The Five Practices

A model for effective use of student thinking in whole-class discussions

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Anticipating

- Determining how students might interpret a problem
- Considering the array of strategies – both correct and incorrect – they might use to tackle it
- Deciding how student approaches relate to the mathematical ideas you want students to learn
- Considering how you would respond to various student approaches and what you would want to highlight

Monitoring

- Attending to what students are saying and doing
- Making note of particular strategies, representations, and other ideas that would be important to share during a whole class discussion
- Asking questions as needed to assess and advance students' understanding

Selecting

- Deciding which responses to share in order to ensure that key ideas get discussed
- Determining if additional strategies not used by students should be introduced
- Deciding if a common misconception should get aired

Sequencing

- Determining what order will allow you to best meet your mathematical goals
- Deciding if putting an incorrect solution first will let you clear it up before you move on
- Deciding if placing two solutions in succession would allow for mathematical comparisons

Connecting

- Helping students make judgments about the consequences of different approaches in terms of accuracy and efficiency
- Helping students understand how the same mathematical idea is embedded in different strategies
- Helping students identify similarities and differences in different approaches