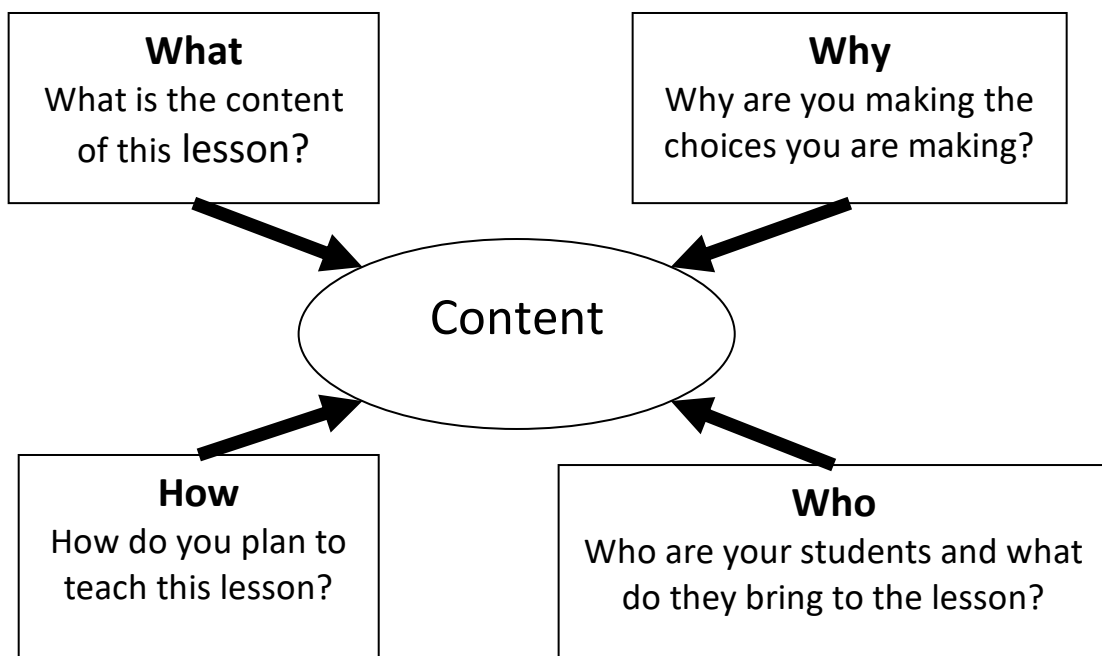


Appendix A: Guide to Core Issues**LESSON DESIGN****What**

1. What is the specific content of this lesson and how do you know the activity matches the goal?
2. What are the big ideas and/or essential questions we want students to grapple with?
3. What specific strategies, skills or applications are being developed?
4. What standards does the lesson address?
5. What tools, materials, documents, will students need and how will they support student learning?

Why

1. Why is this specific content to be taught (e.g., learning theory)?
2. Why teach this content in this particular way?
3. Why are you choosing this lesson at this time (e.g., how does this lesson connect to prior and upcoming lessons)?
4. Why are you using the particular lesson format you've chosen?
5. Why are you using the grouping structure you've chosen?

How

1. How will you introduce the lesson (e.g., What opening question do you have in mind? What will get written on the board?)?
2. How will you use a model, manipulative or visual to support student learning?
3. What lesson format will you use (e.g., workshop model, small-group instruction)?
4. How will you group the students?
5. How will you differentiate your lesson to address the needs of the wide range of students in your class (e.g., How will you assist students who have difficulties and challenge those who need it?)?
6. How does this lesson engage students in thinking and activities that move them towards the stated goals?
7. How will you ensure that the ideas that are being grappled with will be highlighted and clarified?
8. How will you ensure that students are talking to each other about important content in an atmosphere of mutual respect?
9. How will students make their thinking and understanding public (e.g., What opportunities will students have to communicate, revise, and refine their thinking both orally and in writing?)?
10. What are the different ways you will assess student learning and use it to adjust your teaching (e.g., conferring, turn and talk, stop and jot, exit tickets)?
11. How much time do you predict will be needed for each part of the lesson?

Who

1. What relevant, related ideas have already been explored with this class and how does this lesson build upon them?
2. What can you identify or predict students may find difficult or confusing or have misconceptions about?
3. What relevant context (cultural background of students, for example) could you draw upon in relation to the essential understandings or big ideas to be explored in this lesson?
4. Given the content in this lesson, what do you expect students will say or do to demonstrate confusion or learning?
5. What ideas might students begin to express and what language might they use?