

Anticipating Thinking and Planning Your Responses

- 1 Ms. Saroney: The five practices is a model that helps me. But it also helps them, because
2 it just improves my teaching. Ahead of time, I'm planning out the
3 strategies, instead of me just presenting a lesson and all these different
4 strategies pop up that I haven't even thought about. Ahead of time, I'm
5 knowing what the strategy is, trying to come up with as many strategies as
6 I think will come out. And I plan my questioning around those strategies.
- 7 Peg Smith: Anticipating is the practice of determining in advance of the lesson what it
8 is you think students are going to do, both right and wrong, as they work
9 on the problem and the questions that you're going to ask them to
10 determine what it is they understand and to move them beyond where they
11 currently are. And anticipating is really foundational to doing any of the
12 other practices. You can't monitor, select, sequence, and connect if you
13 had no idea and hadn't given considerable thought to what students might
14 actually do and how you would respond. The point of anticipating is to put
15 the teacher in the position of not having to make every single decision in
16 the moment on the fly, but rather to have thought through many of the
17 decisions before she ever set foot in a classroom. One of the things that
18 teachers find particularly challenging about anticipating is moving beyond
19 their own way of solving a task. So trying to put yourself in the position of
20 how students would think about the problem, get inside students' heads,
21 and really think about it from a perspective other than your own. This is
22 very challenging work. So what we've found is that when you work with
23 somebody else or a number of different teachers, or even give the task to
24 different people and ask them to solve it, you will get many different ways
25 of thinking about it that help expand your own perspective on the task and
26 really prepare you for the kinds of things kids are likely to do.
- 27 Ms. Musumeci: So when doing a high level math task like this, it does take a lot of
28 planning time. Planning has always been a struggle for me, especially
29 being the only teacher that teaches eighth grade math or algebra in my
30 building. It's been really nice to find other colleagues to work with in other
31 buildings and plan with because when you bounce ideas off of other
32 people, you get so many more anticipated solutions. You just get so much
33 more out of it.
- 34 Peg Smith: One critical piece of anticipating is creating a monitoring chart. On this
35 chart, you would make a list of the strategies that you anticipated that
36 students would use in solving the task, as well as the assessing questions
37 and the advancing questions that you would ask students who produce
38 those solutions.
- 39 Melanie Cifonelli: I noticed you have a monitoring chart here. Tell me about your monitoring
40 chart, how you set it up, and what you have on it.

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41 Mrs. Mossotti: So I feel like when choosing this task, I wanted there to be a lot of
42 different ways that kids could solve it and to think through the concept at
43 hand. And in general, there's always kids that will say they can't get
44 started. So I started there. So I'm hoping that after I pose the question, they
45 have to stop and think about it. Or do a little bit of work. Or have a little
46 conference with the other students they're working with, where I can go in,
47 monitor what the other groups are doing, and then come back to them. I'm
48 hoping that there's going to be somebody in the room that they are
49 thinking about it different than everybody else. And I can put a spotlight
50 on that student to explain how they thought about it so that the rest of the
51 kids can get access to that. And then to connect some of these as well.