Candid quotes from been-there teachers illuminate the topic of each chapter.

“While students are working and I’m checking in with them, I’m going to be thinking about how to sequence the math and the kids. I might have ideas, but I have to wait and see what they do. I’ll be trying to see who’s got something that can help us make sense of the math goals for today.”

—ANDREW STRONG, FIFTH-GRADE TEACHER
Monitor in the monitoring chart are not meant to be a script. Rather, they are intended as a reference for you to use to help you consider what questions you want to ask particular students. For example, when Ms. Tyus sees a student using the hundreds chart, she does not automatically ask, “What does each jump represent?” Instead, she looks at what this particular student is doing or saying and decides what question is appropriate to ask.

When selecting an assessing question to use in class, there are two main considerations. First, aim to meet students where they are in their current thinking about the task. Ball, Lubienski, and Mewborn (2001) emphasize that “sizing up students’ thinking and responding” depends on the details of what a student is doing (p. 451). Be sure to ask about the students’ ideas, about what they have written or drawn. Using students’ own terminology can often be helpful. Be aware that what you anticipated students might do is not always what they end up doing. Asking students specific questions about their work is an important way to uncover how they are thinking about the task and their solution. As Ms. Tyus explained, “I have my strategies outlined and I have my assessing questions. But anything can happen in the task. They might do different things.”

Mr. Strong echoed this point, saying, “You never know what you’re going to get sometimes” and that for him, the next step is “just to assess their thinking. Why did you do this? Explain it to me.” Assessing questions are important because they can help you uncover what students are doing, whether or not that aligns with what you anticipated.

Second, assessing questions are most useful when they make students’ thinking visible in ways that can then help you move their thinking forward toward the lesson goals. You want to understand not only what students did but why they did it. Understanding the reasons behind a student’s strategy often provides the clues you need to help the student reconsider her position or move deeper into the task.

What does this look like in practice? In Analyzing the Work of Teaching 4.0, you will explore how students in Ms. Tyus’s class begin to make sense of the Ms. Tyus’s Markers task. We encourage you to look at the student work and consider the questions posed before you read our analysis.

Pause and Consider moments invite teachers to reflect on and make connections to their own practice.

Teaching Takeaways provide on-your-feet support for teachers, so they can jump into implementing the strategies discussed.
Video showcase panels highlight the rich film footage available for each topic and include related questions for consideration.

Analyzing the Work of Teaching 2.1

Launching a Task

Video Clip 2.1
In this activity, you will watch Video Clip 2.1 from Tara Tyus’s first-grade class.

As you watch the clip, consider the following questions:

- What did the teacher do to help her students get ready to work on the Ms. Tyus’s Markers task?
- What did the teacher learn about her students that indicated they were ready to engage in the task?
- Do you think the time spent in launching the task was time well spent?

Videos may also be accessed at resources.corwin.com/5practices-elementary
SELECTING AND SEQUENCING

Illustrative vignettes and examples demonstrate real-world applications of the concepts discussed in each chapter.

Figure 5.3   •  Jocelyn and DuJuan’s solutions

Figure 5.4   •  Leah and Elsie’s solutions
An in-depth **Linking the Five Practices to Your Own Instruction** feature helps teachers move even deeper into implementation, providing detailed support and additional reflective opportunities.

In the next chapter, we explore the practice of connecting. Here, we will return to Ms. Tyus’s lesson and consider what it takes to engage in this practice and the challenges it presents.

**SELECTING AND SEQUENCING**

It is now time to reflect on the lesson you taught following Chapter 4, but this time through the lens of selecting and sequencing.

1. **What solutions did you select for presentation during the whole group discussion?**
   - Did the selected solutions help you address the mathematical ideas that you had targeted in the lesson? Are there other solutions that might have been more useful in meeting your goal?
   - How many solutions did you have students present?
   - Did all of these contribute to deeper understanding of the mathematics to be learned? Did you conclude the discussion in the allotted time?
   - Which students were selected as presenters? Did you include any students who are not frequent presenters? Could you have?

2. **How did you sequence the solutions?**
   - Did the series of presentations add up to something? Was the storyline coherent?
   - Did you include any incomplete or incorrect solutions? Where in the sequence did they fit?

3. **Based on your reading of this chapter and a deeper understanding of the practice of selecting and sequencing, would you do anything differently if you were going to teach this lesson again?**

4. **What lessons have you learned that you will draw on in the next lesson you plan and teach?**
Lasagna

There were two pans of lasagna at the school picnic. The parents cut each pan of lasagna into equal portions. Tanesha has 2 portions from one pan, while David has 4 portions from the other pan. They both received the same amount of lasagna. How is this possible?
1. Show how the lasagna was divided into portions so Tanesha’s 2 portions are equal to David’s 4 portions.
2. Shade in the portion of lasagna eaten by each child. Show how the lasagna was divided into portions so Tanesha’s 2 portions are equal to David’s 4 portions.
3. Write fractions that describe each student’s portion of the pan of lasagna. Explain your thinking by referring to the pictures, symbols, and words.

Clearly designed tasks promote mathematical reasoning and problem solving.

Figure 4.3 • Challenges associated with the practice of monitoring

<table>
<thead>
<tr>
<th>CHALLENGE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trying to understand what students are thinking</td>
<td>Students do not always articulate their thinking clearly. It can be quite demanding for teachers, in the moment, to figure out what a student means or is trying to say. This requires teachers to listen carefully to what students are saying and to ask questions that help them better explain what they are thinking.</td>
</tr>
<tr>
<td>Keeping track of group progress—which groups you visited and what you left them to work on</td>
<td>As teachers are moving from group to group, providing support, they need to be able to keep track of what each group is doing and what they left students to work on. Also, it is important for each group to progress to a group in order to determine whether the advancing question given to them helped them make progress.</td>
</tr>
<tr>
<td>Involving all members of a group</td>
<td>All individuals in the group need to be challenged to answer assessing and advancing questions. For individuals to benefit from the thinking of their peers, they need to be held accountable for listening to and adding on, repeating and summarizing what others are saying.</td>
</tr>
</tbody>
</table>

Challenge and Description charts distill and demystify some of the common issues teachers encounter when teaching the concepts at hand.

What It Takes/Key Questions charts break down the critical components of the practice and explain what it takes to succeed and the questions you need to ask yourself to stay on track.

Figure 4.1 • Key questions that support the practice of monitoring

<table>
<thead>
<tr>
<th>WHAT IT TAKES</th>
<th>KEY QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracking student thinking</td>
<td>How will you keep track of students’ responses during the lesson?</td>
</tr>
<tr>
<td>Assessing student thinking</td>
<td>How will you ensure that you check in with all students during the lesson?</td>
</tr>
<tr>
<td>Advancing student thinking</td>
<td>Are your advancing questions driven by your lesson goals?</td>
</tr>
<tr>
<td></td>
<td>Are you able to pursue advancing questions on their own?</td>
</tr>
<tr>
<td></td>
<td>Are you advancing questions helping students to progress?</td>
</tr>
</tbody>
</table>