



The Teaching Practice of Building on MOSTs

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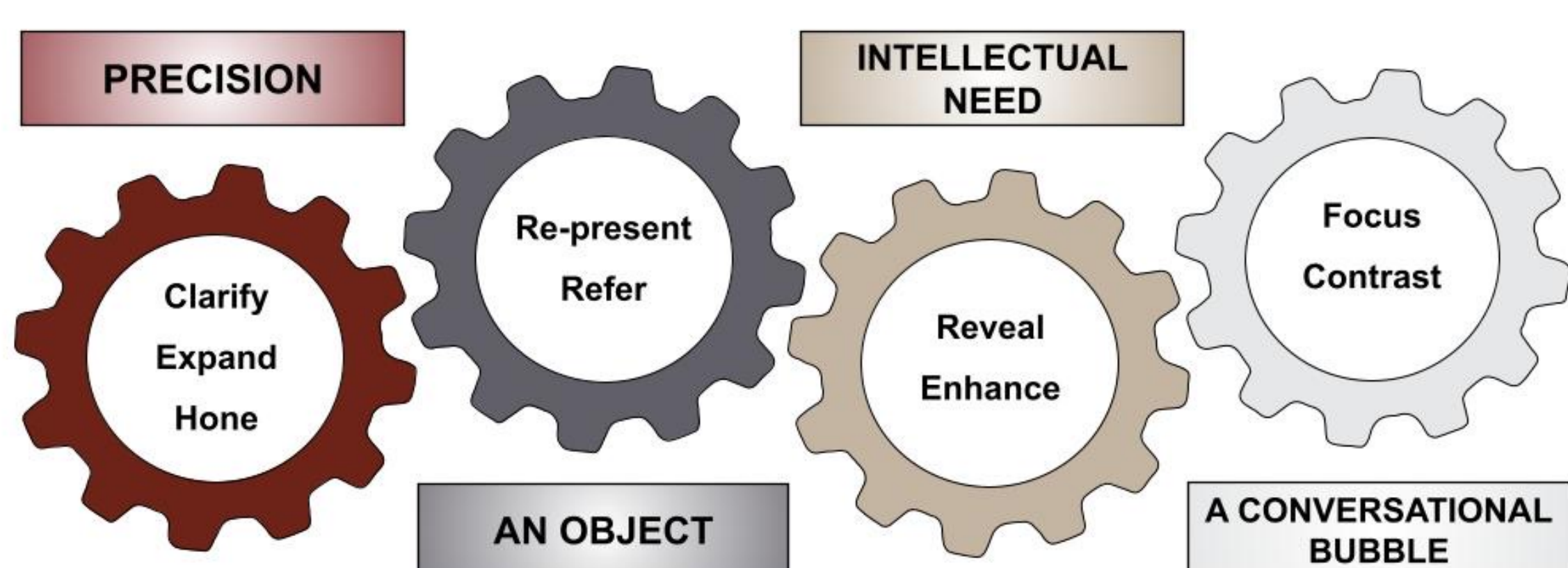
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A **MOST** (Mathematical Opportunity in Student Thinking) is a high-leverage student contribution made during whole-class interaction (“teachable moment”).

Building (the teaching practice of building on a MOST) engages the class in making sense of the MOST to better understand the mathematics of the MOST.

Building takes full advantage of a MOST by coordinating four elements:



Establish

the student mathematics of the MOST as the object to be discussed

Grapple Toss

that object in a way that positions the class to make sense of it

Toss the established object with a specific sense-making action determined by the nature of the MOST.

Question
What do you think, [established object]?
e.g., What do you think, can a linear equation have two y-intercepts?

Claim / Solution
What about [established object] holds up mathematically?

Revealed
What is going on here, [action on established object]?
e.g., What is going on here? Why is 9 wrong?

Multiple Claims / Solutions
How do you decide which of [established object] are correct?

