

TTLP Lesson Planning Template *

<p>Goals What are your mathematical goals for the lesson:</p> <ol style="list-style-type: none">1) What do you want students to understand as a result of this lesson? ...as a result of this unit?2) What mathematical processes are you working to develop?3) How does this lesson contribute to their continuing development as learners? <p>Prior Knowledge In what ways does the task build on students' previous knowledge? What definitions, concepts, or ideas do students need to know in order to begin to work on the task? What questions will you ask to help students access their prior knowledge?</p>	
<p>Anticipating Student Responses Identify the ways in which the task can be solved.</p> <ul style="list-style-type: none">• Which of these methods do you think your students will use?• What misconceptions might students encounter?• What errors might a student make? <p>Expectations What are your expectations for students as they work on and complete this task?</p> <ul style="list-style-type: none">• What resources or tools will students have to use in their work?• How will the students work -- independently, in small groups, or in pairs -- to explore this task? How long will they work individually or in small groups/pairs? Will students be partnered in a specific way? If so in what way?• How will students record and report their work?	

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<p>Launch How will you introduce students to the task so as not to reduce the problem solving aspects of the task(s)? What will you hear that lets you know students understand the task(s)?</p> <p>Explore/Monitoring As students are working independently or in small groups:</p> <ul style="list-style-type: none">• What questions will you ask to focus their thinking?• What will you see and hear that lets you know how students are thinking about the mathematical ideas?• What questions will you ask to assess students' understanding of key mathematical ideas, problem solving strategies, or their representations?• What questions will you ask to advance students' understanding of the mathematical ideas?• What questions will you ask to encourage students to share their thinking with others or to assess their understanding of their peers' ideas? <p>How will you ensure that students remain engaged in the task?</p> <ul style="list-style-type: none">• What will you do if a student does not know how to begin to solve the task?• What will you do if a student finishes the task almost immediately and becomes bored or disruptive?• What will you do if students focus on non-mathematical aspects of the activity (e.g., spend most of their time making a beautiful poster of their work)?	
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<p>Whole Class Discussion/Selecting, Sequencing, Connecting</p> <p>Which solution paths do you want to have shared during the class discussion in order to accomplish the goals for the lesson?</p> <ul style="list-style-type: none">• Which will be shared first, second, etc.? Why?• In what ways will the order of the solution paths help students make connections between the strategies and mathematical ideas?	
<p>Assessment</p> <p>What will you see and hear that lets you know that students in the class understand the mathematical ideas addressed in the lesson?</p>	