

Warm-Up	Early Implementation	Advanced Implementation
<p>Launch</p>	<p>Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prompts students to start tasks without clear directions <input type="checkbox"/> Provides direct instruction on how to think or solve the problem <input type="checkbox"/> Reviews previously taught content <input type="checkbox"/> Asks yes/no questions <input type="checkbox"/> Asks questions that require no thinking 	<p>Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses instructional or math language routines <input type="checkbox"/> Provides clear directions on what to do but not how to do it <input type="checkbox"/> Provides independent thinking time after asking a question <input type="checkbox"/> Asks questions that emphasize thinking and understanding <input type="checkbox"/> Ensures a diversity of voices are heard <input type="checkbox"/> Circulates to listen to partner discussions
	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follow the provided steps to solve a task <input type="checkbox"/> Expect the same few classmates to respond to questions and prompts 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contribute to discussions <input type="checkbox"/> Respond to questions <input type="checkbox"/> Converse with classmates when prompted
<p>Worktime</p>	<p>Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focuses on other tasks instead of monitoring student discussions <input type="checkbox"/> Spends the majority of the time with the same student(s) <input type="checkbox"/> Provides direct instruction on solutions or steps <input type="checkbox"/> Points out mistakes without encouraging student reflection <input type="checkbox"/> Asks leading or yes/no questions <input type="checkbox"/> Affirms or corrects answers without probing for explanations <input type="checkbox"/> Intervenes to correct students' work or answers <input type="checkbox"/> Interrupts student thinking 	<p>Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses instructional or math language routines <input type="checkbox"/> Incorporates time for independent and group work <input type="checkbox"/> Circulates to observe and listen as students engage in the task <input type="checkbox"/> Asks probing questions <input type="checkbox"/> Offers suggestions to sustain student thinking (offer and walk away) <input type="checkbox"/> Encourages reflection on mistakes without providing answers or solutions
	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hesitate to start <input type="checkbox"/> Work independently during group work <input type="checkbox"/> Are reluctant to contribute ideas when engaged in group work <input type="checkbox"/> Follow the provided steps to solve a task <input type="checkbox"/> Share answers but not thinking 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Get started on the task <input type="checkbox"/> Explain or demonstrate thinking to other students <input type="checkbox"/> Discuss and record ideas (listening and comparing ideas)

Synthesis

Teacher:

- Skips the synthesis
- Focuses on the correct answer
- Highlights a variety of strategies with no connection to one another
- Asks leading or yes/no questions
- Affirms or corrects answers without probing for explanations
- Praises correct answers (e.g., "That's right!" or "You got it!")
- Calls on the same students who often give the "right" answer
- Summarizes the learning for the students

Teacher:

- Makes student thinking visible
- Connects student ideas to the learning goal
- Supports students to make connections between strategies
- Asks for justification and clarification from students
- Acknowledges student responses without showing overt approval or correction
- Praises thinking (e.g., "That makes sense." or "I appreciate the way you explained your thinking.")

Students:

- Share answers with the teacher and peers without an explanation
- Wait for the same few students or the teacher to do all the talking and answering
- Are concerned about being correct

Students:

- Explain thinking with the teacher and peers
- Make connections between different strategies during partner or whole group share
- Verbalize level of understanding
- Ask clarifying questions

Activity 1	Early Implementation	Advanced Implementation
<p>Launch</p>	<p>Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prompts students to start tasks without clear directions <input type="checkbox"/> Provides direct instruction on how to think or solve the problem <input type="checkbox"/> Reviews previously taught content <input type="checkbox"/> Asks yes/no questions <input type="checkbox"/> Asks questions that require no thinking 	<p>Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses instructional or math language routines <input type="checkbox"/> Provides clear directions on what to do but not how to do it <input type="checkbox"/> Provides independent thinking time after asking a question <input type="checkbox"/> Asks questions that emphasize thinking and understanding <input type="checkbox"/> Ensures a diversity of voices are heard <input type="checkbox"/> Circulates to listen to partner discussions
	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follow the provided steps to solve a task <input type="checkbox"/> Expect the same few classmates to respond to questions and prompts 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contribute to discussions <input type="checkbox"/> Respond to questions <input type="checkbox"/> Converse with classmates when prompted
<p>Worktime</p>	<p>Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focuses on other tasks instead of monitoring student discussions <input type="checkbox"/> Spends the majority of the time with the same student(s) <input type="checkbox"/> Provides direct instruction on solutions or steps <input type="checkbox"/> Points out mistakes without encouraging student reflection <input type="checkbox"/> Asks leading or yes/no questions <input type="checkbox"/> Affirms or corrects answers without probing for explanations <input type="checkbox"/> Intervenes to correct students' work or answers <input type="checkbox"/> Interrupts student thinking 	<p>Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses instructional or math language routines <input type="checkbox"/> Incorporates time for independent and group work <input type="checkbox"/> Circulates to observe and listen as students engage in the task <input type="checkbox"/> Asks probing questions <input type="checkbox"/> Offers suggestions to sustain student thinking (offer and walk away) <input type="checkbox"/> Encourages reflection on mistakes without providing answers or solutions
	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hesitate to start <input type="checkbox"/> Work independently during group work <input type="checkbox"/> Are reluctant to contribute ideas when engaged in group work <input type="checkbox"/> Follow the provided steps to solve a task <input type="checkbox"/> Share answers but not thinking 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Get started on the task <input type="checkbox"/> Explain or demonstrate thinking to other students <input type="checkbox"/> Discuss and record ideas (listening and comparing ideas)

