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Handout 1: Goals and Agenda

Learning Goals

1. Use the lesson learning goals to help focus the lesson synthesis.
2. Use the lesson synthesis to make decisions throughout the lesson.
3. Plan a lesson synthesis for an upcoming lesson.*

Agenda

Activity	Learning Goal	Norms
Invitation to the Problem of Practice		
<i>Connect</i>		2, 4
<i>Revisit Norms</i> <ol style="list-style-type: none"> 1. Doing math together 2. Sharing our understandings 3. Discussing students and their understandings 4. Connecting and reflecting on our practice 		All
<i>Design a Dream Lesson Landing</i>	3	3, 4
Dive Deeper & Explore the Problem of Practice		
<i>Focus on the Lesson Synthesis and Do the Math</i> <i>MLR1: Stronger and Clearer Each Time</i>	1, 2, 3	1, 2
Consolidate and Apply Learning		
<i>Plan the Synthesis</i>	1, 3	3, 4
<i>What Could Possibly Go Wrong?</i>	2, 3	3, 4
<i>Next Steps</i>		4

Handout 2: Lesson Synthesis: When and What

Structure of a Lesson



Lesson Synthesis

After the activities for the day are done, students should take time to synthesize what they have learned. This portion of class should take 5–10 minutes before students start working on the cool-down.

Each lesson includes a Lesson Synthesis section that assists the teacher with ways to help students incorporate new insights gained during the activities into their big-picture understanding.

Teachers can use this time in any number of ways, including posing questions verbally and calling on volunteers to respond, asking students to respond to prompts in a written journal, asking students to add on to a graphic organizer or concept map, or adding a new component to a persistent display like a word wall.

Teachers may also provide an opportunity for students to think about their learning using the learning targets.

Handout 3: Design a Dream Lesson Landing

Complete each sentence with one word about the end of class period:

- At the end of a class period, I'm typically feeling _____.
 -
 - Like my students got it
- At the end of a class period, my students are typically feeling _____.
 - "This was easy Miss."
 - Confident in their ability
 - A little confused
 - Wondering if they will ever use this " even after an example of using it"

Design a Dream Lesson Landing

What is your current thinking about the elements of a successful lesson synthesis?
What would a "dream lesson landing" look like and sound like?

- Students remember doing something similar earlier in the lesson.
- Students are able to use the vocabulary terms they learned in the lesson
- No prompts needed to tell me what they learned
- Students checking their work for reasonableness (confident).
- Independently working through the problem

- Students connect to a previous lesson

What is your current thinking about what makes the dream lesson landing hard to achieve?

- Learned dependence - they're waiting for the prompt even when they can do it themselves
- Not understanding the question- Context of the question
- Not enough time - activities took too long and you want to get to the cool down
-

Handout 4: Focus on the Lesson Synthesis

Grade 6 Unit 2 Lesson 8 Lesson Title:

MLR1: Stronger and Clearer Each Time

Round 1:

- Read the learning goals, lesson narrative, and the lesson synthesis.
- Complete the sentences in the prompt below to create an “elevator pitch” about the lesson synthesis.
- Share your draft with a partner.
- Revise, if necessary.

Round 2:

- Read and do the cool-down.
- Revise your thinking.
- Share your updated pitch with a new partner.
- Revise, if necessary.

Round 3:

- Read and do the math of the activities.
- Revise your thinking.
- Share your updated pitch with a new partner.
- Revise, if necessary.

Because the learning goal focuses on _____ (a) _____, it is important to _____ (b) _____ during the lesson synthesis, because _____ (c) _____.

Because of my plans for the lesson synthesis, I will focus my questioning in the activities on _____ (d) _____.

Because the learning goal focuses on unit price and the ratio between prices and quantities, it is important to use visuals and tools during the lesson synthesis, because students need to see the relationship and the increase or decrease in both the cost and quantity in relation to each other.

Because the learning goal focuses on unit price, it is important to focus on ratios during the lesson synthesis, because once you can calculate the cost of one unit it is possible to calculate the cost of any number of units.

Because the learning goal focuses on equivalent ratios and unit price, it is important to

practice multiplying and dividing during the lesson synthesis, because once you know the price of one, you can figure out the cost of any other amount.

Because the learning goal focuses on unit price, it is important to solidify the meaning of the word “per” and strategies for dividing, because students need to be able to calculate for one.

Because of the learning goal of understanding the phrase unit price, per, each, it will be important to be able to calculate the cost of one.

Because of my plans for the lesson Synthesis, I will focus my questioning in the activities on meanings of the phrases “at this rate”, “each” and “per”, and how to use them properly.

Because the learning goal focuses on both unit rate and equivalent ratios, it is important to emphasize the word “per” and explain again what it means during the lesson synthesis, because the word “per” tells both the distinction and the connection between the two concepts.

Because the learning goal focuses on unit price and the ratio between prices and quantities, it is important to discuss with students the methods they use to find a unit price during the lesson synthesis

Handout 5: Plan the Lesson Synthesis

What will the synthesis look and sound like?	
<p>What will the teacher do and say?</p> <p>(Is there new vocabulary, notation, a procedure, etc.?)</p> <p>"What does per mean"</p> <p>"What is unit price?"</p> <p>"What are some strategies we can use to find the unit price?"</p> <p>"What can we do once we know the unit price?"</p> <p>How do we discover the unit price of an item especially if we were in a supermarket and what operation comes to mind when finding unit price.</p> <p>What are some ways we can find the unit price?</p> <p>Why do we want to find unit rate?</p>	<p>What will students do and say?</p> <p>Students will say "per" means "for each one"</p> <p>Students will say I have seen that word before when I am in the supermarket but I do not know what it means.</p> <p>Students may volunteer examples of when they have bought x items for a certain total price</p> <p>Discuss the different methods and techniques to find the unit price.</p>
<p>When will I start the lesson synthesis?</p> <p>How will I know it's time?</p>	<p>How will students' thinking be shared and/or recorded? (Document camera, writing on the board, individual whiteboard, etc)</p>

Something I want to remember when I am planning my next lesson synthesis:

Something to remember when I am planning my lesson synthesis is to gauge after 35 minutes of working that they are ready to debrief.

Handout 6: Next Steps

Dear _____,

I'd like to invite you to support me to implement something I am trying after this PLC.

I would like feedback on. . . .

The way I would like to receive that feedback is. . . .

I'm feeling _____ about it because. . . .

I'm going to try it on _____, during _____ class period.

A good time for you to observe / read what I plan to use / talk to me / watch a recording / give feedback is...

Thanks,

Take-home Handout: Plan the Synthesis

- Read the learning goals and the lesson synthesis.
- Read and do the cool-down.
- Read and do the activities.
- Make a plan for the lesson synthesis.
- Reflect and revise after teaching the lesson.

Because the learning goal focuses on _____ (a) _____, it is important to _____ (b) _____ during the lesson synthesis, because _____ (c) _____.

Because of my plans for the lesson synthesis, I will focus my questioning in the activities on _____ (d) _____.

a)

b)

c)

d)

What will the synthesis look and sound like?	
What will the teacher do and say?	What will students do and say?
When will I start the lesson synthesis? How will I know it's time?	How will student thinking be shared? (document camera, writing on the board, individual whiteboard, etc.)