

Thinking Through a Lesson (TTLP) Strategies

Lesson _____

Date(s) _____

Strategy	Who and What?	Discussion*

Discussion* Decide the focus of the discussion, the students who will share and the order in which they will share

Thinking Through a Lesson (TTLP) Strategies Example

Lesson _____

Date(s) _____

Strategy	Who and What?	Discussion*
<p style="color: green;">Split both numbers</p> $50 + 50 = 100$ $100 + 8 = 108$ $108 + 2 + 4 =$ $110 + 4 = 114$	<p>w/ 100 Chart - Sam, Hannah</p> <p>#'s only - Michael</p>	<p style="color: green;">number line</p>
<p style="color: green;">Split both numbers</p> $50 + 50 = 100$ $8 + 6 = 14$ $100 + 14 = 114$	<p>Martha, used cubes in 10's</p> <p>Ellie (horizontal)</p> <p>Doug (vertically)</p>	<p style="color: green;">1st Martha</p>
<p style="color: green;">Held 1 number whole/ split other</p> $58 + 50 = 108$ $108 + 2 + 4 = 114$	<p>w/ number line - Jose, Eva,</p> <p>Michael 2nd strategy</p>	
<p style="color: green;">Change and Adjust</p> $58 + 56$ $\begin{array}{r} +2 \\ -2 \end{array}$ $60 + 54 = 100 + 40 + 14$ $100 + 40 = 140$ $140 + 14 = 114$	<p>Hannah (F, 116)</p> <p>Leslie</p> <p>Johnny Kai</p>	
<p style="color: green;">Change and Adjust</p> $58 + 56$ $\begin{array}{r} +42 \\ +14 \end{array}$ $100 + 14 = 114$	<p>Leslie (2nd strategy)</p> <p>Mari (D Leslie)</p>	

Discussion* Decide the focus of the discussion, the students who will share and the order in which they will share

Thinking Through a Lesson (TTLP) Strategies Example

Task/Lesson	Number Talk $58 + 56$		
Resources/Tools	100's chart, number line, individual whiteboards /markers and erasers		
Understandings		Misunderstandings / Errors	
A.	use knowledge of place value to solve a	E.	misunderstand the value of the digits
Task/Lesson	more than 1 strategy		
Resources/Tools	accuracy of the strategy calculations and/or	F.	breaks numbers apart correctly, but does not add them all
Understandings / Clarity		Clarity /Misunderstandings /Errors	
A.	value	F.	
C.	calculate accurately using addition,	G.	changes the number, but does not
B.	subtraction and/ or multiplication within grade-appropriate parameters	G.	compensate at the end
D.	demonstrate the ability to make sense of and use someone else's strategy	H.	adds parts more than one time
		I.	
E.	Possible Strategies	Who and What	Discussion Focus and Order
	Split both numbers		
	$50 + 50 = 100$	w/ 100 Chart - Sam, Hannah	number line
	Possible Strategies	Student Observation Notes	Discussion Focus and Order
	$100 + 2 + 4 = 110 + 4 = 114$		
	$50 + 50 = 100$ $8 + 6 = 14$ $100 + 14 = 114$	Martha, used cubes in 10's Ellie (horizontal) Doug (vertically)	1 st Martha
	Held 1 number whole/ split other $58 + 50 = 108$ $108 + 2 + 4 = 114$	w/ number line - Jose, Eva, Michael 2nd strategy	
	Change and Adjust $58 + 56$ $+2 \quad -2$ $60 + 54 = 100 + 40 + 14$ $100 + 40 = 140$ $140 + 14 = 114$	Hannah (F, 116) Leslie Johnny Kai	
	Change and Adjust $58 + 56$ $+42 + 14$ $100 + 14 = 114$	Leslie (2nd strategy) Mari (D Leslie)	

Adapted from *5 Practices for Orchestrating Productive Mathematics Discussions*, p. 9,
Margaret Smith, Mary Kay Stein, Corwin, 2011

Thinking Through a Lesson Plan Strategies (TTLP)

Task/Lesson			
Resources/Tools			
Understandings		Misunderstandings /Errors	
A.		F.	
B.		G.	
C.		H.	
D.		I.	
E.		J.	
Possible Strategies		Who and What	Discussion Focus and Order