Collaborative Lesson-Design Elements

Directions: Use the following prompts to guide discussion about your current lesson design.

Purpose of the lesson:

1. What is the fundamental purpose of a mathematics lesson?

2. How do you inform your students of the relevance—the *why*—for the day? Do you inform them in writing or verbally?

Essential elements of a mathematics lesson:

Respond to each question with a yes or no, and then briefly explain how you make the lesson-design choice or why you do not make the lesson-design choice.

3. Do you choose a warm-up or prior-knowledge mathematics question or task to begin each lesson?

4. Do you choose to discuss and connect key vocabulary words for the lesson?

5. Do you choose lower-level- and higher-level-cognitive-demand mathematical tasks that align to the essential standard for each lesson? If so, is it a collaborative teacher team activity?

6. Do you intentionally choose whole-group *and* small-group discourse activities as part of the lesson experience?

7. Do you close each lesson with a student-led summary?

The team should design mathematics lessons to ensure both relevant and meaningful student learning experiences. Think about the essential standards you are currently trying to help students learn. You can use the seven questions in this tool to focus your team's lesson-design discussions about the real purpose of any mathematics lesson—facilitating your students' learning and ownership of the essential standard or learning target for that day. The choices you make regarding the mathematics problems and tasks, and the nature of the mathematical discourse during the lesson, are the means for how you help your students to "do mathematics" and learn the essential standards for the unit.