**Desert Trail Elementary & Sunrise Elementary Lesson Study Group**

**Participants**

Jaime C. Acosta (DTE) 6th grade Monolingual Mathematics Teacher

Rosalba Acosta (SE) 6th Grade Bilingual Teacher

Francis Arocha (DTE) 5th Grade Monolingual Teacher

Marcia Sanchez (DTE) 6th Grade Special Education Teacher

Angelica Valencia (SE) 6th Grade Monolingual Teacher

**Teacher Goals:**

* Teachers will understand the lesson study collaborative process.
* Understand how to apply lesson study practices to lesson planning.
* Teachers within this lesson study also hope to improve their mathematical discourse within their classroom.

**Assessment:**

* Teachers will complete a end of semester survey on what knowledge they have gained about lesson study from the beginning of the semester to the end of the semester. (Likert Scale will be integrated into a qualitative survey).

**Student Goals:**

* **Overarching Lesson Study Goal:**
* Students will become independent problem solvers.
* **Content/Specific Goal**
* Use a coordinate grid to locate points on a plane.
* **Relating Content/Specific Goal and Overarching Lesson Study Goal**
* Students will independently discover how to locate a point on a coordinate grid.

**Teacher Reflection, Discussion, and Overall Findings**

***Rosalba Acosta: 6th Grade Bilingual Teacher***

As an educator working with CMP for the first time, the lesson study process impacted my implementation and perception of CMP. I have experience with Math Investigations and now I can see where the students need to be in order to succeed in the CMP curriculum. I have also been able to support my fellow six grade teachers in not only implementing but extending their lessons. I have also been able to integrate fifth and sixth grade curriculums to launch and extend my combination class.

Personally, the lesson study process has allowed me to expand my views on what a successful lesson is. A lesson is not only measured by the students mastering the content, but how and where they struggle with the content, and what their responses are during the lesson. I have learned to assess the lesson holistically, instead of a final assessment outcome. I believe that although the lesson study process helped two educators at my work site, it would be beneficial to incorporate all of the 6th grade math teachers at my site. Consistency and different perspectives would help the lesson modify into ones that are more successful. Logistics has been difficult for our cohort, I believe that might be the obstacle for many of the cohorts, wiki-space has alleviated some of the restrictions, but we still have to motivate each other to meet outside of the regular workday.

Overall, the lesson study process has been a positive one. I also know that it has increased my awareness when implementing a lesson. I now look at the whole lesson, and I no longer measure the success of my lesson through a final assessment, but through student’s actual responses and their ability to communicate reasoning.

***Francis Arocha: 5th Grade Monolingual Teacher***

Through the BLT lesson study I have found that students need more opportunities in which to build a bridge between what students concretely know to be true about math; and the more abstract forms of math such as symbols, relationships, and written explanations and reasoning. Learning opportunities are increase and develop by the teacher. Teachers must therefore, value time and safe space for students to take risks in. Teachers should also establish cooperative groupings that utilize social interaction as a learning environment. Personally, as a teacher I have found that it is important for student to work through, and struggle through mathematical concepts. Student working and struggling builds student discipline, perseverance, and stamina in application and learning. A strong work ethic also reinforces new knowledge students have gained through exploration, discovery, and the development of their reasoning skills.

I have learned about myself as a teacher is that process and student thinking should be my focus in planning instruction. Where Marilyn Burns utilizes student interviews to gain insights into student’s thinking, Lesson Study utilizes teacher anticipation of student responses and questioning to gain insight and direct students at all different levels of understanding. By listening to student's conversations about how they are making sense of the math at teacher can gain insight into what is making the thinking process productive and what is hindering the process.

Through focusing on the goals and specific student tasks that will guide students to accomplish the learning goal, I have learn the importance of paying attention to how information is presented and what tools students have to work with. I have also found the importance to the pacing of a lesson, the purpose of tasks within the lesson, the launch of the introduction, and the sharing or closure of the lesson in helping students to reach new levels of understanding. Lesson study allows teacher to develop student reasoning and thinking.

***Marcia Sanchez: 6th Grade Special Education Teacher***

I believe I have learned some very valuable insight from my experience with lesson study. The debriefing sessions were very valuable to me. I gained a huge amount of understanding concerning the importance of maintaining fidelity to the objective of a lesson. I have always thought this was important, but an occasional diversion did not seem like a huge issue to me. Now, I understand the importance of sticking to the learning goal with complete fidelity. I have a much clearer understanding of just how much a diversion can negatively affect a student’s ability to grasp a concept and their ability to clarify their thinking and understanding of what the objective of the lesson they are being taught is.

