Using Lesson Study

to Support Vertical Articulation

across Grade Spans

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Overview

Why do we do lesson study?

How have we used lesson study to support vertical articulation?

What have we learned from lesson study?
Why Lesson Study in Oakland
Teachers’ Activities to Improve Instruction

- Choose curriculum, write curriculum, align curriculum, write local standards
- Plan lessons individually
- Plan lessons collaboratively
- Watch and discuss each other’s classroom lessons

U.S.                JAPAN

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What are some unique opportunities and challenges to teaching in Oakland?

- CCSS-M
- Singletons
- Turnover
- Vertical Articulation
- PLCs
- Planning
- Shared Vision
4. REFLECT
Share data from lesson, discuss implications for this unit and school’s instruction more broadly.

1. STUDY
Content, curriculum, standards
Consider long-term goals and content area goals

2. PLAN
Unit and “research lesson” within it, based on anticipated student thinking
Plan data collection

3. TEACH
One team member teaches, others observe and collect data on student responses to lesson

4. Reflect
Lesson Study and Vertical Articulation
Video Clip #1: Pre-Lesson Discussion
Can we turn $\frac{7}{3}$ into a mixed number?

How do you know?

Summary:
If you have an improper fraction, you can turn it into a mixed number by taking out the wholes and finding the fraction that remains in the remainder.
Task:

Recipe A: 14 Kool-Aid
Recipe B: 10 Kool-Aid
Recipe C: 8 Kool-Aid
Recipe D: 16 Kool-Aid

Your task is to match each recipe, show mathematical proof for words, pictures, models and strategy and your mathematics.
Video Clip #2: Post-Lesson Discussion
Reflect with a Partner

I think...

I wonder...

A next step...
Thanks for coming today!

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