**Introducing the Five Practices**

1. Telling would appear to be a more efficient means of communicating to students what they need to know. What are the costs and benefits of learning through discussion of student-generated solutions versus learning from carefully constructed teacher explanations?

2. How do you currently plan a lesson? To what extent do you focus on what you will do versus what students will do and think?

3. Anticipating is an activity that is likely to increase the amount of time spent in planning a lesson. What would you expect to be the payoff for this investment of time?

4. How might a monitoring chart such as the one shown in figure 1.1 be useful to you in your work?

5. Many teachers believe that questions arise “in the moment,” as a result of classroom interactions. To what extent can teachers plan questions in advance of the lesson? What benefit might there be in having some questions ready prior to a lesson?

6. How might carefully selecting and sequencing students’ responses affect the quality of the discussion? How would these practices give you more control over the discussion?

7. Why is connecting important? What is the teacher’s role in helping students make connections?