I also now know that I must think deeply about possible questions roadblocks a student may encounter when presented with a new concept. I need to anticipate the possible questions my students may well present me with and as much as possible be ready with a clear and well thought out replies in order to help them better understand my objective. I need to think deeply about how a student’s question could influence what they take away from that day’s lesson.

My students have been engaging in-group work for several years now and it has always been a struggle for them to talk a problem through in a group, develop a strategy, and most of all write an explanation about the strategy they used. I now understand that the more the students engage in this practice, and listen to their peers and working through the same type of explanation, the more accomplished they will all become. I also have a better grasp of how important my questioning skills are at this point in the lesson.

As a result, of my lesson observations, and knowledge I gleaned from the debriefing sessions, I know my future lesson plans will include a section for anticipated questions. I also want to think more carefully about how I can most effectively introduce the vocabulary for a particular lesson. It is definite that I will be more attentive to determining how much prior knowledge my students come to a particular lesson with before I present that lesson.

**Angelica Valencia: 6th Grade Monolingual Teacher**

As I reflect on my observations within the lesson study, I was able to observe how as educators we need to focus more on the students thinking and not so much on the work. As educators, we need to provide time to allow the students to think about the problems as they work with their peers and explore the different strategies to come up with the answers. Educators need to allow them to think and not provide them with the answers all the time, but instead utilize different questions to guide them to the next step and continue to allow them to think.

As I observed other teachers teach their lessons I was also able to gain so much knowledge on teaching and student reasoning. Every lesson taught me something new that I went back to my own classroom and put it to practice. I learned new strategies that will assist me in my planning. I also learned how important it is to plan with other co-workers and learn from each other. Something that I have learned about developing lessons is that I have to collaborate with other teachers and have a strong focus on how students understand mathematics.

Personally, I have gain a great deal from the lesson study experience. I have now examined my practice and my goal is to become more effective. In order for me to accomplish my goal I will work collaborative on a small group and work implement lesson study, planning, teaching, observing, and analyzing the lesson within my own school.

**Jaime C. Acosta: 6th grade Monolingual Mathematics Teacher**

According to Polkinghorne (2004), the knower is central to the research. This idea best describes how I now view lesson study. Prior to this lesson study, I was not aware through my teaching education or district professional development the benefits of lesson study. The lesson study experience allowed me to recognize the importance of the affects of alternative instructional methodologies and the value of a common sense teaching approach as combining the practitioner and the researcher. The lesson study process demonstrated the ability to change traditional instruction and improve teacher instruction, student understanding, and academic proficiency. Most importantly the lesson study process reminded the participants within our group of valuing the planning and collaborative processes.

Lesson study at Desert Trail Elementary and Sunrise Elementary affected the teachers instructional approach with their students and also with each other. One dramatic change was inter-organizational communication. Communication among special education departments, bilingual departments, and monolingual departments enlightened teachers to a wider range of instructional approaches and student needs. Communication between two diverse schools; one school in reconstruction and another in good standing, provided new organizational systems that would be beneficial to student learning and teacher instruction at both schools.

Within instruction, teachers recognized the importance of collaborative groups and their management. Teachers were able to observe multiple collaborative groups and were afforded the opportunity to experiment using different management techniques. Teachers within the Desert Trail and Sunrise lesson study group improve their mathematical discourse within their classroom.

Teachers improved their mathematical discourse through re-voicing, restating reasoning, allowing wait time for student thinking, and finding multiple strategies. Teachers also gained a better understanding of solving a problem to understand the mathematics and recognizing the multiple solutions available for that problem. The lesson study process allowed teachers to identify possible misconceptions and possible instructional missteps. Most importantly, the teachers in Desert Trail and Sunrise elementary schools now recognize the importance of a student’s personal reaction to a problem, the thinking process of the student, and understanding student reasoning through student responses.

