STARTS

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| Time | Teacher | Student |
|  | Problem – rich problem to support lesson |  |
|  | Introduce problem  Put students in groups or pairs to best support their math needs  Facilitate discussion of important points of problem | Question/discuss to understand what the problem is asking |
| 2-4 minutes | Monitors silent individual student work  Identify 2-3 students to share their “starts”  The “starts” should be different from each other | Begin problem individually  Share “start” if asked by the teacher |
| 2-4 minutes | Brings up 2-3 students to share “starts” with the class  Facilitates understanding of the “start” by questioning and checking for understanding  If possible, post “starts” in the room | Listen to “starts”  Respond to questions from teacher to demonstrate understanding of the “starts” |
| 5-8 minutes | Monitors students as they work on solutions to problem  Can facilitate discussion at groups by posing a question  Support students with troubles starting by identifying a “start” for them to try  Choose 2-3 students to share solutions | Work to solve problem  Can discuss problem with group  Can use a “start” if needed |
| 3-5 minutes | Facilitate 2-3 student strategies, checking for understanding and comparing | Share strategy if asked  Listen to strategies and question or comment |