

# MOVING BEYOND SHOW & TELL

Intentional  
Mathematical  
Discourse

Rich mathematical discourse goes beyond just talk and can provide students and teachers with opportunities for deep engagement and understanding of mathematics. As students represent, explain, critique, and justify their thinking and the reasoning of others, they engage in the mathematics practices of reasoning and sense making. *Principles to Actions: Ensuring Mathematical Success for All* calls for teaching practices that “facilitate discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments” (NCTM 2014, p. 29). However, as essential as creating such a classroom culture is, implementing and managing it can be difficult.

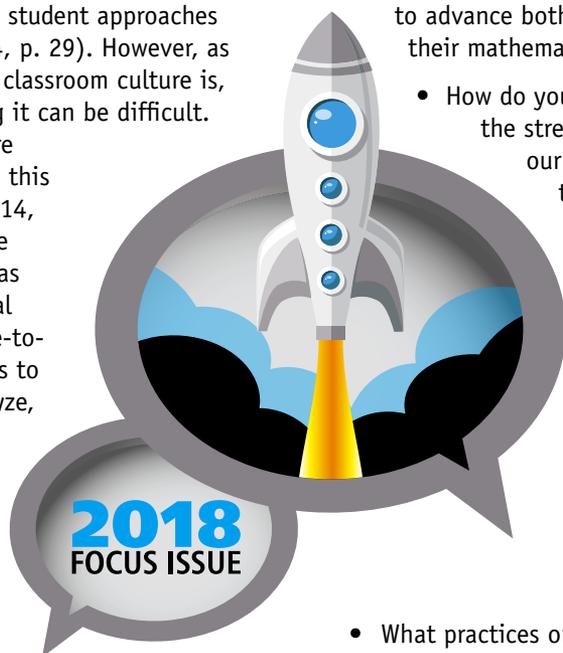
“Mathematics teachers are professionals who do not do this work in isolation” (NCTM 2014, p. 99). Intentional discourse among educators can serve as a mechanism for professional growth. Working within face-to-face and online communities to collaboratively reflect, analyze, and improve practice is essential to this work.

*The Teaching Children Mathematics (TCM)* Editorial Panel invites you to share your experiences with and ideas about creating a discourse-rich environment not only in pre-K–grade 6 classrooms but also in professional communities. We are especially interested in articles that address the effective use and promotion of discourse within the pre-K–grade 2 setting. We intend the following list of questions to guide but not limit potential articles.

## Building a discourse-rich community for each and every learner

- What aspects of task design and planning are most relevant to preparing lessons that involve rich conversations about important mathematical ideas?

- How do teachers support students’ meaningful engagement in mathematical discourse across participation structures?
- What specific norms or routines do teachers establish to ensure that each and every student has opportunities to meaningfully contribute to the mathematical discourse?
- Which instructional practices leverage the linguistic and experiential knowledge of emergent bilinguals to advance both their linguistic development and their mathematical learning?
- How do you recognize and build on the strengths and learning needs our exceptional learners bring to the classroom to support their engagement in mathematical discourse?



## Facilitating professional conversations among teachers

- What frameworks or structures could educators use to think about and discuss how students are engaging in mathematical discourse?
- What practices or activities are preservice and in-service teachers engaging in to notice, plan, and encourage productive discourse in an elementary school classroom?

Limit your manuscript to 2500 words, excluding references and figures. In a separate cover letter, clearly state that the manuscript is being submitted for the October 2018 *TCM* Focus Issue, Moving Beyond Show and Tell: Intentional Mathematical Discourse. Author identification may appear only in the cover letter. The submission **deadline is July 31, 2017**. Submit completed manuscripts to *TCM* by accessing <http://tcm.msubmit.net>. For detailed manuscript preparation guidelines, visit <http://www.nctm.org/journal submissions>.



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