

# Anticipating Student Responses

Peg Smith: Anticipating is the practice of determining, in advance of the lesson, what it is you think students are gonna do, both right and wrong, as they work on the problem, and the questions that you're going to ask them to determine what it is they understand and to move them beyond where they currently are. And anticipating is really foundational to doing any of the other practices. You can't monitor, select, sequence, and connect if you hadn't given considerable thought to what students might actually do and how you would respond. The point of anticipating is to put the teacher in the position of not having to make every single decision in the moment, on the fly, but rather to have thought through many of the decision before she ever set foot in the classroom.

Miss Tyus: So with the anticipating, I already know, I have an idea of what students are going to do before it happens. Now they might do something new, but at least I've already thought about it.

I did the task myself, thinking about what we've done prior too. So, I wrote down some different strategies. Base 10 blocks. 100s charts. The rounding to compensate. That's one of my goals, to get them to see that. I put that in there. Connecting the base 10 blocks to the equation. Some of them are ready to do that. Some, they can see it but they're having trouble writing an equation. I want to make sure I focus on some of those students.

Peg Smith: One of the things that teachers find particularly challenging about anticipating is moving beyond their own way of solving a task. So trying to put yourself in the position of how students would think about the problem, get inside the student's head, and really think about it from a perspective other than your own. This is very challenging work. So what we've found is that when you work with somebody else, or a number of different teachers, or even give the task to different people and ask them to solve it, you will get many different ways of thinking about it that help expand your own perspective on the task and really prepare you for the kinds of things kids are likely to do.

Miss Stastny: What I found valuable about the five practices is really, the anticipating and figuring out what the students might do, so that I'm not stumped in class and I know exactly what to say to get them there and how to advance them farther in their learning instead of just getting stuck and saying, "What did you do? Okay." And then moving on.

Peg Smith: One critical piece of anticipating-is creating a monitoring chart. On this chart, you would make a list of the strategies that you anticipated that

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- 43 students would use in solving the task, as well as the assessing questions  
44 and the advancing questions that you would ask students who produce  
45 those solutions.  
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- 47 Miss Tyus: The assessing and advancing questions helps me see where they truly are  
48 and being able to push them further. And then having them do most of the  
49 work without me telling them everything to do.  
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- 51 Victoria Bill: Did you come up with any misconceptions or errors?
- 52 Miss Tyus: Yes. While using the 100s chart, some of my students, because we looked  
53 at patterns on the 100s charts, so some of them may try to add versus  
54 subtract.  
55 I'll have to make sure that they see, "Look at your tens place. So what do  
56 you notice about the tens place? What's going on with the values?"  
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- 58 Victoria Bill: Talk about, what are you going to do if a student can't get started.
- 59 Miss Tyus: Just refer back to the context. "What's going on in the story? What do I  
60 have? What happened? Can you show me that with your manipulatives?  
61 Your base 10 blocks? How many did I start with?"
- 62 Victoria Bill: Okay. I like how you started with, you're going to ask them, what do they  
63 know about the problem?
- 64 Miss Tyus: Right.
- 65 Victoria Bill: OK, all right.