COLLABORATE TO ELEVATE: ANTICIPATING STUDENT STRATEGIES WORKBOOK

The first and arguably most critical element of the instructional model is "Anticipate" which is enacted prior to lessons as part of planning" - Peter Sullivan

Our Anticipate Process

- 1. Do the task ourselves
- 2. Brainstorm possible student solutions/misconceptions
- 3. Plan assessing and advancing questions
- 4. Create enabling and extending prompts for differentiation
- 5. Identify key questions to explicitly address the mathematical foci
- 6. Plan a consolidating task



1. <u>Do the task:</u>

Olivia purchased a new tennis racquet from Rebel Sport. It cost \$35. How many different money combinations could she have used to buy her tennis racquet?



What could be the Mathematical foci of this question?

Brainstorm Possible Student solutions/misconceptions Planning Assessing and Advancing Questions

Anticipated solutions including difficulties and misconceptions	Assessing and Advancing Questions
	Assessing Questions
	Advancing Questions
	Assessing Questions
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	Advancing Questions

Assessing Questions	Advancing Questions
 <i>Clarifies</i> what the student has done and what the student understands <i>Informs</i> the teacher of the students thinking and their strategies 	 Uses students current thinking to <i>prompt progress</i> toward the mathematical goal of the lesson <i>Extend</i> students to think about something they are not currently thinking about
The teacher stays to hear the answer to the question	The teacher walks away, leaving the students to figure out how to proceed

When would we use these questions?

When would we ask these questions to individual students?

When would we ask these questions to the whole class?

4. <u>Create Enabling and Extending Prompts</u>

Enabling Prompts	Extending Prompts
 The intention is that students can complete the enabling prompt and then proceed with the learning task. Provided different form of representation - concrete materials, diagrams etc Simplify size of the numbers Limit the number of steps 	 Extending prompts do not change contexts - the prompt still meets the purpose of the lesson Increase complexity and size of numbers Find multiple solutions Identify all possibilities Make a generalisation or rule
Enabling Prompts	Extending Prompts

5. Identify key questions to explicitly address the mathematical foci

During and at the end of the lesson:

What key questions could you use to draw out the learning and connect to the mathematical foci?



6. <u>Plan a consolidating task</u>