

A young girl with dark hair, wearing a grey long-sleeved shirt, is raising her right hand high in the air. She is looking towards the camera with a slight smile. In the background, other children are visible, including one wearing a pink headscarf. The setting appears to be a classroom with large windows in the background.

APPENDIX

Appendix A: Planning Template for Open Strategy Sharing Discussion

Open Strategy Sharing		
Problem to pose		
Why I chose this problem		
Opening the lesson		
How might my students solve this problem?	Who solved it this way?	Who should share today?
Notes to myself about what I'm looking for		
Other strategies that emerged during the lesson		
Closing the lesson		

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Appendix B: Planning Template for Compare and Connect Discussion

Compare and Connect	
Strategy 1	Strategy 2
What connections are important for students to notice?	
Supporting Students' Thinking	
What students might notice	How I might respond to support their thinking
What is the key mathematical idea I want to highlight?	

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Appendix C: Planning Template for Why? Let's Justify Discussion

Why? Let's Justify	
What mathematical strategy or idea are we targeting in our discussion?	
What is the explanation I want students to come up with? (Include sketch of any representations that might be helpful for the explanation.)	
Supporting students' thinking (If students say this . . . then I may ask them this to work toward stronger justification.)	
What students might say	How I might respond

Appendix D: Planning Template for What's Best and Why? Discussion

What's Best and Why?
What is my goal? What strategy(ies) am I highlighting?
What tasks/problems help us discuss what is best and why?
What would I like to hear from my students?

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Appendix E: Planning Template for Define and Clarify Discussion

Define and Clarify
<p>What new tool, representation, symbol, or vocabulary are we targeting in our discussion? Is this new to the students or are they using it in a new way?</p>
<p>What problem or task are we working on? How will I support meaning making? What partial understandings might arise?</p>

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Appendix F: Planning Template for Troubleshoot and Revise Discussion

Troubleshoot and Revise	
What is the confusion or misunderstanding we will discuss and revise?	
What is the insight I'd like students to understand?	
Problem context, diagrams, or questions that might be useful to use during the discussion	
Exit ticket	

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