

## A Tool for Planning and Describing Study Lessons<sup>1</sup>

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Steps of the lesson: learning activities and key questions (and time allocation)	Student activities/ expected student reactions or responses	Teacher's response to student reactions / Things to remember	Goals and Method(s) of evaluation

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<sup>1</sup>Aspects of this tool were derived from lesson plans provided by Makoto Yoshida of Global Education Resources, L.L.C (myoshida@globaledresources.com), and by the Greenwich Japanese School, CT. In addition, a number of the planning questions suggested in this document were developed by Dr. Fritz Staub and Lucy West, under the auspices of the Learning Research and Development Center, University of Pittsburgh, and Community School District 2, New York City.

## A Tool for Planning and Describing Study Lessons

This tool is designed to help you describe your study lesson. It is organized by sections, each focusing on a particular aspect of the lesson or its context. Each section contains a list of guiding questions you should think about as you complete that section. To make your work efficient, we recommend that you use this tool to guide your lesson planning process. Keep in mind that the list of questions that we provide is not meant to be comprehensive, but rather, to give you an idea of key issues that you should be thinking about. Many other questions or issues are likely to surface as your group plans its study lesson. These issues should also be incorporated into the appropriate section of your study lesson description.

### ***Logistical information about the lesson***

Date:

Grade:

Period and Location:

Instructor:

## **I. Background information**

### **A. Goal of the Lesson Study Group:**

*This is a description of the group's lesson study goal and its focus. This goal will have evolved out of identifying the gap that exists between aspirations your group has for students and the kinds of learners that are actually being fostered at your school. Therefore, you may want to describe in this section: the aspirations that your group has for students and why they are important; ways in which, as a group, you feel you are falling short of these aspirations and how this is manifested in your students; how the goal your group has chosen represents an attempt to close this gap. You may also want to explain concretely what your exploration of this goal entails.*

- *What kind of learners do we want to see develop at our school?*
- *What kinds of learners are actually developing at our school? What evidence do we have for this?*
- *Why does this gap between our aspirations and reality exist? How can we close this gap?*
- *How will the lesson study goal we have chosen help us close this gap?*
- *How will we go about exploring our lesson study goal?*

*Note: although all the study lessons planned by your group will describe this same group goal, it is helpful for you and your planning group to write your own version of the above section.*

### **B. Narrative Overview of Background Information:**

*This is a description of the lesson context. It is a way for you to set up and put in perspective the lesson. You should include all the background information that you feel is needed to appreciate the lesson in a meaningful way. For example, you may want to provide information regarding your students, what they know, and why this lesson is important to their continued learning and development. You may also want to mention any teaching techniques or approaches that you will be exploring in this lesson. Make this personal to you as the teacher, your classroom, and your individual students.*

- *What do the observers need to know about my classroom?*
- *Who are my students? What do they already know? What strategies do they use? What motivates them?*
- *What personal knowledge can I share with the observers so that they may better understand what is going on with my individual students? What individual differences will they see?*

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- *Why is this mathematics important?*
- *What misconceptions might students have?*
- *What should students know at the end of this lesson? What else would I like them to gain from this lesson?*
- *What do I think I can achieve in this lesson?*
- *Are there any teaching techniques or approaches that are central to the design of this lesson?*

## II. Unit Information

**A. Name of the unit:** *State the name of the unit from which you have selected your study lesson.*

**B. Goal(s) of the unit:**

*This is a description of the learning goals for the unit.*

- *What is the mathematics here?*
- *What should the students know at the end of this unit?*

**C. How this unit is related to the curriculum:**

*This is a description of how the content that is taught in this unit relates to content taught in previous and future grades as well as this grade. It should include the specific concepts that are taught in those grades, and how they relate to the concepts taught in this unit. A curriculum guide may provide you with this information, but take some time to think about how everything relates, and the importance of an appropriate development of concepts. So that this task does not become unwieldy, include only highly relevant concepts in this description.*

- *What prior knowledge is necessary (to learn the content that this unit focuses on)?*
- *What new knowledge can be developed from the concepts that students will learn in this unit?*

**D. Instructional sequence for the unit:**

*This is a sequenced description of the general objectives of the unit. It should identify how the study lesson being described fits within the sequence. It does not need to list each individual lesson, but rather, the topics that are covered, and the number of lessons spent covering each topic.*

- *Where does this lesson fall in this unit and why?*
- *Do any of the lesson concepts and/or skills get addressed at other points in the unit?*

## III. Lesson Information

**A. Name of the study lesson:** *State the name of the study lesson being described.*

**B. Goal(s) of the study lesson:**

*This is a description of the goals for this lesson. You may also want to include specific strategies, skills, or ways of thinking about mathematics you would like to address.*

- *What is the mathematics here?*
- *What should students know at the end of this lesson?*
- *Are there specific strategies being developed?*

**C. How this study lesson is related to the lesson study goal:**

*This is a description of the specific aspect(s) of the group lesson study goal that you would like to focus on during this lesson. In this section you will want to relate your instructional choices for this lesson to the group lesson study goal.*

- How will I explore our groups' lesson study goal through this lesson?
- What aspects of my lesson will address the groups' lesson study goal? In what ways?

