

**Five Practices Reflection Organizer**

Anticipating	Monitoring	Selecting	Sequencing	Connecting	Rethink, Repeat, Remove, Reflect, Replace
<ul style="list-style-type: none"> <li>• What did you do when you did the problem yourself?</li> <li>• In what ways were you able to solve the problem based on the strategies listed on the landscape?</li> <li>• What strategies did your students use to answer the problem? Was this what you had anticipated?</li> <li>• How did you accommodate or modify for ESL, ISSP students?</li> <li>• Were all materials available/prepared in advance of the lesson?</li> </ul>	<ul style="list-style-type: none"> <li>• What evidence (observations, conversations, products) of student learning did you collect as you listened and observed students as they were engaged in the task?</li> <li>• What key strategies were you able to identify in student work?</li> <li>• How did students approach the task?</li> <li>• What questions did you ask students to get them back on track or to think more?</li> </ul>	<ul style="list-style-type: none"> <li>• What did you decide to highlight in the lesson?</li> <li>• What student work did you collect to advance the mathematical ideas of the class during the math congress? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• In what order did you present student work samples? Why?</li> <li>• How did students share their work? Draw on board? Put under doc cam?</li> </ul>	<ul style="list-style-type: none"> <li>• What questions did you craft for the math congress to make the mathematics visible?</li> <li>• Did you compare and contrast 2 or 3 students' work – what were the mathematical relationships you highlighted in the student work?</li> <li>• How did students share their work?</li> </ul>	<ul style="list-style-type: none"> <li>• What would you rethink, repeat, remove, replace as a result of engaging in this cycle of learning?</li> </ul>