

Los Angeles Unified School District

Elementary Mathematics

Second Grade

Module One: Set-Up

Thinking Through the Lesson Protocol

Outcomes

- Understand how the components of a concept lesson link to the Thinking Through a Lesson Protocol (TTLP)
- Engage in a Concept Lesson by
 - Generating Possible Solutions
 - Anticipating Student Misconceptions and Questions to Address Them
- Identify strategies that meet the needs of diverse learners: ELs, SELs, GATE students, students with disabilities, and other students with special needs

Thinking Through a Lesson Protocol

The main purpose of the *Thinking Through a Lesson Protocol* is to prompt you in thinking deeply about a specific lesson you will be teaching that is based on a cognitively challenging mathematical task.

SET-UP <i>Selecting and setting up a mathematical task</i>	EXPLORE <i>Supporting students' exploration of the task</i>	SHARE, DISCUSS, AND ANALYZE <i>Sharing and discussing the task</i>
<ul style="list-style-type: none"> ▪ What are your mathematical goals for the lesson (i.e., what is it that you want students to know and understand about mathematics as a result of this lesson)? ▪ In what ways does the task build on students' previous knowledge? What definitions, concepts, or ideas do students need to know in order to begin to work on the task? ▪ What are all the ways the task can be solved? <ul style="list-style-type: none"> - Which of these methods do you think your students will use? - What misconceptions might students have? - What errors might students make? ▪ What are your expectations for students as they work on and complete this task? <ul style="list-style-type: none"> - What resources or tools will students have to use in their work? - How will the students work – independently, in small groups, or in pairs – to explore this task? - How long will they work individually or in small groups/pairs? Will students be partnered in a specific way? If so, in what way? - How will students record and report their work? ▪ How will you introduce students to the activity so as not to reduce the demands of the task? ▪ What will you hear that lets you know students understand the task? 	<ul style="list-style-type: none"> ▪ As students are working independently or in small groups: <ul style="list-style-type: none"> - What questions will you ask to focus their thinking? - What will you see or hear that lets you know how students are thinking about the mathematical ideas? - What questions will you ask to assess students' understanding of key mathematical ideas, problem solving strategies, or the representations? - What questions will you ask to advance students' understanding of the mathematical ideas? - What questions will you ask to encourage students to share their thinking with others or to assess their understanding of their peer's ideas? ▪ How will you ensure that students remain engaged in the task? <ul style="list-style-type: none"> - What will you do if a student does not know how to begin to solve the task? - What will you do if a student finishes the task almost immediately and becomes bored or disruptive? - What will you do if students focus on non-mathematical aspects of the activity (e.g., spend most of their time making beautiful poster of their work)? 	<ul style="list-style-type: none"> ▪ How will you orchestrate the class discussion so that you accomplish your mathematical goals? Specifically: <ul style="list-style-type: none"> - Which solution paths do you want to have shared during the class discussion? In what order will the solutions be presented? Why? - In what ways will the order in which solutions are presented help develop students' understanding of the mathematical ideas that are the focus of your lesson? - What specific questions will you ask so that students will: <ul style="list-style-type: none"> ▪ make sense of the mathematical ideas that you want them to learn? ▪ expand on, debate, and question the solutions being shared? ▪ make connections between the different strategies that are presented? ▪ look for patterns? ▪ begin to form generalizations? ▪ What will you see or hear that lets you know that students in the class understand the mathematical ideas that you intended for them to learn? ▪ What will you do tomorrow that will build on this lesson?

Set Up

What mathematical concepts will be developed in the implementation of this task?

What are the possible solutions to the task?

Set Up

What misconceptions might the students have? What errors might students make?

What misconceptions or errors are surfacing?

What experiences have come before and what experiences will come after this task to support the building of conceptual understanding?

How does this task address ELs, SELs, GATE students, students with disabilities, and students with special needs?

