**Getting Started: Anticipating Students’ Responses and**

**Monitoring Their Work**

1. What do you see as the advantages of solving the task in which students will engage? Is this something you routinely do? Why or why not?

2. Why might you want to anticipate both correct and incorrect approaches to solving a task?

3. How might a monitoring chart such as the one shown in figure 4.3 be useful to you in your work? (The same question was posed in connection with chapter 1. Has your view of the usefulness of this tool changed since you initially considered the value of the monitoring chart?)

4. Nick Bannister must have spent considerable time planning and thinking about this lesson. Under what circumstances might such an investment of time be worthwhile?

5. What, if anything, do you think Nick Bannister could or should have done differently in

planning (part 1) and supporting students’ work on the task (part 2)? Why would you make these changes?