Albert Einstein said, “The formulation of a problem is often more essential than its solution”. Lesson study has taught me that when we create lessons we must promote mathematical reasoning. As educational practitioners we must develop and pose compelling questions or problems to promote student thinking. As facilitators, we must attempt to provide a smooth path to answer challenging questions and solve thought provoking problems. Lesson study exposed a teacher’s impatience in promoting student reasoning and a teacher’s duty to build student stamina and reasoning skills. Many times as teachers, we front load problems, provide computational steps, and formulas for the student to mimic later and we conveniently call it mastery. Lesson study helps a teacher to avoid erroneous student thinking and teacher instruction. Lesson Study support the development of student reasoning through analysis of student responses, the development of a research plan of action, and focusing on the student learning; thus keeping the knower central.

**Final Lesson Study Assessment**

***Question 1:***

* On a scale from 0-10, what score would you give yourself regarding your knowledge of lesson study. (10 = Full Understanding)

***Question 2:***

* On a scale from 0-10, what score would you give in the amount of professional development you received regarding lesson study. (10 = adequate)

***Question 3:***

* On a scale from 0-10, what score would you select to measure the amount of time you spend on collaborating with teachers a week on a lesson. (10 = 10 + hours)

***Question 4:***

* On a scale from 0-10, what score would you select on the practice within your school where you plan lessons based on student responses. (10 = common practice)

***Question 5:***

* On a scale of 0-10, what score would you give Lesson Study as another instructional strategy you would use to improve student learning. (10 = I will definitely use Lesson Study)

**Pre-Teacher Lesson Study Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Participants** | **Question 1** | **Question 2** | **Question 3** | **Question 4** | **Question 5** |
| A | 3 | 1 | 0 | 0 | 5 |
| B | 2 | 1 | 0 | 0 | 5 |
| C | 2 | 1 | 0 | 0 | 5 |
| D | 0 | 0 | 2 | 0 | 3 |
| E | 2 | 1 | 0 | 0 | 6 |
| **Average Total** | **1.8 / 18%** | **.08 / 8%** | **.04 / 4%** | **0 / 0%** | **4.8 / 48%** |

**Post-Teacher Lesson Study Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Participants** | **Question 1** | **Question 2** | **Question 3** | **Question 4** | **Question 5** |
| A | 8 | 9 | 10 | 6 | 9 |
| B | 7 | 7 | 10 | 9 | 9 |
| C | 9 | 7 | 7 | 7 | 7 |
| D | 8 | 6 | 10 | 5 | 7 |
| E | 6 | 7 | 10 | 9 | 9 |
| **Average Total** | **7.6 / 76%** | **7.2 / 72%** | **9.4 / 94%** | **7.2 / 72%** | **8.2 / 82%** |

**Growth Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Question 1** | **Question 2** | **Question 3** | **Question 4** | **Question 5** |
| **Growth** | **+58%** | **+64%** | **+90%** | **+72%** | **+34%** |

**DTE & Sunrise Lesson Study Log**

1/15/10

* Administrative and BLT Member planning for BLT responsibilities and requirements
* Jaime Acosta-Administrators

1/20/10

* BLT WIKI Setup

1/20/10

* DTE-SE Lesson Study Group discussion on Blake Peterson Visit on Feb 26th, 2010
* Jaime Acosta-Frances Arocha, Penny Sanchez, Rosalba Acosta, Angelica Valencia
* Teacher Pre-Interview of Lesson Study Group:

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1/21/10

* DTE-SE Lesson Study Group finalization of participating group members and lesson study responsibilities.
* Discussion of researching Blake’s suggestions.
* Jaime Acosta, Frances Arocha, Penny Sanchez, Rosalba Acosta, Angelica Valencia

1/22/10

* WIKI Update
* Discussion on recent email requirements
* Discussion on what Lesson Study is
* Jaime Acosta, Frances Arocha, Penny Sanchez, Rosalba Acosta, Angelica Valencia

1/25/10

* Review of Blake’s suggestions
* Researching Blake’s writings
* Administrative agreement from SE for teacher participation
* Jaime Acosta, Frances Arocha, Penny Sanchez, Rosalba Acosta, Angelica Valencia

1/29/10

* Agreement on lesson and review of lesson
* Jaime Acosta, Frances Arocha, Penny Sanchez, Rosalba Acosta, Angelica Valencia

2/1/10

* WIKI Update
* Lesson Study Review
* Discussion of Lesson
* Jaime Acosta, Frances Arocha, Penny Sanchez, Rosalba Acosta, Angelica Valencia

