Handout

Elevating Instruction

1.1 Part 1: The Story of a Unit

Directions: Use the following questions to guide your investigation of the unit.

- How does student understanding develop throughout the unit?
- What representations and strategies are utilized throughout the unit?
- Does anything in the unit surprise you or differ from what you expected?

Suggestions to Get Started

Review the Narratives and Learning Goals

- Determine how learning progresses from the beginning to the end of the unit.
- How might pictures or words represent this progression?

Review the Assessments and Checkpoints

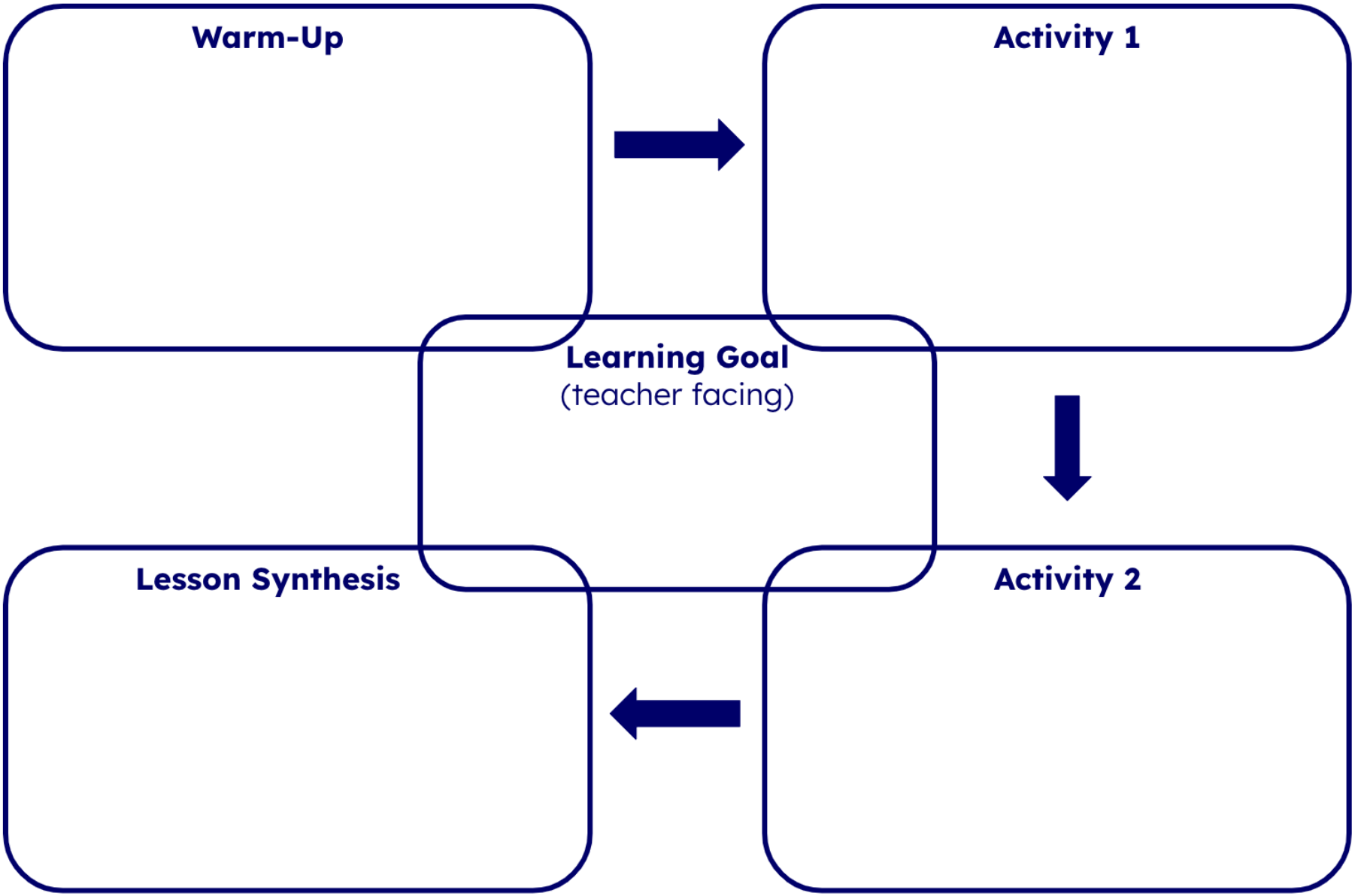
- Consider how the expectations change from the checkpoints to the end-of-unit assessment.
- How is student understanding being developed?

