**Determining the Direction of the Discussion: Selecting,**

**Sequencing, and Connecting Students’ Responses**

1. Have you ever asked students in your classes to volunteer solutions to the task that they were assigned? What are the best and worst experiences that you have had when you used this strategy for sharing? How do you see selecting as leading to a more consistent outcome?

2. Under what circumstances or conditions do think it makes sense to publicly share incorrect approaches with students? How would you do this so that students were not left thinking that incorrect approaches were valid?

3. Does who presents a solution to a task really matter as long as the desired solutions are made public? Why or why not?

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

selecting and sequencing student responses (part 3) and in making connections among responses and with the mathematical ideas that were central to the lesson (part 4)? Why would you make these changes? What impact would you expect these changes to have on students’ opportunities to learn?