2/2/1

* Discussion of preparing lesson prior to end of February
* Jaime Acosta, Frances Arocha, Penny Sanchez, Rosalba Acosta, Angelica Valencia

2/9/10

* Discussion of lesson format changes.
* WIKI Discussion
* Review of Lesson and Mathematics of lesson
* Jaime Acosta, Frances Arocha, Penny Sanchez, Rosalba Acosta, Angelica Valencia

2/12/10

* Discussion over lesson materials and format
* Jaime Acosta, Frances Arocha, Penny Sanchez, Rosalba Acosta, Angelica Valencia

**DTE & Sunrise Lesson Study Log**

2/19/10

* Discussion over Lesson Plan edits
* Discussion over Lesson Format
* Discussion over mathematics of lesson
* Jaime Acosta, Frances Arocha, Penny Sanchez, Rosalba Acosta, Angelica Valencia

2/22/10

* Discussion over edits to lesson
* Scheduling lesson observation
* Discussion of Blake Lesson Study Observation
* Format reviewed of GMS & CMS lesson Study.

2/25/10

* CMS & STMS Public Lessons
* Blake Interview and Conference
* DTE & SE Lesson Plan Review: The mathematics of the lesson was reviewed and the goal of the lesson was discussed. The group discussed obstacles in the lesson that could occur and reactions from the students. Group members agreed the text lesson was sufficient for the first practice lesson because the group wanted a type of placebo for reference prior to change. Since administrators require fidelity to the curriculum the group felt it would be interesting to see "fidelity to the curriculum in action".
* The group really enjoyed the lesson study experience and the opportunity to collaborate.

3/15/10

* Spring Break
* 3/15/10 - 3/26/10
* Due to planned vacations and professional development teachers were unable to meet.

3/29/10

* First Practice lesson by Rosie Acosta:

[external image msword.png](http://bltlessonstudy.wikispaces.com/file/view/DTE-SE+Lesson+Plan.doc)Second Draft

* Lesson was recorded (45 minutes) and was supposed to be put on the Wiki space but space does not allow enough memory for download.
* Group discussed importance of introducing lesson vocabulary at the beginning of the lesson or providing a warm up activity at the beginning of the lesson. Rosie decided to identify, define the vocabulary with her students prior to the lesson to establish understanding of terms to be used in the lesson. Rosie believed her lesson launch fared well, she highlighted the students schema of coordinate graphing. She made real world connections regarding the use of coordinate graphing. Students had difficulty in determining the distance. After some probing questioning the student understood how to get the distance. The students used rudimentary skill of visually counting squares or piecing squares to determine the distance.

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Improvements and changes to lesson:-

* overhead for visual understanding
* -show map of D.C. for modeling
* -Allow more struggle time, less teacher lecture
* -Greater teacher understanding of background knowledge
* -Less amount of time on vocabulary instruction
* -Summarize lesson for student for student memory retention
* Modification: Used an overhead for modeling, A lab sheet of cm grid. Possibly front load questions.

**DTE & Sunrise Lesson Study Log**

3/29/10

* State NMSBA Testing
* 3/29/10 - 4/16/10
* Teachers were involved with state testing and were unable to meet.

4/6/10

* Group meeting with teachers at DTE and SE regarding progress in offering suggestions or comments to edit lesson. Angelica has agreed to go forward with Practice lesson 2 and change the resources (overhead and transparencies) and new vocabulary approach (student directed using overhead). Lesson Plan is change to integrate instructional process.

