Teacher Checklist for Leading an Investigations Lesson

Introduction

- ✓ I modeled the problem, activity, or game clearly - - without giving away too much of the math?
- ✓ My students understood what their task was to be and my expectations of them.

Exploration

Student Participation:

- ✓ Students efficiently moved into the activities?
- ✓ Students were familiar with classroom expectations. They
  - … formed groups and worked together
  - … knew where they should work,
  - … knew how to handle materials, etc.?
- ✓ The necessary materials were easily accessible?
- ✓ The students worked cooperatively and respectfully with each other?

Teacher participation:

- ✓ I observed and listened carefully to students? I recorded a few anecdotal notes.
- ✓ I asked questions that helped me understand how students are thinking?
- ✓ I helped students articulate their thinking, both orally and in writing?
- ✓ I encouraged students to keep track of their work and be able to explain or show their thinking?
- ✓ I asked probing questions that push students' mathematical thinking further?
- ✓ I was able to make decisions about how to modify the experiences appropriately to meet the differentiated needs of individuals and groups of students?

Lesson Closing – Summary

- ✓ I established a classroom atmosphere in which a high value is placed on how my students communicate their thinking about a solution to a problem rather than on merely telling them a rote procedure so they can get a correct solution?
- ✓ I valued all students' input? Wrong answers and unclear thinking is part of the learning process. I encouraged my students to share all their thinking.
- ✓ I facilitated class discussions about important mathematical ideas?
- ✓ I moved students toward posing conjectures and drawing correct generalizations?
- ✓ The students…
  - … talked more than me (the teacher)?
  - … asked questions of each other and not just of me (the teacher)?