How-To-Guide: Discussion Planning Tool

Plan before class:

- Add common strategies, including at least one anticipated common misconception and any Argumenteers already available in the lesson
- Select and plan discourse questions for each strategy

Use during class:

- Capture additional methods in use
- Note which students can share each strategy
- Plan an order to discuss strategies
- Support all students in sharing their brilliance!

KEY
Pen notes were added during planning before class
Pencil additions were made during class while circulating

TIP: Think about the

concrete
↓
representational
↓
abstract

progression when deciding on an order for discussion.

You can use the Share With Class action to show up to four pieces of work at once and compare.

Which strategies would be beneficial to compare while or after discussing them?

Discussion Planning Tool

Grade ***3*** Unit ***5*** Lesson ***11*** Date ***Jan. 17***

Activity ***E2c: Many Questions (problem with 3 cups)***

Pre-plan using this tool and the How-To-Guide. Then, in class:

- Capture additional methods in use
- Note which students can share each strategy
- Plan an order to discuss strategies
- Support all students in sharing their brilliance!

Debrief Order	Student Work or Argumenteer	What This Is Showing	Students Who Used a Similar Strategy	Discourse Questions
3	*Anticipated Common Misconception:* ***(3 × 8) + 4 = m*** ***24 + 4 = m; 28 = m*** ***OR (3 × 4) + 8 = m*** ***12 + 8 = m; 20 = m***	***Only the 8 blue markers (or the 4 red markers) are put in each cup.***	Logan, Finnie, Anjali	• ***What does each number in this equation stand for?*** • ***What situation does this problem represent?***
2 compare	*Additional Strategies or Misconceptions:* ***(8 + 4) × 3 = m*** ***12 × 3 = m*** ***36 = m***	***Correct solution:*** ***Add the colors of markers, then, replicate in each cup.***	Vivi, Sarah, Louis	• ***What does each number in this equation stand for?*** • ***Why did this student use parentheses?***
2	(8 × 3) + (4 × 3) = m 24 + 12 = m 36 = m	Put blue markers in each cup, then, red markers in each cup.	Leilah, Aleki, Jaymie, Isaiah	Compare: • What is the same about these methods? • What is different?
1	8 + 4 = 12	Used separate equations		• What does each number in this equation stand

Discussion Planning Tool

Grade _____ Unit _____ Lesson _____ Date _____

Activity _____

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Debrief Order	Student Work or Argumenteer	What This Is Showing	Students Who Used a Similar Strategy	Discourse Questions
	Anticipated Common Misconception:			
	Additional Strategies or Misconceptions:			

Discussion Planning Tool

Unit _____ Lesson _____ Activity _____

Debrief Order	Student Work or Argumenteer	What This Is Showing	Students Who Used a Similar Strategy	Discourse Questions