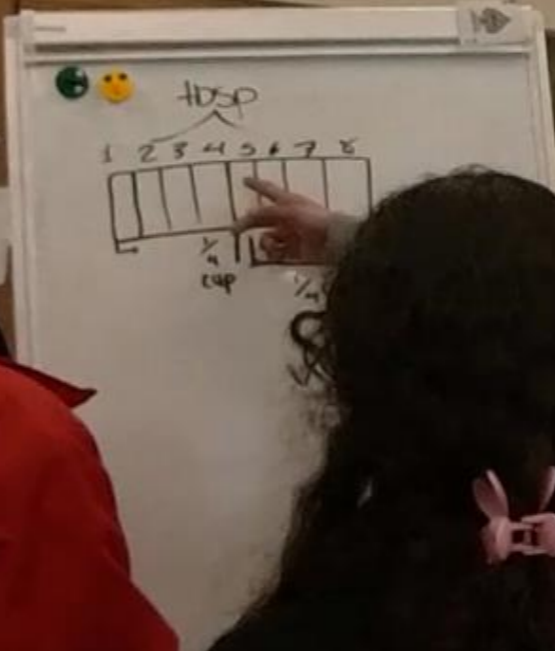
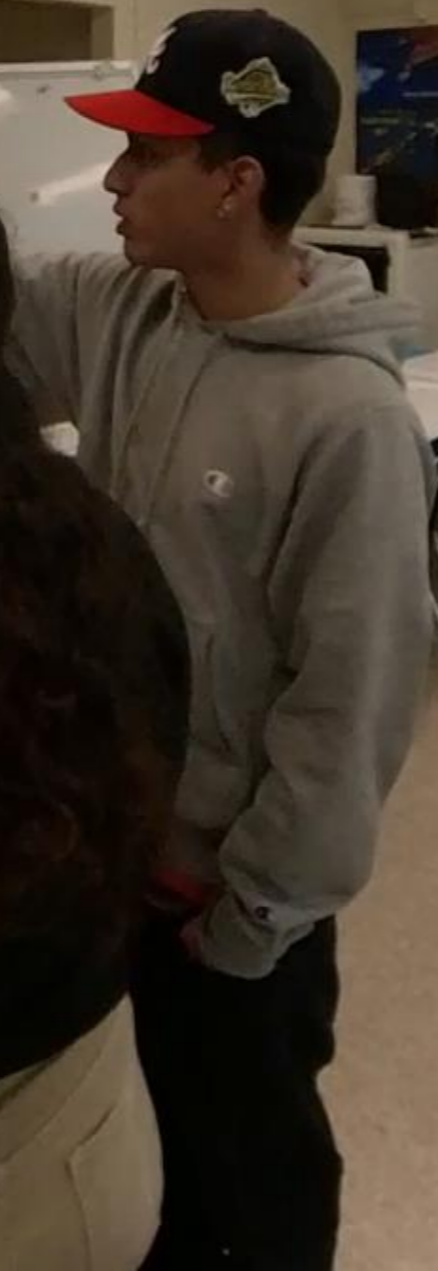
Mixed results

39%

Most find it unhelpful

4%

# Group A



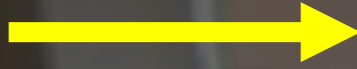
EXIT ROUTE

EXIT

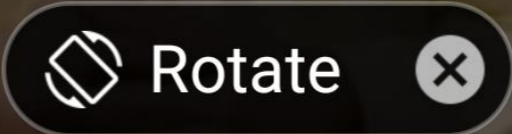
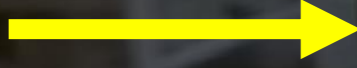
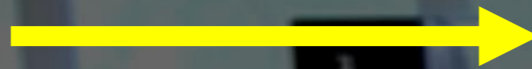


