**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*
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| **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 |  |