Lesson Draft 3:  
[msword](http://dte-se-elementary-cmp-blt-.wikispaces.com/file/view/DTE-SE+Lesson+Plan.doc) [DTE-SE Lesson Plan.doc](http://dte-se-elementary-cmp-blt-.wikispaces.com/file/view/DTE-SE+Lesson+Plan.doc)  
Comments from Susana:  
Jaime is this your most recent lesson plan? No I have posted the one we edited after this one and I will post the one we're doing for the public lesson tomorrow. Do you have more concrete mathematical ideas that the teacher and the students will be doing at particular times? We can adjust the lesson to integrate a time frame. What are exactly the things that the teacher will be telling students to do? We can go more in detail than we have in our previous lesson plans. What do you guys anticipate students to spend the time discussing. The student discussions have involved conversations about the components of a coordinate grid, the correct way of reading a coordinate grid (x,y), the quadrants, counting vertical and horizontal units. What do you guys anticipate your students will have difficulty with? The difficulty we have found is their ability to read the x coordinate before the y coordinate. They have difficulty differentiating between negative integers and positive integers. How will you address those issues? We plan on addressing this issue through providing a more concrete introduction prior to the lesson through a online video. Do you anticipate that students will have different answers for a particular question? Yes, when we ask them to provide the distance between two coordinates that are neither vertical or horizontal, but diagonal. In the section of anticipated students responses there are no responses from students yet in this version. We had difficulty understanding the format of the lesson plan. We have since altered it in draft 4. What do you guys plan to do if most students get to the answers faster. We have additional questions that provide extension which leads to subtracting coordinates. Do you have other tasks planned? Yes, in our usual process which we now recognize needs to be put in the final version lesson plan. We ask students to provide reflections within their math portfolios.  
I will try to insert in your lesson plan more concrete comments tomorrow. I just wanted to make sure you guys haven't already done all of this that I am asking you.  
Please insert comments in draft 4 and I can integrate them into the final lesson. I need to get with my group on some of your suggestions to get their input.  
Also, Blake is not in this wiki. Wow! I did not know that, I thought it automatically updated the BLT Wiki. I will immediately update our BLT page. If you want him to give comments that you can use for before the day of the lesson, you may want to put your most recent version of your lesson in the other wiki. I am still updating this page because I still have observational logs and pre-interviews to update.  
Susana

**Angies Valencia Practice Lesson:**

Angie provided her lesson in front of 20+ 6th grade students. Students are monolingual. Angie overall felt confident about her lesson. She felt her students mastered the goals of the lesson. However, she felt could of improved the lesson by using the overhead by displaying the Map of D.C. and also have students identify the landmark locations on the overhead. She would have liked her students to explain their reasoning and strategies for finding those locations. The group agreed with Angies changes and also offered a change to the lesson could include the use of cardinal points and correct terminology would of strengthened the student’s academic vocabulary.  
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**DTE & Sunrise Lesson Study Log**

Changes approved to lesson:

* -A visual coordinate graph for students
* -students modeling the location of points and locations on the coordinate grid
* -More student discussion and explanation of strategies
* -Use of cardinal points and terminology.

**4/19/10**

* Review of Lesson Plan
* Group members discussed going more in-depth with the vocabulary. Possible suggestions are word boxes, word wall, portfolio, etc. Teachers discussed and agreed using the overhead and demonstrating vocabulary on a grid and having students facilitate the interpretation of the vocabulary prior to the lesson. A cm trenchancy will be added to the instruction for student to demonstrate their understanding of the grid.

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**4/27/10**

* Review of Lesson Plan
* Frances Arocha-Practice Lesson
* Ms. Arocha expressed that she was not content with her lesson. She felt that the lesson was too large for one day and that the D.C. or vocabulary introduction had to begin the day before. The group agreed, however they liked the use of an anchor chart for students, that the launch was done on the carpet as a class, and that the display of the D.C. map on the overhead helped the students in their understanding.

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**Comments from Blake**  
I apologize that I haven't commented sooner but I hadn't spotted the updates before now. I looked at the most recent lesson plan and here a few thoughts.  
1. I was not completely clear how the lesson would transition from the discussion about Washington DC to the discussion about the City of Euclid. What big ideas do the students need to get from the DC discussion that will contribute the Euclid discussion? I read one note that indicated that you might do the DC lesson and the Euclid lesson on two different days. That seems reasonable but the question that I just posed still exists: What big ideas do the students need to take from the DC lesson to the Euclid lesson?  
2. I saw some anticipated student thinking for the DC portion of the lesson but I didn't see any for the Euclid lesson. Maybe I missed them. In any case they are very important. What kind of thinking do you believe the students will use to solve the questions about the city of Euclid? What are the common correct strategies and what are the common errors?  
3. In the conclusion/discussion of the lesson, do you plan on using the student thinking to bring out the ideas that you have identified? You have some good questions in the "summing up" part of the lesson but will this just be a teacher led discussion? It seems as though you have set things up to where you could ask students to share their methods to respond to the "summing up" questions. Before the lesson, you should try to list the anticipated student thinking and once you have done this, you can think about the sequence in which you would like to have that thinking shared in the discussion and the points you would like to emphasize in the discussion.  
4. In summary, it seems as if you need to more clearly articulate how you will use student thinking in the class discussion so that the students can arrive at the main conclusions by learning from each other.