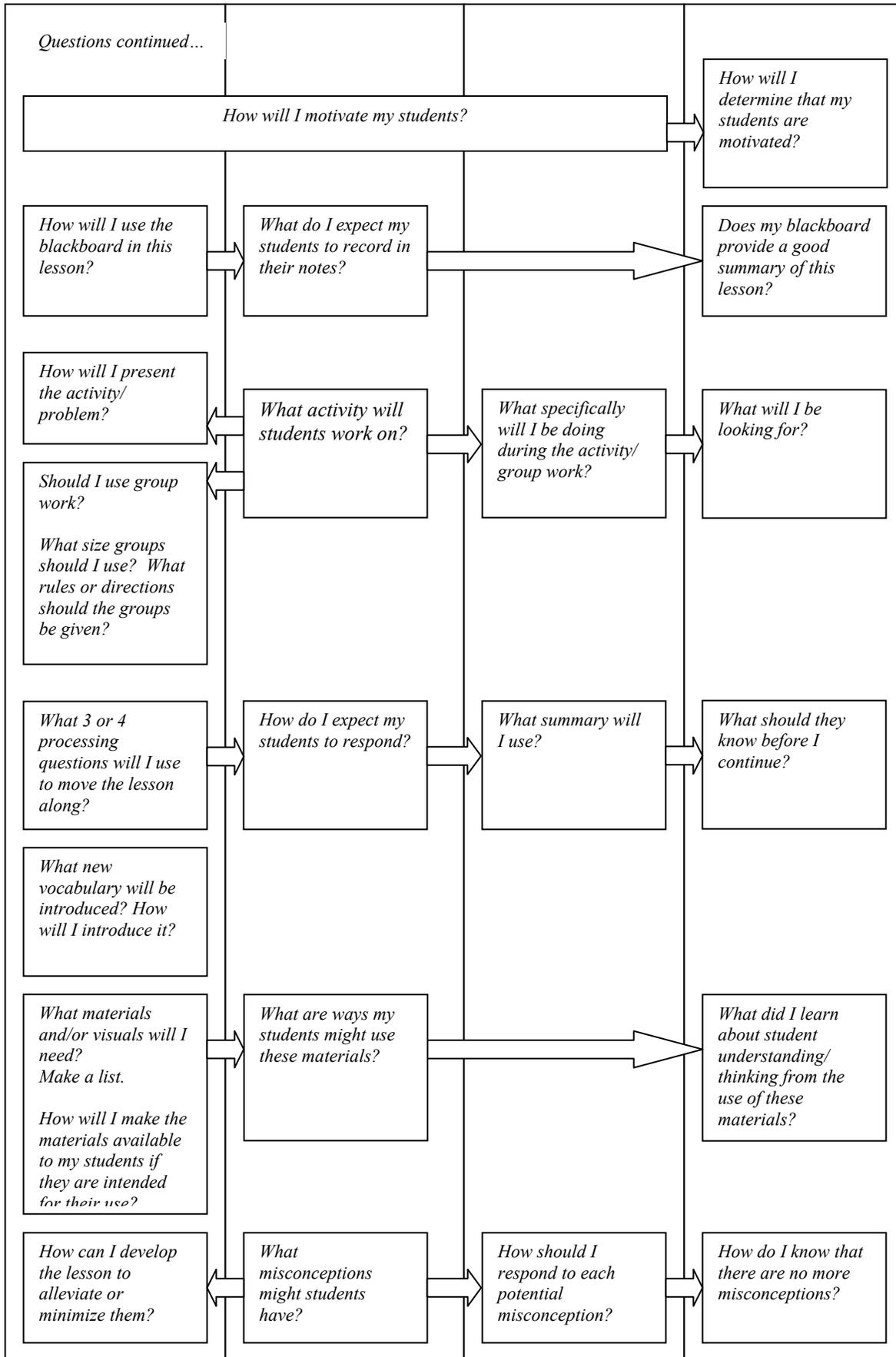
**D. Process of the study lesson:**

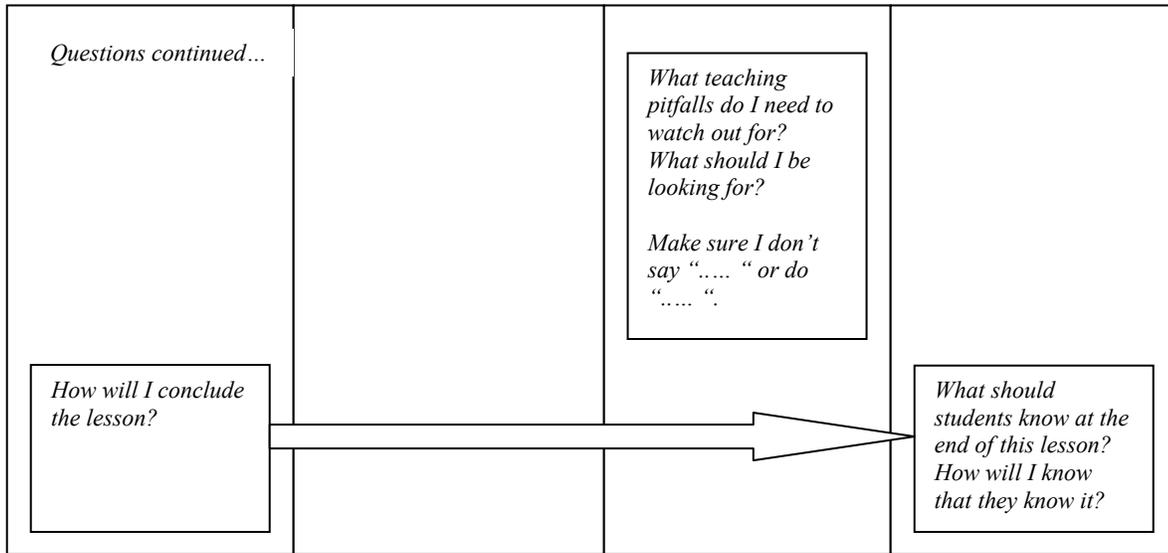
*This is a chart of the planned lesson sequence. It represents the bulk of the lesson plan, and often spans a number of pages. It describes what you have planned and expect to happen from the beginning of the lesson until the end.*

<b>Steps of the lesson: learning activities and key questions (and time allocation)</b>	<b>Student activities/ expected student reactions or responses</b>	<b>Teacher's response to student reactions / Things to remember</b>	<b>Goals and Method(s) of evaluation</b>
<p><i>This column is usually laid out in order by the parts of the lesson (e.g., launch, investigation, congress, extension/applications, etc.), and also includes the allocation of time for each of these parts.</i></p> <p><i>This column should also include a description of key questions or activities that are intended to move the lesson from one point to another.</i></p>	<p><i>This column describes what students will be doing during the lesson, and their anticipated reactions or responses to questions/problems you will present.</i></p>	<p><i>This column describes things that you want to remember to do/not to do within the lesson as well as other reminders to yourself.</i></p> <p><i>Also, as you have anticipated student responses and reactions (previous column), this column provides a place where you can think through how you might use those responses and reactions in synthesizing a true learning experience within your classroom.</i></p>	<p><i>This column describes the goals that are being focused upon during each part of the lesson, and for each activity/problem.</i></p> <p><i>It should also include a concrete description of how you will determine that you have achieved each of these goals.</i></p>

