

Grades

K-12

Handout 1



Lesson Lab

Part 2: Unit and Section Review

Directions: Use the guiding questions to examine how math understanding develops throughout the unit. Record your notes as you go.

Understand the Story

Review the **Unit Narrative**

- How does student understanding develop throughout the unit?
- What representations and strategies are utilized throughout the unit?

Review the **Section Narrative**

- How does student understanding develop throughout the section?
- What representations and strategies are utilized throughout the section?
- How does the section story fit into the unit story?

Part 2: Lesson Review

Review the **Lesson Narrative**

- How does student understanding develop throughout the lesson?
- What representations and strategies are utilized?
- How does the lesson fit into the section story?

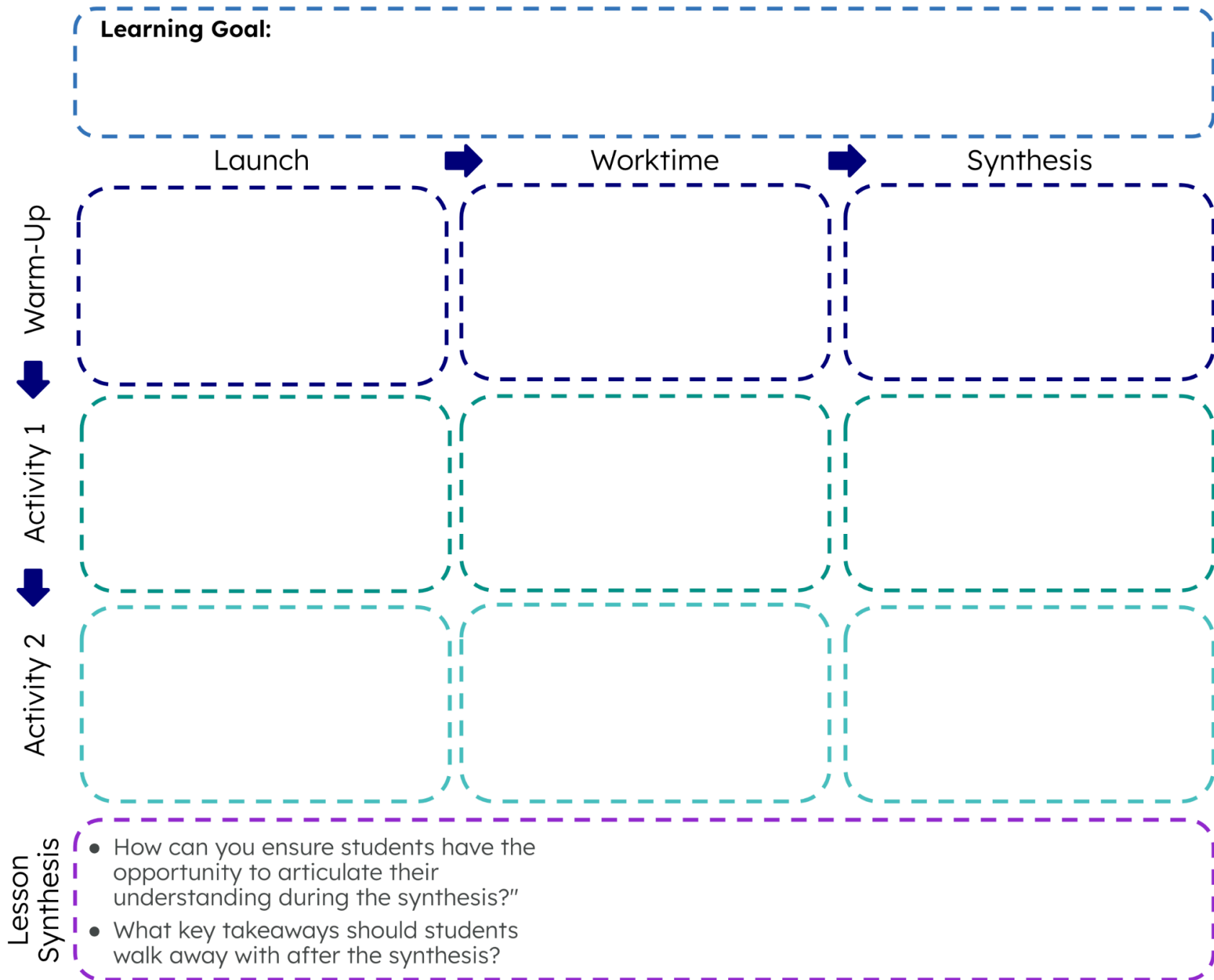
Complete the **Student Tasks**

- Use the teaching notes to anticipate how students might respond to each task.
- How does each activity connect to the learning goal(s)?
- What misconceptions do you anticipate?

Complete the **Cool-down**

- Use the teaching notes to anticipate how students might respond to each task.
- How does the cool-down assess whether or not students met the learning goal(s)?

Part 2: Teaching Moves



Part 4: Observation Team Focus

Directions: Use the chart below to note observations, reflections, and questions.

Launch: How does the teacher engage students and set up the task?

Student Engagement: Are students actively involved and clear on expectations?

Teaching Moves: What strategies created opportunities for students to engage in thinking and problem-solving?

Pacing & Structure: How would you describe the rhythm of the lesson?

Part 5: Launch Reflection for Goal Setting

Directions: Use the Learning Walk Tool to discuss the launch. Identify one key takeaway or action you can implement to enhance your practice. Be ready to share your insights with the group.

Launch



Early Implementation Moves

Teacher:

- Prompts students to start tasks without clear directions
- Provides direct instruction on how to think or solve the problem
- Reviews previously taught content
- Asks yes/no questions
- Asks questions that require no thinking

Advanced Implementation

Teacher:

- Uses instructional or math language routines
- Provides clear directions on what to do but not how to do it
- Provides independent thinking time after asking a question
- Asks questions that emphasize thinking and understanding
- Ensures a diversity of voices are heard
- Circulates to listen to partner discussions



Students:

- Follow the provided steps to solve a task
- Expect the same few classmates to respond to questions and prompts

Students:

- Contribute to discussions
- Respond to questions
- Converse with classmates when prompted

Key Takeaway or Action to Implement: