**Thinking Through a Lesson Protocol – Pg. 1 of 3**

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| **Part 1: Selecting and Setting Up a Mathematical Task** | |
| **Mathematical Learning Goals:** *What are your mathematical goals for the lesson: What do you want your students to learn?* | **Evidence:** *What will students say, do, and/or produce that will provide evidence of their understandings?* |
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| **Task/Activity:** *What is the main activity that students will be working on in this lesson?* | **Instructional Support - Tools, Resources, Materials**: *What tools will be made available to give students entry to- and help them reason through- the activity?* |
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| **Prior Knowledge:**  *What prior knowledge and experiences will students draw upon in their work on this task?* | **Task Launch:**  *How will you introduce and set up the task to ensure that students understand the task and can begin productive work, without diminishing the cognitive demand of the task?* |
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| **Part 2: Monitoring and Supporting Students' Exploration of the Task** | | | |
| **Anticipated Solution Paths:** | **Guiding Questions:** | **Who:** | **Order:** |
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| **Anticipated Misconceptions:** | | | |
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| **Unanticipated Solution Path:** | | | |
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**Thinking Through a Lesson Protocol – Pg. 3 of 3**

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| **Part 3: Class Discussion: Sharing, Comparing & Connecting** | |
| **Selecting and Sequencing:** *Which anticipated approaches and solution paths do you want students to share and compare? 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?* |
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| **Extensions for Learning:** *How will you provide students* *experiences for extending their learning?* | |
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