

Planning for Math Discourse

ANTICIPATING			MONITORING	
Teacher Completes Prior to Task Implementation			Teacher Completes During Task Implementation	
Anticipated Student Response <i>Provide examples of possible correct student responses along with examples of student errors/misconception</i>	Assessing Questions <i>Teacher questioning that allows students to explain and clarify thinking</i>	Advancing Questions <i>Teacher questioning that moves thinking forward</i>	List of Students' Response <i>Who? Which students used this strategy?</i> <ul style="list-style-type: none"> Consider ways to ensure that each student will have an equitable opportunity to share his/her thinking during task discussion 	Discussion Order <ul style="list-style-type: none"> Based on the actual student responses, sequence and select particular students to present their mathematical work during class discussion Connect different students' responses and connect the responses to the key concepts
Anticipated Student Response A:	•	•		
Anticipated Student Response B:	•	•		
Anticipated Student Response C:	•	•		

Anticipated Student Response D:	•	•		
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<p style="text-align: center;">Assessing Questions</p> <p>Teacher questions that ask students to explain and clarify their thinking. Some examples are:</p> <ul style="list-style-type: none"> • Can you explain to me how you solved the task? • Can you show me your evidence? • How do you know that is the correct answer? • What evidence do you have to support your answer? 	<p style="text-align: center;">Advancing Questions</p> <p>Teacher questions that ask students to think in new ways to build their knowledge. Some examples are:</p> <ul style="list-style-type: none"> • Can you solve the task in a different way? • What are we trying to figure out? • What do you notice about the problem? • What would happen if we changed the number(s) to ___? • How is your answer the same as ___?
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<p>Practices for Orchestrating Productive Mathematics Discussions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anticipating likely student responses to challenging tasks (during planning) <input type="checkbox"/> Monitoring students actual responses to the task (while students work on the task in pairs or small groups) <input type="checkbox"/> Selecting particular students to present their work during whole group discussion (prior to student share out) <input type="checkbox"/> Sequencing the students responses to be provided in a specific order (prior to the share out) <input type="checkbox"/> Connecting different students' responses and connecting key responses to key ideas (during the student share out) 	<p>Moves to Guide Discussions and Ensure Accountability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Revoicing - "So you are saying that...? Is that what you mean?" <input type="checkbox"/> Asking students to restate someone else's reasoning - "Can you restate in your own words, what _____ just said?" <input type="checkbox"/> Asking students to apply their own reasoning to someone else's reasoning - "Do you agree with _____? Why or why not?" <input type="checkbox"/> Prompting students for further participation - "Does anyone have any other thoughts or comments?" <input type="checkbox"/> Use wait time to allow students to compose their thoughts and recognize that deep thinking takes time.
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