Notes

1.2 Part 1: The Story of a Lesson

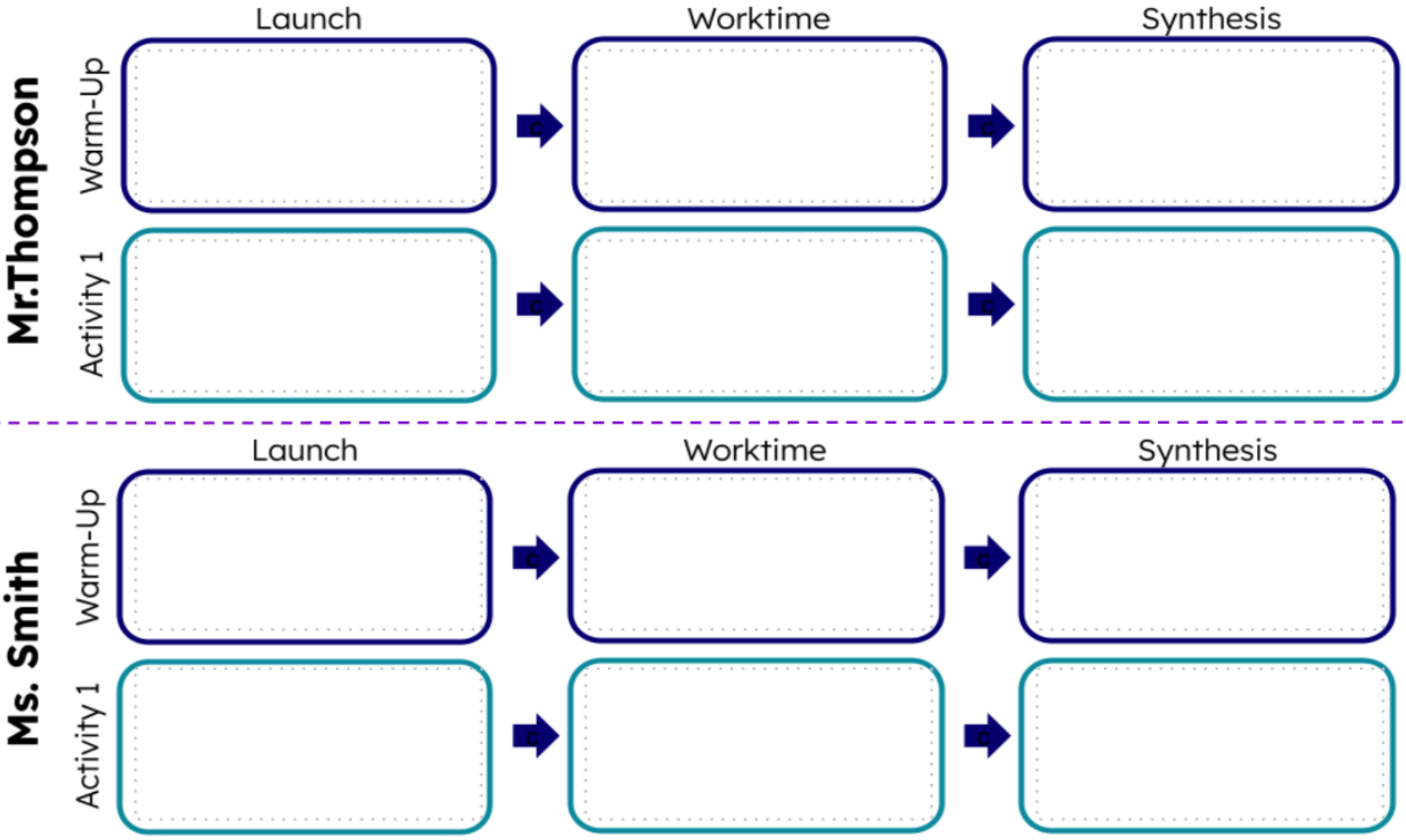
Directions:

- Review the *About this lesson* tab and the teaching notes accompanying the lesson slides.
- Examine how each activity within the lesson aligns with and supports this goal.
- Record your observations and insights on the provided graphic organizer.



2.1 Part 2: Visualizing the Rhythm of a Lesson

Directions: Read the vignettes and use the graphic organizer to keep track of each teacher's specific behaviors.



2.2 Part 2: Connect & Question

Directions:

Below are examples of "Connect & Question" plans for each lesson featured in the vignettes. Each example shows the visual connections. As you look at the example for the vignette you read, determine what questions might elicit student thinking to synthesize the learning.

