<table>
<thead>
<tr>
<th>Phase</th>
<th>What Students Do</th>
<th>What Teachers Do</th>
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| Grasp the Problem | Understand the problem and develop interest in solving it.  
Consider what they know that might help them solve the problem. | Show several student journal reflections from the prior lesson.  
Pose a problem that students do not yet know how to solve.  
Interest students in the problem and in thinking about their own related knowledge. |
| Try to Solve  | Independently try to solve the problem.  
Students are not simply following the teacher’s solution example.  
Classmates may provide input after some independent think time. | Circulate, using seating chart to note each student’s solution approach.  
Identify work to be presented and discussed at board.  
If some students finish quickly or don’t get started, ask individual questions to spark more thinking. |
| Present & Discuss | Selected students present and explain solution ideas at the board, are questioned by classmates and teacher.  
All students actively make sense of the presented work and draw out key mathematical points. | Strategically select and sequence student presentations of work at the board, to build the new mathematics. (Incorrect approaches may be included.)  
Monitor student discussion: Are all students are noticing the important mathematical ideas?  
Add teacher moves (questions, turn-and-talk, votes) as needed to build important mathematics. |
| Summarize & Reflect | Consider what they learned and share their thoughts with class, to help formulate class summary of learning. Copy summary into journal.  
Write journal reflection on their own learning from the lesson. | Write on the board a brief summary of what the class learned during the lesson, using student ideas and words where possible.  
Ask students to write in their journals about what they learned during the lesson. |