

-----Illustrative Math Lesson Planning Process - Fall

2020

[Link to Flowchart](#)

- Do you know what the math **goals** are?
 - *If not:*
*Review the **unit narrative** and the section goals.*
- Plan
 - 2 Days for Explore, Play, Discuss
 - 1 Day for Deep Dive (synchronous)
 - 2 Days for Synthesize and Apply



- Will replicating these activities remotely take more **time**, for students and teacher, than the **maths** require?
 - *If yes:*
*Modify the activity so that the maths can be explored, or **played** with, in a user-friendly way.*
- Design the lesson thinking about in what ways can students **show** what they know, or almost know?
How will students be **supported**?

Considerations for IM Lesson Design - Fall 2020

[Link to Flowchart](#)

- What **maths** are students exploring?
- What kinds of **thinking** do you want students to share?
- Are there tools, or routines, that students are **already familiar with** that can be incorporated?
 - *If not:*
*Does a video showing how to use these tools, or do the routine, **already** exist?*
 - *If not:*
*Create, or search for, a video. Add it to our **collection**.*
 - Give Students **practice** with the new tool, or routine.
- Determine if this thinking is best shared **visually, orally**, or is it for **practice**.
- Determine whether student thinking will be shared with a **peer, person at home**, or **teacher**.
- Consider in what ways students can demonstrate their thinking: **recording, drawing, writing**, other...
- Is this lesson **synchronous**?
 - *If not:*

*What part of the thinking will you give feedback on? How will you give **feedback** to all within about 20 minutes?*

- Focus on student **discourse**, note the talk.