**Lesson Planning Template**

**Selecting a Mathematical Task:**

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| What are your **math content** goals for the lesson?  |  |
| What are your **math practice** goals for the lesson?  |  |
| What are your **language** goals for this lesson?  |  |
| What **task** do you plan to use?  |  |

**Anticipating:** How do you anticipate students will respond to the task? (Include both correct and incorrect strategies and solutions in the first column of the chart.)

**Launch:**

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| How will you **introduce** students to the task so as to provide access to all students while maintaining the cognitive demands of the task?  |  |
| What **definitions**, concepts, or ideas do students need to know to begin work on the task? |  |
| How will you ensure that students understand the **context** of the problem? What questions will you ask to help students access their prior knowledge and relevant life experiences? |  |
| What particular **challenges** might the task present to struggling students or to students who are English Language Learners? How will you address these challenges?  |  |
| How will the students work—independently, in small **groups**, or in pairs—to explore this task? How long will they work? Will students be grouped in a specific way? If so, in what way?  |  |
| What are your **expectations** for students as they work on and complete this task? How will students record and report their work? (Document camera, board, poster, …)  |  |
| What **resources** or tools will students have available? |  |

**Explore:** As students work independently or in small groups, what questions will you ask to—

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| Help a group **get started** or make progress on the task? |  |
| **Focus** students’ thinking on the key mathematical ideas in the task? |  |
| **Assess** students’ understanding of key mathematical ideas, problem-solving strategies, or the representations?  |  |
| **Advance** students’ understanding of the mathematical ideas? |  |
| **Encourage** all students to share their thinking with others or to assess their understanding of their peers’ ideas?  |  |

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

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| What assistance will you give or what questions will you ask a student (or group) who becomes **frustrated** and requests more direction and guidance in solving the task? |  |
| What will you do if a student (or group) finishes the task almost immediately? How will you extend the task so as to provide additional **challenge**? |  |
| What will you do if a student (or group) focuses on **nonmathematical** aspects of the activity (e.g., spends most of the time making a beautiful poster)? |  |

**Monitoring:** How are students responding to the task? (Record names in the second column of the chart.)

**Selecting:** Which students do you want to present their mathematical work to the class? (Second column)

**Sequencing:** In what order will you have students present? Why? (Third Column)

**Connecting:** How do the students’ responses connect with each other and to the key mathematical ideas? (Last column of the chart.)

**Summarize:**

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| How will you **orchestrate** the class discussion so that you accomplish your mathematical goals? (Revoicing, Rephrasing, Reasoning, Elaborating, Waiting) |  |
| What will you see or hear that lets you know that all students in the class **understand** the mathematical ideas that you intended for them to learn? |  |
| What **conventions**, symbols, or definitions might you need to teach?  |  |

**Follow-Up:**

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| How will students **practice** and solidify what they learned in this lesson? |  |
| What will you do **tomorrow** that will build on this lesson?  |  |

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| Anticipated student strategies and solutions | Student(s) | Sequence | Connections between strategies and to lesson goals |
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