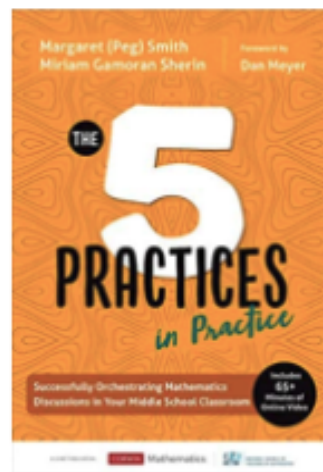


# The 5 Practices in Practice:

Anticipating  
Monitoring  
Selecting  
Sequencing  
Connecting



Adapted from *The 5 Practices in Practice*, Corwin, NCTM 2019, used in CPM's Build on Discourse Learning Event

## 0.Learning Goals & Selecting Rich Tasks

WHAT IT TAKES	KEY QUESTIONS	TEACHER MOVES
Specifying the learning goal.	<ul style="list-style-type: none"><li>• Does the goal focus on what students will learn about mathematics (as opposed to what they will do)?</li></ul>	
Identifying a higher-level task that aligns with the goal	<ul style="list-style-type: none"><li>• Does your task provide students with the opportunity to think, reason, and problem solve?</li><li>• What resources will you provide students to ensure that all students can access the task?</li><li>• What will you take as evidence that students have met the goal through their work on this task?</li></ul>	

Extra takeaways, Ah-ha's, or implementation tips:

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# 1. Anticipate

WHAT IT TAKES	KEY QUESTIONS	TEACHER MOVES
Getting inside the problem.	<ul style="list-style-type: none"><li>• How do you solve the task?</li><li>• How might students approach the task?</li><li>• What challenges might students face as they solve the task?</li></ul>	
Planning to respond to student thinking.	<ul style="list-style-type: none"><li>• What assessing questions will you ask to draw out student thinking?</li><li>• What advancing questions will help you move student thinking forward?</li></ul>	
Planning to notice student thinking.	<ul style="list-style-type: none"><li>• What strategies do you want to be on the lookout for as students work on the task?</li></ul>	

Extra takeaways, Ah-ha's, or implementation tips:

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## 2. Monitoring

WHAT IT TAKES	KEY QUESTIONS	TEACHER MOVES
Tracking student thinking.	<ul style="list-style-type: none"><li>● How will you keep track of students' responses during the lesson?</li><li>● How will you ensure that you check in with all students during the lesson?</li></ul>	
Assessing student thinking	<ul style="list-style-type: none"><li>● Are your assessing questions meeting students where they are at?</li><li>● Are your assessing questions making student thinking visible?</li></ul>	
Advancing student thinking	<ul style="list-style-type: none"><li>● Are you advancing questions driven by your lesson goals?</li><li>● Are students able to pursue advancing questions on their own?</li><li>● Are your advancing questions helping students to progress?</li></ul>	

Extra takeaways, Ah-ha's, or implementation tips:

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### 3. Selecting & 4. Sequencing

WHAT IT TAKES	KEY QUESTIONS	TEACHER MOVES
Identify student work to highlight	<ul style="list-style-type: none"><li>• Which student solution strategies would help you accomplish your mathematical goals for the lesson?</li><li>• What challenges did students face in solving the task/ Were there any common challenges?</li></ul>	
Purposefully selecting individual presenters	<ul style="list-style-type: none"><li>• Which students do you want to involve in presenting their work?</li><li>• How might selecting particular students promote equitable access to mathematics learning in your classroom?</li></ul>	
Establishing a coherent storyline	<ul style="list-style-type: none"><li>• How can you order the student work such that there is a coherent storyline related to the mathematical learning goal?</li></ul>	

Extra takeaways, Ah-ha's, or implementation tips:

## 5. Connecting

WHAT IT TAKES	KEY QUESTIONS	TEACHER MOVES
Connecting student work to the goals of the lesson	<ul style="list-style-type: none"><li>• What questions about the student work will make the mathematics being targeted in the lesson visible?</li></ul>	
Connecting different solutions to each other	<ul style="list-style-type: none"><li>• What questions will help students make connections between the different solution strategies presented?</li></ul>	

Extra takeaways, Ah-ha's, or implementation tips:

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