360 Degree Video Practice >

Robert Kaplinsky



Move device to explore video



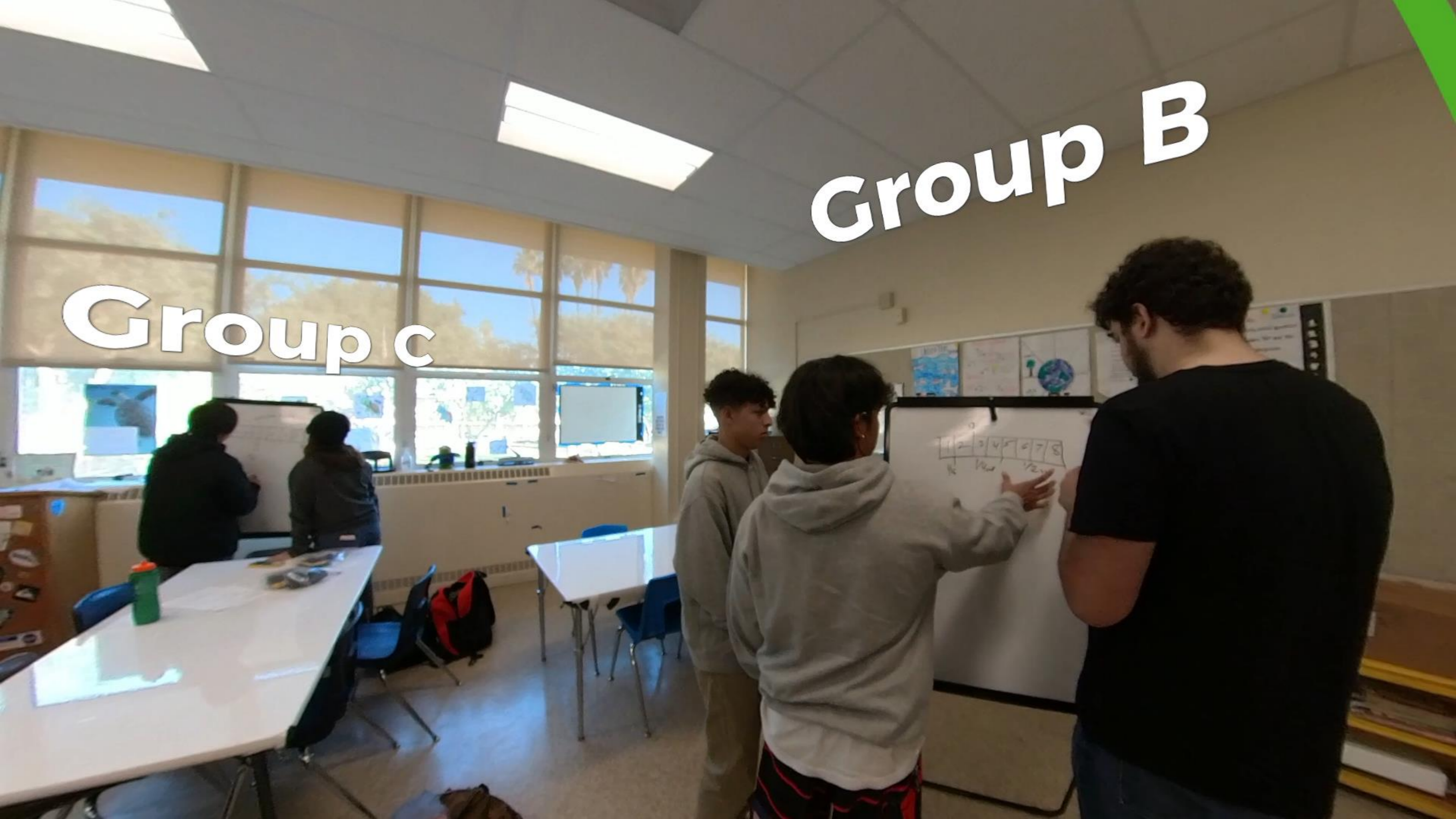
