**Intentional Advance Planning**

| **INITIAL PLANNING STEPS** |  |
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| **Mathematics Learning Goals** What understandings will students take away from this lesson? |  |
| **Evidence of Student Thinking** What will students say, do, and produce that will provide evidence of their understandings? |  |
| **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 experiences will students  draw upon in their work with this task? |  |

| **Anticipated Solution Paths** | **Assessing Questions** | **Advancing Questions** |
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| **PLANNING FOR CLASSROOM DISCUSSION** |  |
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| **Selecting and Sequencing** Which anticipated approaches and solution paths do you want students to share and compare? In what order? Why? |  |
| **Connecting Responses** What specific questions will you ask so that students make  connections among the presented solution paths and make  sense of the mathematical ideas you want them to learn? |  |

Adapted from: Smith, M. S., et al. (2017) *Taking Action: Implementing Effective Mathematics Teaching Practices,* pp. 289-291, National Council of Teachers of Mathematics.

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