

BuildingOnMOSTs.org



To Pursue or Not to Pursue: Making Decisions about Student Mathematical Thinking

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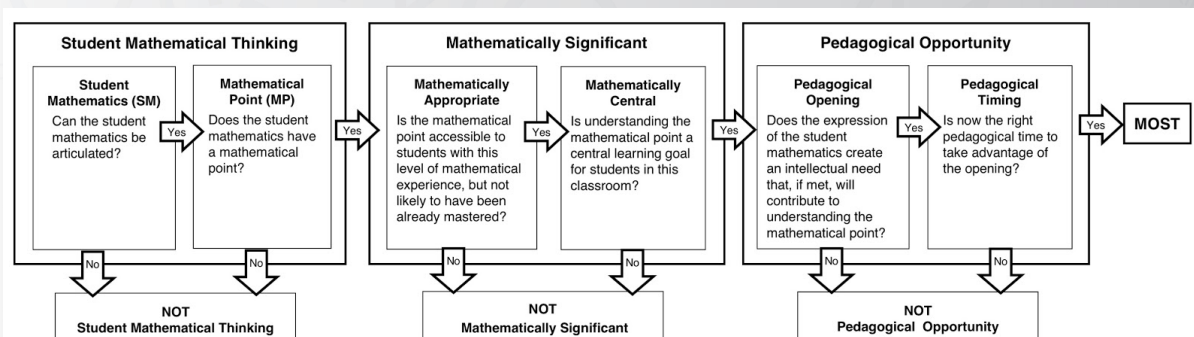
Leveraging MOSTs: Developing a Theory of Productive Use of Student Mathematical Thinking

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MOST Analytic Framework



Mathematical Opportunities in Student Thinking



The teaching practice of building (on MOSTs)



*Making student thinking (of a MOST) an object of consideration for the class
in order to engage the class in making sense of that thinking
to better understand an important mathematical idea.*

- 0 **Elicit:** Invite/allow students to share their mathematical thinking
- .5 **Recognize:** (Recognize a MOST)
- 1 **Make Precise:** Make the object to be considered clear
- 2 **Grapple Toss:** Turn the object of consideration over to the students with parameters that put them in a sense-making situation
- 3 **Orchestrate:** Engage the class in collaborative sense making of the object of consideration that includes a whole-class discussion of that object
- 4 **Make Explicit:** Facilitate the extraction and articulation of the mathematical point of the object that was considered

Contact Information



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THANK YOU!