

Contents

Preface	vii
Introduction	1
Successful or Superficial? Discussion in David Crane’s Classroom.....	2
Analyzing the Case of David Crane	5
Conclusion.....	6
CHAPTER 1	
Introducing the Five Practices	7
The Five Practices	7
Anticipating	8
Monitoring	9
Selecting.....	10
Sequencing.....	10
Connecting	11
Conclusion.....	12
CHAPTER 2	
Laying the Groundwork: Setting Goals and Selecting Tasks	13
Setting Goals for Instruction	13
Selecting an Appropriate Task.....	15
Conclusion.....	19
CHAPTER 3	
Investigating the Five Practices in Action	21
The Five Practices in the Case of Darcy Dunn	21
Analyzing the Case of Darcy Dunn	26
Evidence of the five practices.....	27
Anticipating.....	27
Monitoring.....	27
Selecting.....	27
Sequencing	28
Connecting.....	28
Relating the five practices to learning opportunities	29
Conclusion.....	29

CHAPTER 4	
Getting Started: Anticipating Students' Responses and Monitoring Their Work	31
Anticipating	31
Analysis of Anticipating in the Case of Nick Bannister	35
Anticipating what students will do	35
Planning how to respond to student approaches.....	36
Identifying responses that address mathematical goals	36
Monitoring.....	37
Analysis of Monitoring in the Case of Nick Bannister	40
Conclusion.....	42
CHAPTER 5	
Determining the Direction of the Discussion: Selecting, Sequencing, and Connecting Students' Responses	43
Selecting and Sequencing	43
Analysis of Selecting and Sequencing in the Case of Nick Bannister	48
Connecting	49
Analysis of Connecting in the Case of Nick Bannister	56
Mathematical ideas: The meaning of the point of intersection	57
Mathematical ideas: Functions switch positions at the point of intersection	57
Mathematical ideas: Making connections among representations	58
Conclusion.....	59
CHAPTER 6	
Ensuring Active Thinking and Participation: Asking Good Questions and Holding Students Accountable	61
Asking Good Questions	62
Exploring questioning in Regina Quigley's classroom.....	63
Analyzing questioning in Regina Quigley's classroom.....	67
Moves to Guide Discussion and Ensure Accountability	69
Revoicing	70
Asking students to restate someone else's reasoning	70
Asking students to apply their own reasoning to someone else's reasoning	71
Prompting students for further participation	72
Using wait time.....	72
Conclusion.....	73

CHAPTER 7	
Putting the Five Practices in a Broader Context of Lesson Planning	75
Lesson Planning	76
Developing thoughtful and thorough lesson plans.....	78
Relationship between the TTLP and the five practices.....	80
Beyond the five practices	80
Creating a permanent record of the lesson.....	82
Conclusion.....	84
CHAPTER 8	
Working in the School Environment to Improve Classroom Discussions	87
Analysis of the Case of Maria Lancaster	91
Overcoming Obstacles	91
Working with Others	92
Conclusion.....	94
References	95
Professional Development Guide	99