

# Contents

Foreword .....	vii
Preface and Acknowledgments .....	xi
Introduction.....	1
<b>CHAPTER 1</b>	
Laying the Groundwork: Setting Goals and Selecting Tasks .....	7
Identifying Instructional Goals.....	7
Assessing Tasks by Category and by Cognitive Demand.....	10
Experimentation Tasks .....	11
Data Representation, Analysis, and Interpretation Tasks.....	13
Explanation Tasks .....	13
The Teacher's Role.....	16
Modifying Tasks .....	17
Maintaining Cognitive Demand during Task Enactment .....	18
<b>CHAPTER 2</b>	
Introducing the Five Practices Model: Contrasting the Practices of Two Teachers.....	23
Successful or Superficial? Discussion in Kelly Davis's Classroom .....	24
Growing Fast Plants: The Case of Kelly Davis.....	24
Analyzing the Case of Kelly Davis .....	25
The Five Practices Model.....	28
Anticipating.....	28
Monitoring.....	29
Selecting.....	31
Sequencing .....	31
Connecting.....	32
Investigating the Five Practices in Action.....	32
Growing Wisconsin Fast Plants: The Case of Nathan Gates.....	33
Analyzing the Case of Nathan Gates.....	40
Evidence of the Five Practices.....	40
Relating the Practices to Learning Opportunities .....	42
The Science Practices in the Case of Nathan Gates .....	43
Conclusion .....	43

**CHAPTER 3**

<b>Getting Started: Anticipating and Monitoring Students' Work</b> .....	<b>45</b>
Anticipating .....	45
Matter and Molecules: The Case of Kendra Nichols (Part 1—Anticipating) .....	46
Analysis of Anticipating in the Case of Kendra Nichols .....	51
Key Features That Must Be Present .....	52
Challenges and Misconceptions .....	52
Responding to Students' Work .....	52
Monitoring.....	53
Matter and Molecules: The Case of Kendra Nichols (Part 2—Monitoring) .....	54
Analysis of Monitoring in the Case of Kendra Nichols.....	60
Conclusion .....	61

**CHAPTER 4**

<b>Making Decisions about the Discussion: Selecting, Sequencing, and Connecting</b> .....	<b>63</b>
Selecting and Sequencing .....	63
Matter and Molecules: The Case of Kendra Nichols (Part 3—Selecting and Sequencing) ...	66
Analysis of Selecting and Sequencing in the Case of Kendra Nichols.....	71
Connecting .....	72
Matter and Molecules: The Case of Kendra Nichols (Part 4—Connecting).....	74
Analysis of Connecting in the Case of Kendra Nichols .....	80
Analysis of the Science Practices in the Case of Kendra Nichols .....	83
Conclusion .....	83

**CHAPTER 5**

<b>Encouraging and Guiding Student Thinking</b> .....	<b>85</b>
Kinds of Classroom Talk.....	85
Use of Focused Talk While Monitoring Small-Group Work.....	88
Making Student Thinking Visible .....	88
Guiding Student Thinking in Productive Directions.....	90
Directing Students' Attention to What Matters .....	91
Use of Focused Talk during Whole-Class Discussions .....	93
Making Student Thinking Visible .....	94
Guiding Student Thinking in Productive Directions.....	95
Directing Students' Attention to What Matters .....	96
Conclusion .....	98

**CHAPTER 6**

<b>Positioning Five Practices Discussions within Instructional Design .....</b>	<b>99</b>
The Learning Cycle .....	100
Five Practices Discussions and the Learning Cycle.....	101
Teachers as Instructional Designers.....	108
Conclusion .....	111

**CHAPTER 7**

<b>Beginning Secondary Science Teachers Use the Model: Lessons Learned.....</b>	<b>113</b>
Contexts for Working with Beginning Teachers: Foundation-Supported and University-Based .....	113
Lessons Learned .....	114
Lesson One.....	114
Lesson Two.....	116
Lesson Three.....	117
Lesson Four .....	119
Lesson Five .....	124
Lesson Six.....	125
Conclusion .....	126
<b>References .....</b>	<b>127</b>