

BRING • DO • LEAVE

Instructional Planning Guide

STANDARDS

Mathematical Content addressed:

Mathematical Practices addressed:

STUDENTS BRING (what mathematics do students need to **know** to access the task?):

What vocabulary is needed?

Math Vocabulary

General Vocabulary

How can I make the task meaningful to each student?

Do the Math of the Task/Problem: What are all the ways that you anticipate students may solve the task

What are possible misconceptions students may hold or difficulties students may have with this task?

What resources or tools will be available for students?

How will students work (independently, small groups, pairs)?

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Instructional Planning Guide, Part 2

DO - Classroom Actions and Interactions		What questions assess student understanding?	LEAVE - How will I monitor and document their understanding?
Launch	At the beginning: What moves/questions will help students understand the problem? What moves/questions help students consider possible strategies and math tools/resources without taking away students' opportunities to make decisions as a mathematician?		
Explore	While students are working: What moves support students in monitoring and controlling their own progress?		
Summarize	When students are finished, to facilitate a productive math discussion: What questions advance student understanding? What moves support students in making connections/extensions?		

Adapted from Rigelman (2011).