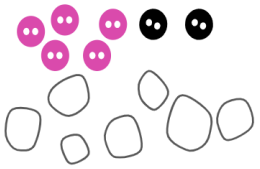
Kindergarten: Unit 1: Lesson 16

Lesson purpose:
The purpose of this lesson is for students to count collections of objects. The focus is on students representing how they counted.

Learning goals:

- Count collections of objects.
- Represent a collection of objects.

Connect
A visual connection to the learning goal.



Question
A question to elicit student thinking.

Grade 1: Unit 3: Lesson 6

Lesson purpose:
The purpose of this lesson is to introduce students to a new type of story problem: Add To, Start Unknown.

Learning goal:

- Solve Add To and Put Together story problems with unknowns in all positions.

Connect
A visual connection to the learning goal.

$\square + 3 = 9$

$3 + \square = 9$

$9 - 3 = \square$

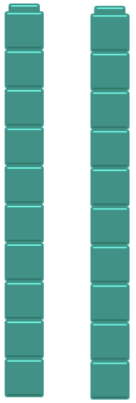
Question
A question to elicit student thinking.

Grade 2: Unit 1: Lesson 3

Lesson purpose:
The purpose of this lesson is for students to find the number that makes equations true within 20.

Learning goal:
- Find the number that makes equations within 20 true using the relationship between addition and subtraction.

Connect
A visual connection to the learning goal.



Question
A question to elicit student thinking.

Grade 4: Unit 3: Lesson 10

Lesson purpose:
The purpose of this lesson is for students to recognize that a fraction can be subtracted from a whole number by writing an equivalent fraction for the whole number. It can also be done by decomposing the whole number, the fraction, or both into a sum of fractions with the same denominator.

Learning goal:
- Subtract a fraction from a whole number by decomposing the whole number and reasoning about equivalence.

Connect
A visual connection to the learning goal.

$$1 - \frac{5}{8}$$

$$\frac{8}{8} - \frac{5}{8} = \frac{3}{8}$$

Question
A question to elicit student thinking.

Grade 8: Unit 2: Lesson 1

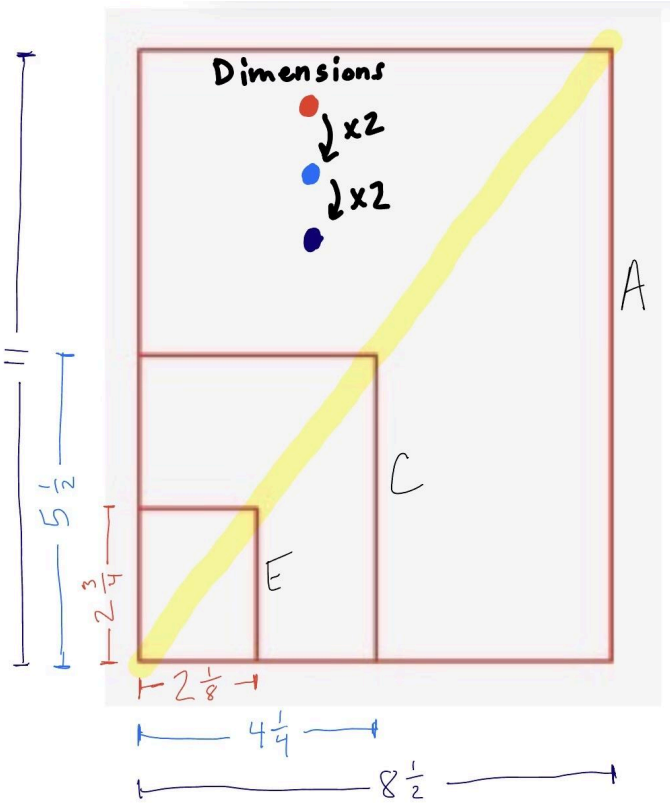
Lesson purpose:
The purpose of this lesson is for students to investigate and describe features of scaled copies of rectangles.

Learning goals:

- Describe (orally) features of scaled copies of a rectangle.
- Identify rectangles that are scaled copies of one another.

Connect

A visual connection to the learning goal.



Question

A question to elicit student thinking.

Learning goals:

- Explain (orally and in writing) why performing certain operations on an equation may create equivalent equations but performing other operations may not.
- Understand that dividing by a variable is not used in solving equations because it can lead to equations that have fewer solutions than the original equation.
- Understand that equations that are not true for any value of the variable(s) do not have solutions.

Connect

A visual connection to the learning goal.

