Figure 5.1: Questions to Guide Lesson Design

Lesson Element	Questions to Address in the Lesson Plan
Lesson goal	• Which grade-level targets from a priority standard will students learn because of this lesson? • How will students make sense of the grade-level standard and learn? • Is there a process standard students will learn with the content in the lesson? If so, which one is the focus?
Student reflection	• How will students name and understand the lesson targets for the day? How will they answer the questions, What I am learning? Why I am learning this? and How I will show I learned it? • How will students reflect on their learning throughout and at the end of the lesson?
Connections	• What prior-knowledge standards does the teacher need to address in the lesson? • How will students engage in applying or learning the needed prior knowledge?
Student engagement	• During each part of the lesson, what are teachers doing? What are students doing? • How do students actively engage throughout the lesson?
Feedback	• How will students learn from feedback the teacher and peers give during the lesson? • At what moments in the lesson is time built in for the teacher to observe student learning and give meaningful feedback?
Student discourse	• How will students communicate with one another throughout the lesson to learn? How will students make their thinking apparent? • What will student discourse look like in whole-group or small-group structures?
Task selection	• What grade-level tasks will students engage in learning during the lesson? • What is the balance of higher-order and lower-order reasoning during the lesson?
Differentiation and small groups	• How will the teacher differentiate tasks if needed? • How can the teacher utilize small groups in the lesson for targeted instruction?
Closure	• How do students know if they learned the lesson targets by the end of the lesson?

Source: Adapted from Kanold, T. D., Kanold-McIntyre, J., Larson, M. R., Barnes, B., Schuhl, S., & Toncheff, M. (2018). Mathematics instruction and tasks in a PLC at Work. *Bloomington, IN: Solution Tree Press; Kramer, S. V., & Schuhl, S. (2017).* School improvement for all: A how-to guide for doing the right work. *Bloomington, IN: Solution Tree Press.*