<p><i>Guiding questions</i></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>How should this lesson progress? (How much time should I spend?)</i></p> </div>	<div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>What do I expect of my students? How will they respond?</i></p> </div>	<div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Is there anything specific I want to remember to do? Any reminders for my students?</i></p> </div>	<div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>What should I look for to know that my goal(s) have been achieved?</i></p> </div>
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### E. Evaluation

*Describe your plan for evaluating the success of your lesson overall. Explain what you will look for in your students' in-class behavior and work products to determine if your lesson goals were met. Describe any homework or formal assessment that you plan to use as well. You will also want to be specific about what you are looking to collect information or evidence about with respect to your lesson study goals. You should also outline how you would like observers to assist you in collecting any of this information.*

- *How will I determine if students understood the concepts taught in this lesson?*
- *What would be appropriate homework? What will I be able to tell about the student from his homework?*
- *What information do I want to collect in the course of this lesson?*
- *Where in my plan would I like some assistance?*

### F. Appendix

*Here you should attach or include copies of materials, handouts etc. that will be used during the lesson. For materials that will be used but cannot be attached (e.g., manipulatives) provide a written description and/or drawing. You should also include any materials that you have made specifically for the observers to use (e.g., observation tools, seating charts, etc.). This appendix is invaluable for observers to acquaint themselves with your lesson prior to entering your classroom. The more familiar they are with what is meant to transpire, and what you want them to focus on during their observation, the better they will be able to provide you with useful feedback.*