$-11(x-2)=8$

$x-2=8+11$

$\frac{-11(x-2)}{-11}=\frac{8}{-11}$

$x-2=-\frac{8}{11}$

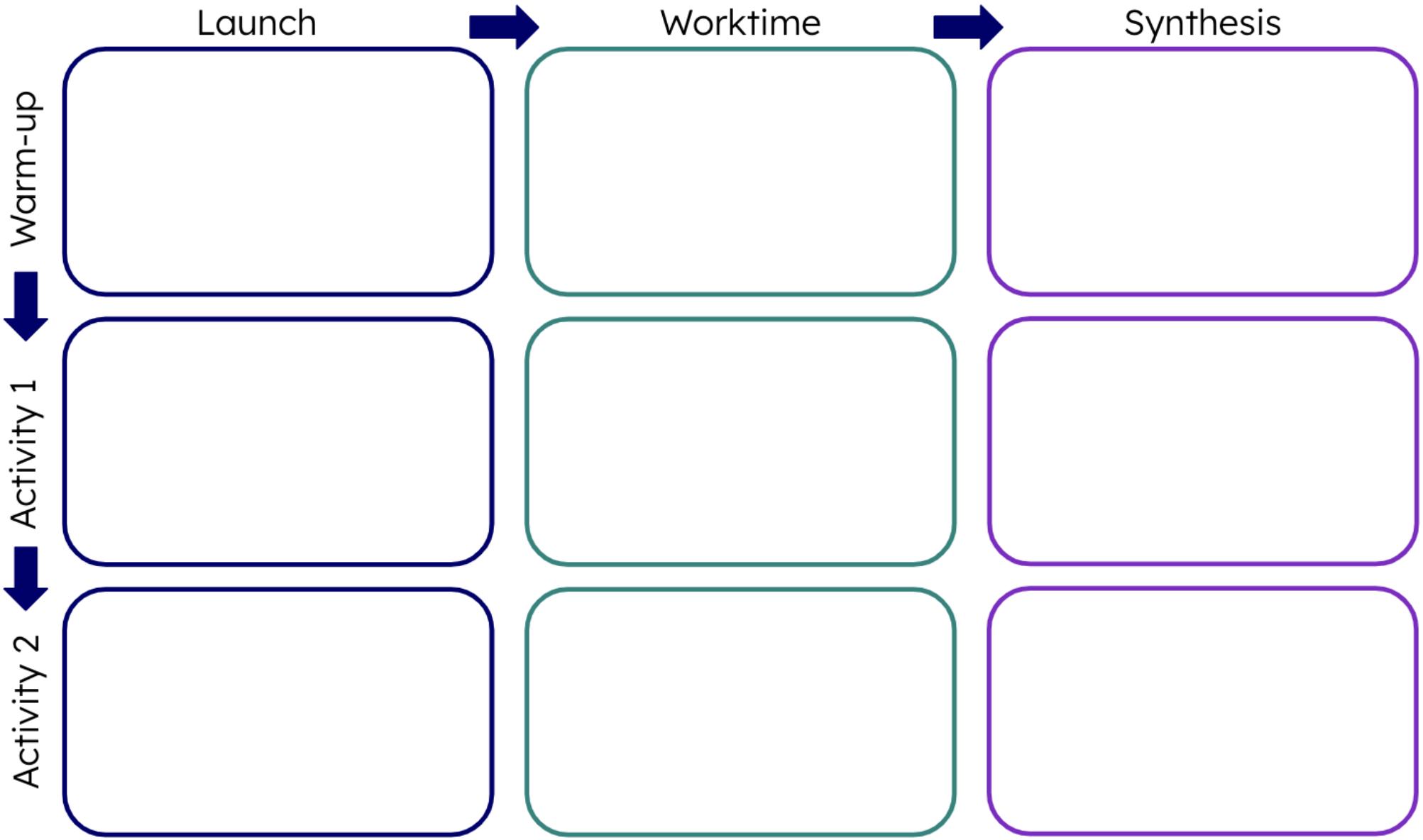
This is different than $x-2=8+11$.

Question

A question to elicit student thinking.

3.1 Part 3: Teacher Moves

Directions: Use the teaching notes to visualize and plan teacher moves that promote student thinking. Consider how the recommended MLRs and support for diverse learners can inform these moves.



3.2 Part 3: Planning a Connect & Question

Directions:

Use the teaching notes to plan a "Connect & Question" to facilitate the lesson synthesis.

Grade/Course: _____ Unit _____ Lesson _____

Connect	Question
A visual connection to the learning goal.	Questions to elicit student thinking.

Notes: