

Thinking Through a Lesson Protocol Planning Template

Part 1: Selecting and Setting Up a Mathematical Task

<p>Learning Goal/Standard</p> <p><i>What understandings will students take away from this lesson?</i></p>	<p>Evidence</p> <p><i>What will students say, do, produce, and so forth that will provide evidence of their understandings?</i></p>
<p>Task/Activity</p> <p>What is the main activity that students will be working on in this lesson?</p>	<p>Instructional Support—Tools, Resources</p> <p>What tools or resources will students have to use in their work that will give them entry to, and help them reason through, the activity?</p>
<p>Task Enactment</p> <p>What are the various ways that students might complete the activity?</p>	<p>Instructional Support—Teacher</p> <p>What questions might you ask students that will support their exploration of the activity and provide a bridge between what they did and what they are expected to learn?</p>

Part 2: Supporting Students' Exploration of the Task

What questions will you ask to help a pair or group get started? How will you focus students' thinking on the key mathematical ideas?

To be clear on what students actually did, begin by asking a set of assessing questions such as: What did you do? How did you get that? What does this mean? Once you have a clearer sense of what the student understands, move on to questions specific to the task/activity.

How will you ensure that students remain engaged in the task?

How will you assist a student/pair/group who has become frustrated?

What will you ask "early finishers" to do?

Part 3: Sharing and Discussing the Task

Selecting and Sequencing

Which solutions do you want to have shared during the lesson?

In what order? Why?

Connecting Responses

What specific questions will you ask so that students make sense of the mathematical ideas they are expected to learn and make connections among the different strategies or solutions presented?

Source: Adapted from Smith, Bill, & Hughes, 2008.