Planning to teach in collaborative classrooms

Nat Banting & Ilona Vashchyshyn
Plans are of little importance, but planning is essential.

–Winston Churchill
All classroom decisions are made on a continuum from anticipation to improvisation.

Planning follows suit
Session Anticipations

Work together on prompts (populate improvisations)

Reflect together on prompts (populate anticipations)
There is a 25% OFF EVERYTHING! sale at your favorite store.

When you get to the till, you remember that you have to pay sales tax on your purchase (11%). If you wanted to get a better deal, would you want the discount to be applied before or after the tax?
• Which strategies might students use to arrive at a solution?
• Which curricular concepts might students use to address the prompt?
• Where might students go wrong?
• How would you respond to a student who went wrong?
• How would you extend the problem?
Teaching Spaces

- Furniture arrangement
- Grouping method
- Workspace materials
- Task structure
- Task presentation

Teaching Actions

- Responses to anticipated strategies, misconceptions
- Connections to curricular outcomes
- Extensions

- Anticipation

- Improvisation

- Diagnosing student thinking
- Offering triggers
- Connecting / contrasting learning actions

- Offering new tools
- Organizing levelling opportunities
- Adding artefacts into environment
- Controlling time

- Anticipation

- Improvisation
You and a friend decide to take advantage of a buy two get one of equal or lesser value free sale.

You choose two pairs of shoes and your friend chooses one.

What is the fairest way to split the resulting bill? Does your strategy change depending on your choice of shoes?
<table>
<thead>
<tr>
<th>Image</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Shoe 1" /></td>
<td>$45</td>
</tr>
<tr>
<td><img src="image2" alt="Shoe 2" /></td>
<td>$20</td>
</tr>
<tr>
<td><img src="image3" alt="Shoe 3" /></td>
<td>$35</td>
</tr>
<tr>
<td><img src="image4" alt="Shoe 4" /></td>
<td>$55</td>
</tr>
<tr>
<td><img src="image5" alt="Shoe 5" /></td>
<td>$30</td>
</tr>
<tr>
<td><img src="image6" alt="Shoe 6" /></td>
<td>$70</td>
</tr>
</tbody>
</table>
**Teaching Actions**

- Responses to anticipated strategies, misconceptions
- Connections to curricular outcomes
- Extensions
- Connections to curricular outcomes
- Extensions

**Teaching Spaces**

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**Anticipation**

- Offering new tools
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**Improvisation**

- Diagnosing student thinking
- Offering triggers
- Connecting / contrast actions
When designing collaborative lessons, the teacher needs to anticipate the need for improvisation.
Teaching Spaces  |  Teaching Actions
---|---
Anticipation  |  Improvisation

- Mutually Specified

Mutually Specified
In your groups:

*How would you plan for this task in your class?*

Fill out the anticipations for the teaching space and teaching action.

*How many shapes of area 12 can you make on a 20 x 20 geoboard?*