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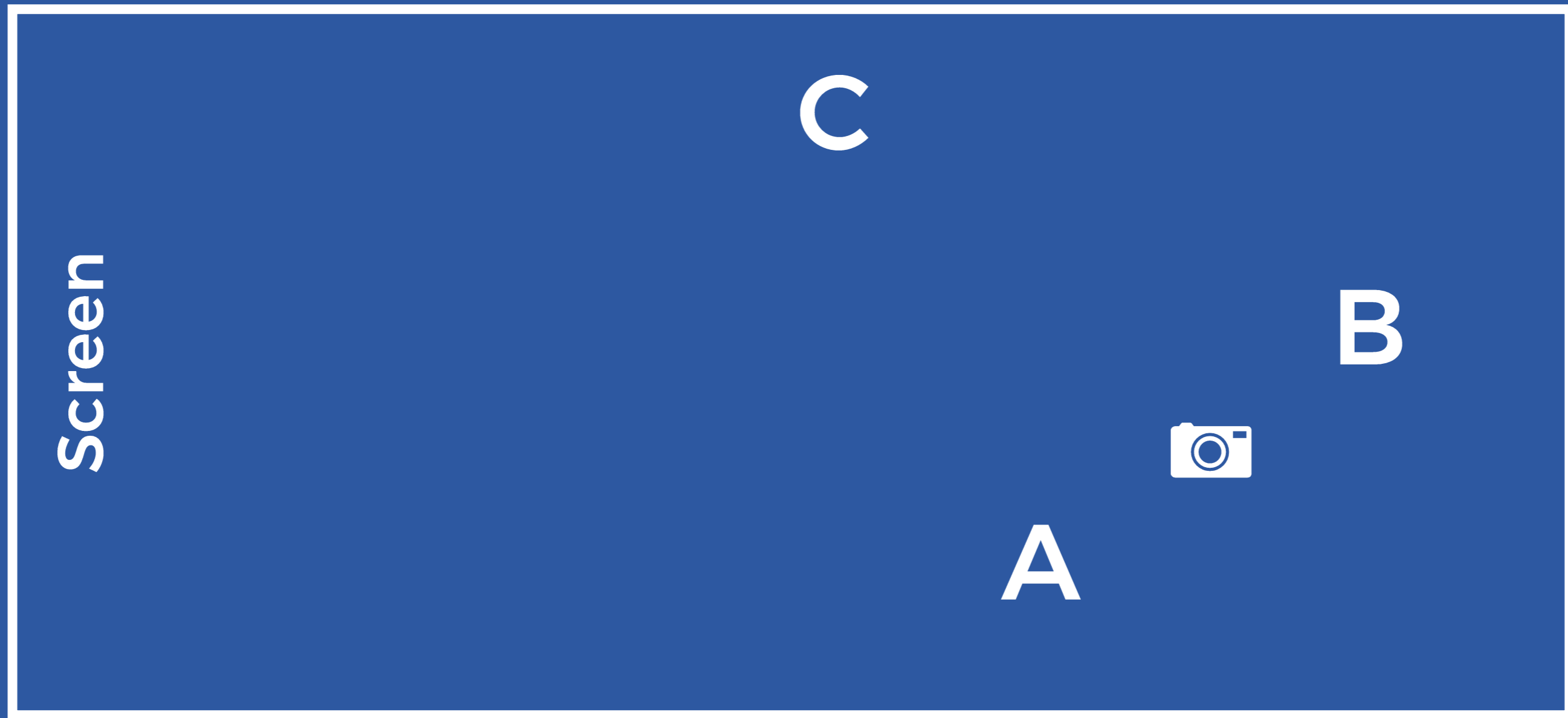


