

Teacher Name:

Goals for this Cycle:

Lesson:

Teaching Date:

Part 1	Making sense of the lesson <i>Read the lesson materials and activities. Do the work of the lesson with a focus on the Exit Ticket. What is the lesson about? What is the priority takeaway for students from this lesson?</i> How does the content of this lesson connect to what came before in prior grades? How does the content of this lesson connect to what comes in later grades?
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Part 2

How will your students respond? *Anticipate what will happen when your students encounter these tasks.*

What obstacles might your students encounter when tackling the priority activity?
What scaffolding can be put in place to support them?

How can you build and sustain your students' interest in this activity? *What connections to your students' interests, backgrounds, and lived experiences can you identify?*

Part 3

How will you facilitate student-to-student discourse? *For the priority activity, what student approaches will you highlight? In what order? What questions will you use to facilitate discourse?*

What data should we collect during this lesson that will relate to our cycle goal(s)?

Consider:

- *What the teacher says*
- *The teacher's visual display*
- *Which students attempt and persist with each task*
- *Which students engage in talk about the tasks with each other*
- *Which approaches students take to solve the task(s)*
- *What students say or write down*

Meeting 4	How did it go? <i>What happened when we taught the lesson? What do we notice in the data we collected?</i> What were the strengths? What would we do differently if we were teaching it again?
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