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| I feel that I am becoming more strategic in identifying which student samples of work to highlight. | My students have figured out that the various methods we used in the lesson can be interchanged. | While I'm planning my lesson, I'm thinking about how the lesson will go. |
| I am starting to think more about what part of the lesson the students will struggle with the most. | My kids will approach this problem different ways. I know at least 2 of them. | In each lesson I am constantly thinking about which strategies will be presented when. |
| I'm finding that 4 groups have used the same method to solve a problem, and another 4 groups have used a different method. I'll choose one or two of each to discuss. | While I'm walking around, I'm realizing which students I can use to support the lesson. | The order in which I show student work makes a difference in the final outcome. |
| While the students are working I'm finding out what the common mistakes are. | I find it fun to be expecting certain responses and getting TOTALLY different responses! | I have difficulty thinking about some of the wrong paths students may take. I just don't always see the problem the way they see it. |
| I am starting to become more careful about choosing sample work from a variety of different students (well thought out responses are often generated by the same students). | It’s hard to predict all of the possible student responses and strategies. | Physical room layout can be a challenge. The desks we have do not group easily, which creates a very cramped environment to try to move around as well as I would like. |
| I need to be more careful not to overlook student sample work because of "tunnel vision." | Sometimes it’s hard to choose the best order of student work that will provide the most benefit. | Sometimes it hard to choose the best responses, especially when some students are at a different place in their understanding. |
| Being able to connect student thinking with big ideas. | Sequencing almost needs to be decided during "anticipation" step. | I am often surprised at what I discover that kids don’t know. |
| Sometimes it’s hard to find enough quality work for students to demonstrate. | Large class size (35+) makes it difficult to keep up with everyone’s work. | Sometimes it’s hard to decide if you should start with the "best" answer first or save it for last if most students have it. |