Group B

Group c



# CLASSROOM LAYOUT

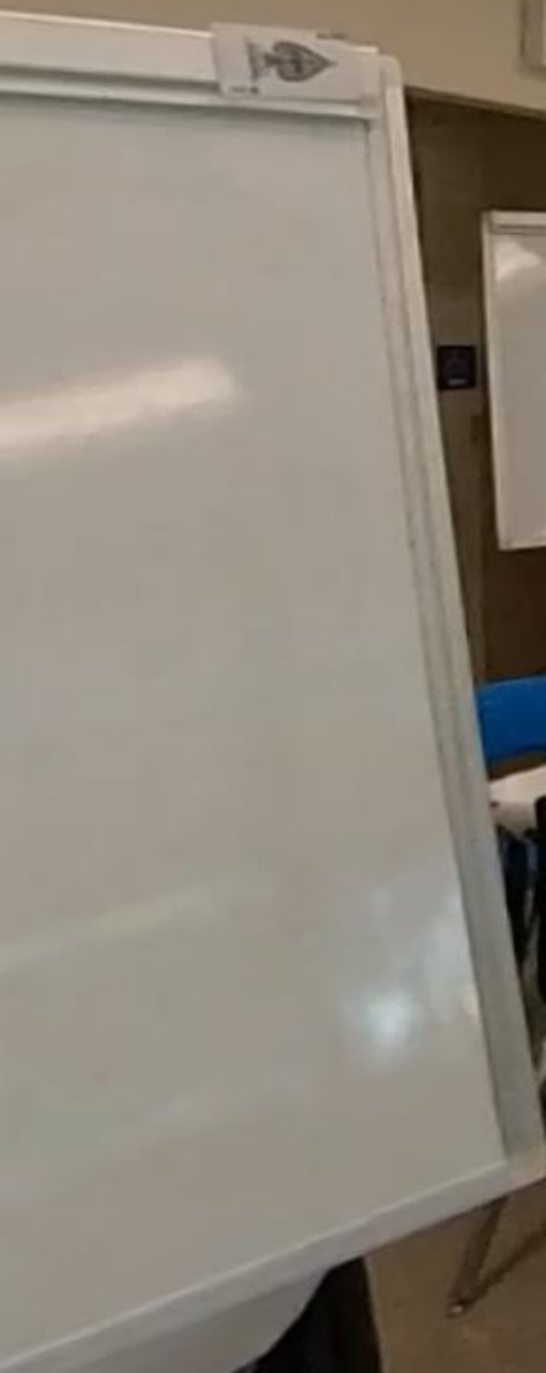




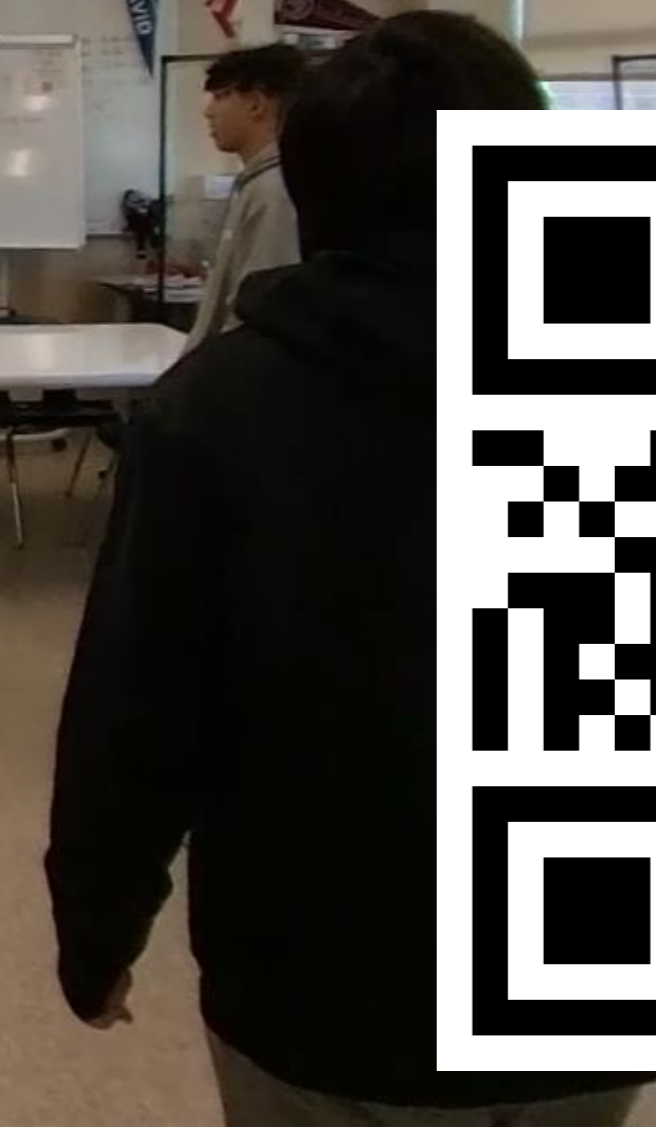
ip A



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Kaplinsky

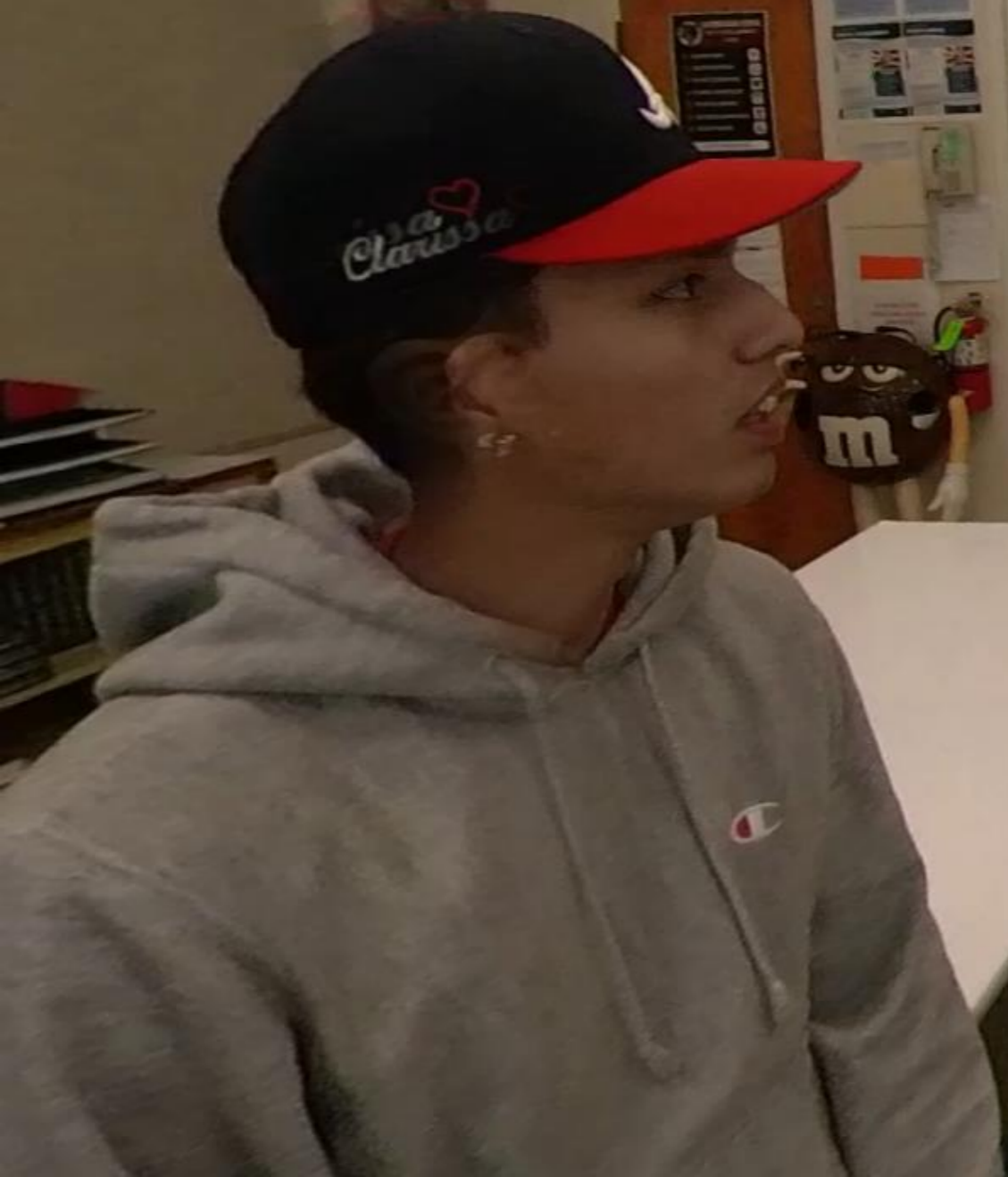


