**Planning for Mathematical Discourse – Geometry – Take Me Out to the Ball Game**

| **Teacher Completes Prior to Task Implementation** | | | **Teacher Completes During Task Implementation** | |
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| **Anticipated Student Response/Strategy**  *Provide examples of possible correct student responses along with examples of student errors/misconceptions* | **Assessing Questions – Teacher Stays to Hear Response**  *Teacher questioning that allows student to explain and clarify thinking* | **Advancing Questions – Teacher Poses Question and Walks Away**  *Teacher questioning that moves thinking forward* | **List of Students Providing Response** *Who? Which students used this strategy?* | **Discussion Order - sequencing student responses**   * *Based on the actual student responses, sequence and select particular students to present their mathematical work during class discussion* * *Consider ways to ensure that each student will have an equitable opportunity to share his/her thinking during task discussion* |
| **Anticipated Student Response:**  Using the properties of 45-45-90 triangle and subtracting | What type of triangle was formed? What can we conclude about the hypotenuse of a right isosceles triangle? | What is the length a pitcher would run to from the pitchers’ mound to 1st base? What are you planning to do with that information, once you find it out? | Student 1 |  |
| **Anticipated Student Response:**  Using the Pythagorean Theorem and subtracting | How did you find the legs of the right triangle?  Before you calculate that, can you tell us why you'd want to? | Can you write your reasons for approaching it that way?  Forget about the question for a second. What's going on in this situation? | Student 3 |  |
| **Anticipated Student Response:**  Using the properties of squares diagonals are congruent, using the Pythagorean Theorem subtracting. | What do you know about the diagonals of a square?  What triangles are formed in a square by its diagonals? | Would the distance from the pitcher’s mound to first base change if the shape of the baseball field was a rhombus? | Student 6 |  |
| **Anticipated Student Response:**  Assuming the pitcher’s mound is equidistant to all bases. | What is the location of the pitcher’s mound?  Can you read the problem aloud again? | Did you have a picture in your mind when you read the problem?  Can you share it with us so we can see what you saw? | Student 2 |  |