

Using the Mathematics in a PLC at Work Lesson-Design Elements

Directions: Use the following prompts to guide your team discussion about daily lesson design and delivery.

1. How do you and your team currently communicate the essential learning standards for the unit and the daily learning target for the lesson to your students? Are your students able to state the standard for the lesson in "I can" language each day?
2. How do you and your team currently use prior-knowledge mathematics tasks to begin each lesson?
3. How do you and your team provide instruction on key academic vocabulary words or mathematics symbols for the lesson?
4. How do you and your team use lower-level and higher-level-cognitive-demand mathematical tasks in class, and how do you connect those tasks to the essential standard for each lesson?
5. How do you and your team effectively choose whole-group and small-group discourse activities for the student lesson experience? What are the challenges of using both types of discourse?
6. How do you and your team close each lesson with a student-led summary? What do your students do?

As a team, use the tools on this page and the next page to reflect on the elements of your current lesson-design actions and guide your daily communication with team members. Collaborate to collectively write common essential learning standards for each lesson in the mathematics unit, design the daily learning targets for each lesson, and reach clarity on the mathematics vocabulary and notation for the unit as well. You should also collaborate and share ideas about prior knowledge standards and activities for success with each lesson for warm-up activities, share your mathematics task selection and rigor, and support your team members' use of both whole-group and small-group discourse activities with student-led closure.