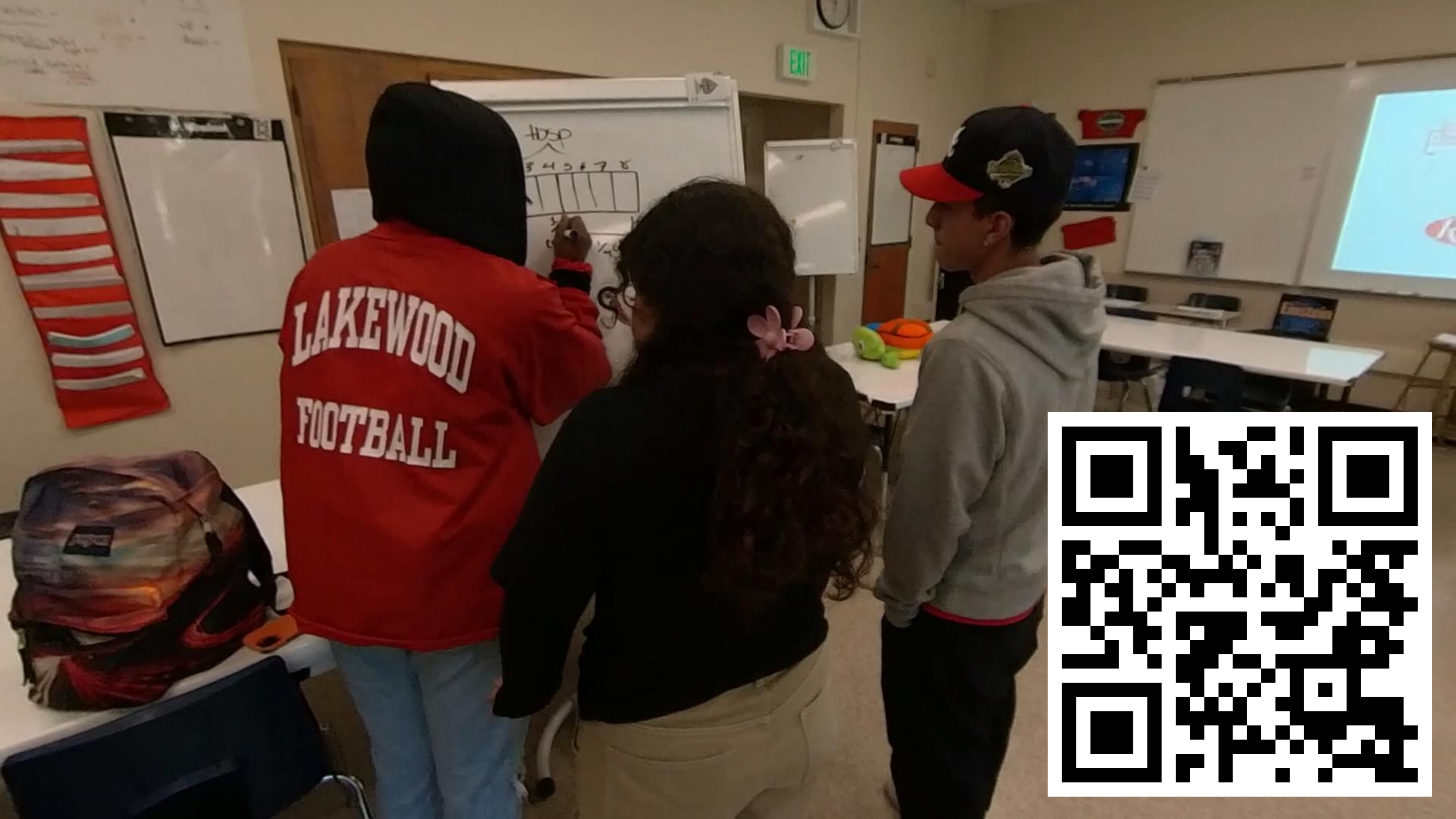
EXIT



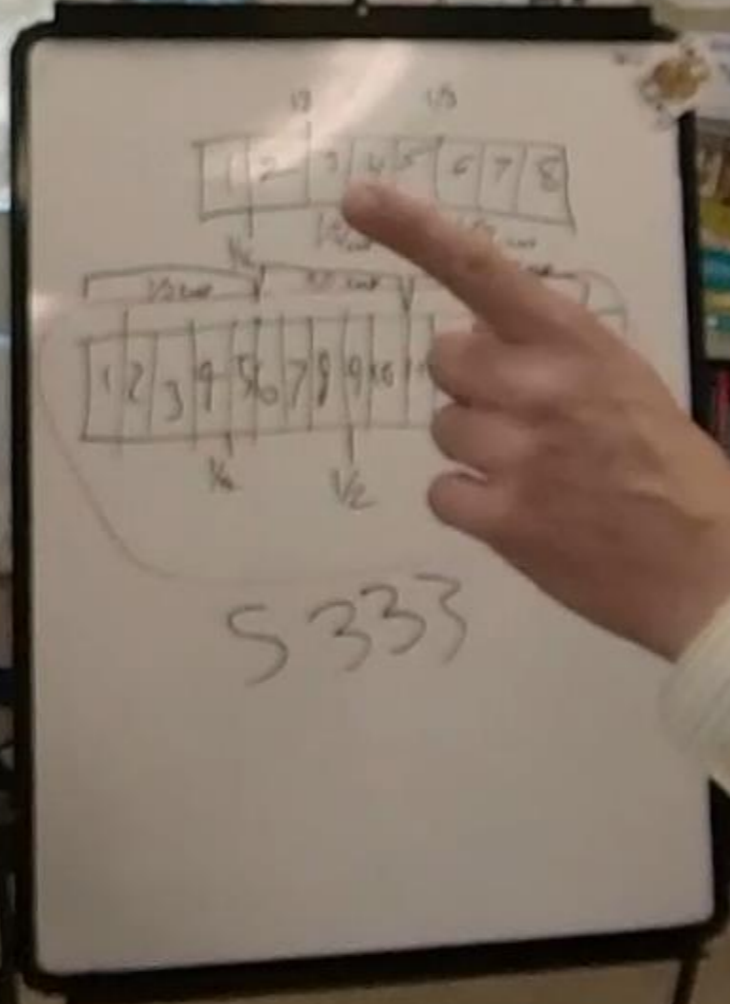
Art  
aplinsky

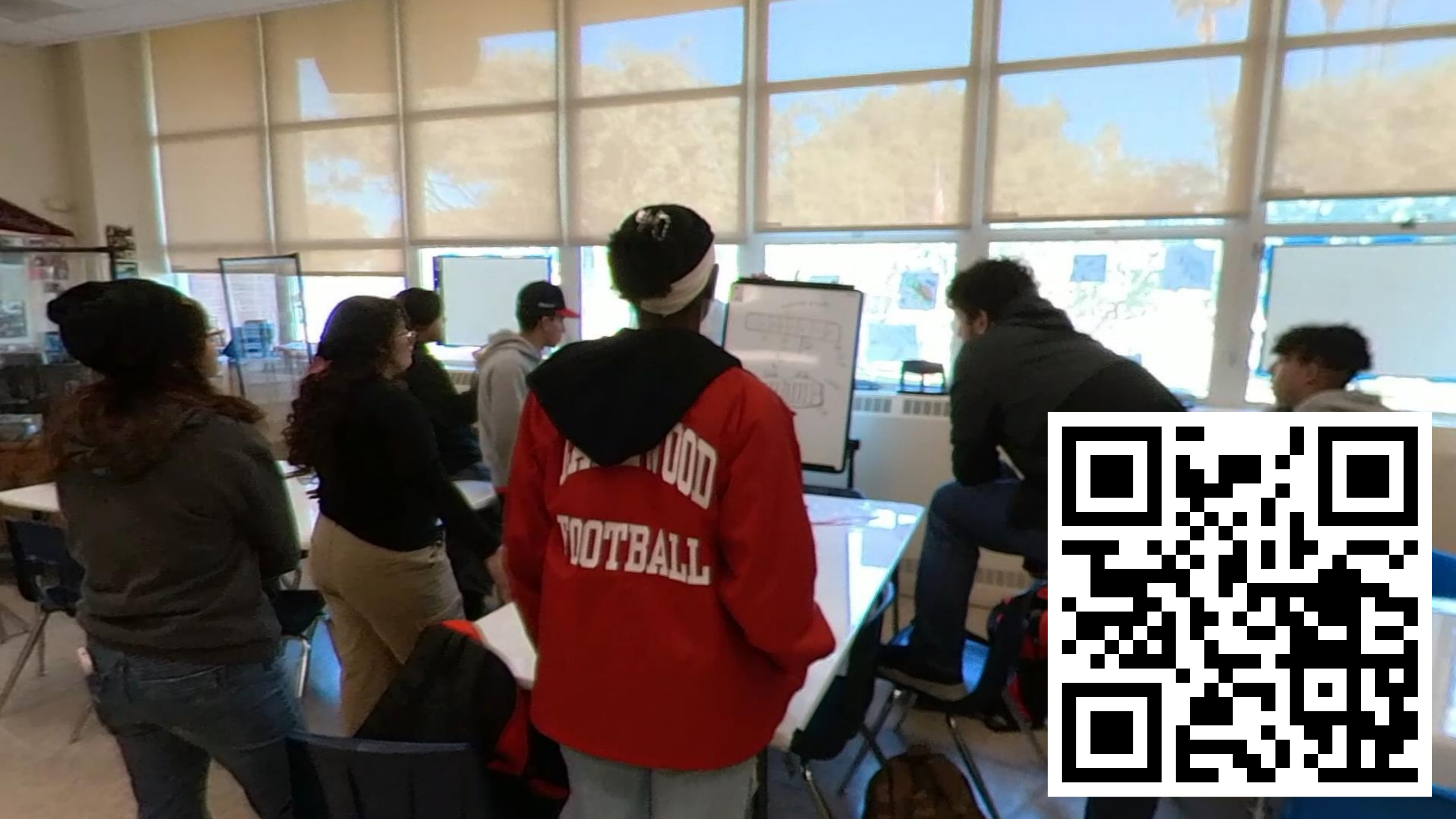
# Group A





# Group B





# TAKEAWAYS

- Small changes make huge differences
- Giving up control is not bad
- Students are more comfortable



	Before using the problem	Showing the problem with students	Facilitating the conversation	
Worksheet	Made a worksheet	Guided students with the worksheet	Shared answers	
5 Practices	Anticipated	Showed monitors to students	Selected Sequenced Connected	
BTC	Defronted VNPS			



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**WHAT I'M STILL WORKING ON**



# WHAT I'M STILL WORKING ON

- How much wait time do I give?
- What do conversations look like?
- Who should do the explaining?
- How do I ensure all students are participating?

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