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Activity 2	Early Implementation	Advanced Implementation
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<p>Worktime</p>	<p>Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focuses on other tasks instead of monitoring student discussions <input type="checkbox"/> Spends the majority of the time with the same student(s) <input type="checkbox"/> Provides direct instruction on solutions or steps <input type="checkbox"/> Points out mistakes without encouraging student reflection <input type="checkbox"/> Asks leading or yes/no questions <input type="checkbox"/> Affirms or corrects answers without probing for explanations <input type="checkbox"/> Intervenes to correct students' work or answers <input type="checkbox"/> Interrupts student thinking 	<p>Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses instructional or math language routines <input type="checkbox"/> Incorporates time for independent and group work <input type="checkbox"/> Circulates to observe and listen as students engage in the task <input type="checkbox"/> Asks probing questions <input type="checkbox"/> Offers suggestions to sustain student thinking (offer and walk away) <input type="checkbox"/> Encourages reflection on mistakes without providing answers or solutions
	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hesitate to start <input type="checkbox"/> Work independently during group work <input type="checkbox"/> Are reluctant to contribute ideas when engaged in group work <input type="checkbox"/> Follow the provided steps to solve a task <input type="checkbox"/> Share answers but not thinking 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Get started on the task <input type="checkbox"/> Explain or demonstrate thinking to other students <input type="checkbox"/> Discuss and record ideas (listening and comparing ideas)

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Students:

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- Make connections between different strategies during partner or whole group share
- Verbalize level of understanding
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Lesson Synthesis and Cool-Down	Early Implementation	Advanced Implementation
<p>Lesson Synthesis</p>	<p>Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Skips the synthesis <input type="checkbox"/> Focuses on the correct answer <input type="checkbox"/> Highlights a variety of strategies with no connection to one another <input type="checkbox"/> Asks leading or yes/no questions <input type="checkbox"/> Affirms or corrects answers without probing for explanations <input type="checkbox"/> Praises correct answers (e.g., "That's right!" or "You got it!") <input type="checkbox"/> Calls on the same students who often give the "right" answer <input type="checkbox"/> Summarizes the learning for the students <hr/> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Share answers with the teacher and peers without an explanation <input type="checkbox"/> Wait for the same few students or the teacher to do all the talking and answering <input type="checkbox"/> Are concerned about being correct 	<p>Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes student thinking visible <input type="checkbox"/> Connects student ideas to the learning goal <input type="checkbox"/> Supports students to make connections between strategies <input type="checkbox"/> Asks for justification and clarification from students <input type="checkbox"/> Acknowledges student responses without showing overt approval or correction <input type="checkbox"/> Praises thinking (e.g., "That makes sense." or "I appreciate the way you explained your thinking.") <hr/> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain thinking with the teacher and peers <input type="checkbox"/> Make connections between different strategies during partner or whole group share <input type="checkbox"/> Verbalize level of understanding <input type="checkbox"/> Ask clarifying questions
<p>Cool-Down</p>	<p>Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Skips the cool-down <input type="checkbox"/> Replaces the cool-down with a different activity or misaligned resource <input type="checkbox"/> Uses cool-down exclusively as homework <hr/> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ignore the cool-down 	<p>Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides time in class for students to complete cool-down <hr/> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respond in a way that shows their understanding of the learning goal