**DTE & Sunrise Lesson Study Log**

Blake & Susanna,  
We have made changes to our lesson and hopefully addressed some of the suggestions you and Susana offered. Yes, the summary is to bring out ideas and the thinking of the students, but thinking and ideas offered by the student is not limited to the summary. There are about three class discussions within the lesson to address misconceptions and reinforce understanding. We have fixed the transition areas so that the lesson flows together and make sense. We have also removed some components due to much fluff and because the sequence changed when we listed the anticipated thinking.  
  
Public Lesson:  
[msword](http://dte-se-elementary-cmp-blt-.wikispaces.com/file/view/Mathematics+Lesson+Plan+for+6th+Grade-Public+Lesson.doc) [Mathematics Lesson Plan for 6th Grade-Public Lesson.doc](http://dte-se-elementary-cmp-blt-.wikispaces.com/file/view/Mathematics+Lesson+Plan+for+6th+Grade-Public+Lesson.doc)  
  
**5/6/10: Public Lesson**

Desert Trail Elementary: 310 E. Lisa Drive, Chaparral, NM

12:30 – 12:40 **PM** Room 414 Introductions/Sign in   
 12:40 -2:10 **PM** DT/Sunrise ES Public Lesson   
 2:25 – 3:25 **PM** Room TBA DT/S Debrief   
 3:30 – 3:45 **PM** Survey and sign out   
  
**5/6/10-5/17/10 Lesson Development and Final Lesson Draft.**  
[vnd](http://dte-se-elementary-cmp-blt-.wikispaces.com/file/view/Final+Lessson+Study+Draft-DTE+%26+Sunrise.docx) [Final Lesson Study Draft-DTE & Sunrise.docx](http://dte-se-elementary-cmp-blt-.wikispaces.com/file/view/Final+Lessson+Study+Draft-DTE+%26+Sunrise.docx)  
  
**June 4th: Final Report Submittal  
  
June 9-10**: Public Power Point Presentation on Lesson Study and Findings. NMSU and MC2.

**Resources:**  
  
[x-zip](http://dte-se-elementary-cmp-blt-.wikispaces.com/file/view/DTE+%26+SE+RESEARCH+LESSON+PROTOCAL.docx) [DTE & SE RESEARCH LESSON PROTOCAL.docx](http://dte-se-elementary-cmp-blt-.wikispaces.com/file/view/DTE+%26+SE+RESEARCH+LESSON+PROTOCAL.docx)  
[msword](http://dte-se-elementary-cmp-blt-.wikispaces.com/file/view/Lesson+Study+Goals.doc) [Lesson Study Goals.doc](http://dte-se-elementary-cmp-blt-.wikispaces.com/file/view/Lesson+Study+Goals.doc)  
[x-zip](http://dte-se-elementary-cmp-blt-.wikispaces.com/file/view/CONCEPT+MAP+TEMPLATE.docx) [CONCEPT MAP TEMPLATE.docx](http://dte-se-elementary-cmp-blt-.wikispaces.com/file/view/CONCEPT+MAP+TEMPLATE.docx)  
[x-zip](http://dte-se-elementary-cmp-blt-.wikispaces.com/file/view/Lesson+Study+Pre-Interview.docx) [Lesson Study Pre-Interview.docx](http://dte-se-elementary-cmp-blt-.wikispaces.com/file/view/Lesson+Study+Pre-Interview.docx)  
[x-zip](http://dte-se-elementary-cmp-blt-.wikispaces.com/file/view/Lesson+Study+Post+Teacher+Interview.docx) [Lesson Study Post Teacher Interview.docx](http://dte-se-elementary-cmp-blt-.wikispaces.com/file/view/Lesson+Study+Post+Teacher+Interview.docx)  
[x-zip](http://dte-se-elementary-cmp-blt-.wikispaces.com/file/view/LESSON+STUDY+OBSERVATION+LOG.docx) [LESSON STUDY OBSERVATION LOG.docx](http://dte-se-elementary-cmp-blt-.wikispaces.com/file/view/LESSON+STUDY+OBSERVATION+LOG.docx)  
  
**Practice Lessons:**  
  
Rosie: Completed-Video Available  
Angelica: Completed-Video Available  
Francis: Completed-Video Available  
Jaime: Public Lesson