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## Core Practices in Elementary School Teaching: Anticipating and Noticing Children's Mathematical Thinking

In Event: *Roundtable Session 9*

In Roundtable Session: *29.082-23 - Curriculum Innovations and Technology in Mathematics Education*

**Fri, April 28, 10:35am to 12:05pm, Henry B. Gonzalez Convention Center, Ballroom Level, Hemisfair Ballroom 1**

### Abstract

Teachers' engagement in the two core teaching practices of anticipating and noticing children's mathematical thinking was explored in the context of the same equal sharing story problem with a fractional answer. Participants included 72 third, fourth, and fifth grade teachers who were in their first, second, or third year of professional development focused on learning to teach responsively on the basis of children's thinking. Data included teachers' written responses to two tasks designed to elicit their anticipating and noticing expertise. Preliminary findings suggest expertise in anticipating and noticing children's mathematical thinking is distributed on a continuum and that teachers' anticipating may develop sooner than their noticing.

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