

Reflecting on Practice: Designing a Lesson

Important points to remember from Monday

- Find a short question or scenario to launch the math investigation
- Think about how student responses will be organized and managed
- Think about how board/work will be recorded (color?)
- Tasks should involve a high level of cognitive demand, pushing students to think
- Cautious of too much scaffolding in framing task and in implementing it

Some timeline guidelines for designing the lesson

Tuesday:

- Specific mathematical goal and context selected
- Brainstorm tasks with whole group but come to consensus by the end of the session if possible
- Everyone does the task(s) and shares solutions - thinking about their own approach and how their students might work

Wednesday:

- Initial framing of lesson,
- Anticipated student solutions and how they will be managed
- May want to divide work among group for next day

Thursday:

- Give staff 10 minute summary of lesson
- Description of how the class will be organized and managed,
- Review key questions and lesson flow

Friday:

- First draft produced
- Copy of draft sent electronically by one group member to TBD

Monday:

- Review feedback on draft
- Revise lesson in light of feedback

Tuesday:

- Produce draft 2
- Choose 20 minutes of lesson to present
- Provide context for rest of lesson in some form
- Review protocol for observing lessons and the thinking about observing lessons from week 1

Wednesday, Thursday, Friday

- Present 20 minutes of lessons
- Observe lessons and write comments and debrief