

Lesson-Planning Template

Learning Goals (Residue) What understandings will students take away from this lesson?	Evidence What will students say, do, or produce that will provide evidence of their understandings?
Task What is the main activity that students will be working on in this lesson?	Instructional Support—Tools, Resources, Materials What tools or resources will be made available to give students entry to—and help them reason through—the activity?
Prior Knowledge What prior knowledge and experience will students draw on in their work on this task? Essential Questions What are the essential questions that I want students to be able to answer over the course of the lesson?	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?
Anticipated Solutions and Instructional Supports What are the various ways that students might complete the activity? Be sure to include incorrect, correct, and incomplete solutions. What questions might you ask students that will support their exploration of the activity and <i>bridge</i> between <i>what they did</i> and <i>what you want them to learn</i> ? These questions should <i>assess</i> what a student currently knows and <i>advance</i> him or her toward the goals of the lesson. Be sure to consider questions that you will ask students who cannot get started as well as students who finish quickly. Use the monitoring chart to provide the details related to Anticipated Solutions and Instructional Support.	
Sharing and Discussing the Task	
Selecting and Sequencing Which solutions do you want students to share during the lesson? In what order? Why?	Connecting Responses What specific questions will you ask so that students <ul style="list-style-type: none"> • make sense of the mathematical ideas that you want them to learn? • make connections among the different strategies/ solutions that are presented?
Homework/Assessment What will you ask students to do that will allow you to determine what they learned and what they understand?	

Connections to the five practices are noted by the gray shading.

This template is taken from Smith, Steele, and Raith (2017, pp. 219–221) and was adapted from Smith, Bill, and Hughes (2008).

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