Conduct

a whole-class discussion that supports the students in making sense of the mathematics of the MOST

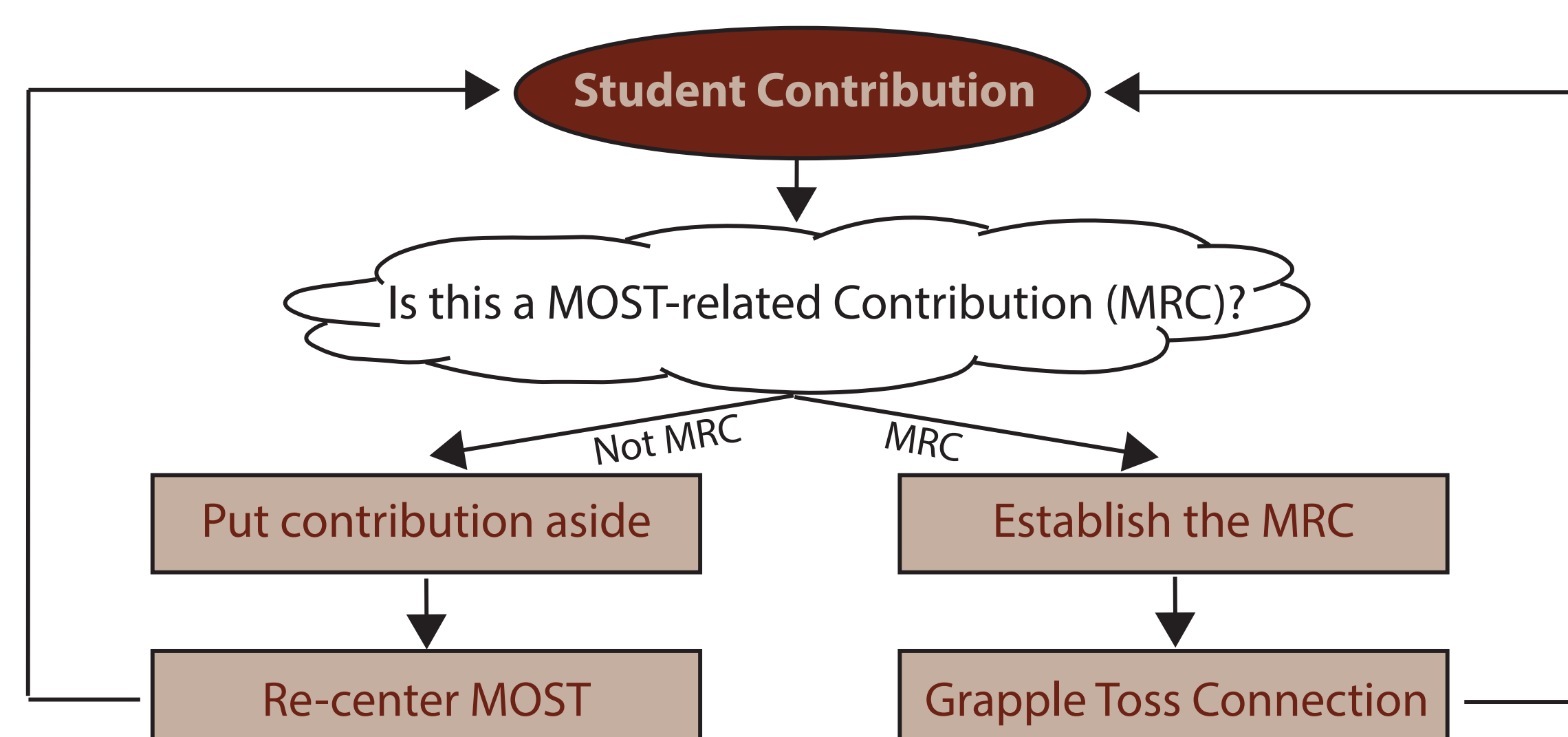
Make Explicit

the important mathematical idea from the discussion

RESOLUTION
Elicit explanation
Assess agreement

GENERALIZATION
Determine actor
Provide scaffolding

TRANSITION
Position mathematics
Shift focus



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