**Lesson planning – my metacognitive checklist for ensuring good lessons**

* What is student likely to think about? The right things?
* If I do a hook or attention grabber, will it district or get students wanting to know more about math?
* Design it so students unavoidably think about meaning
* Is there any way I can incorporate story?
* Is it challenging enough, but not so much that they give up?
* Are there multiple ways to solve? Can they generate multiple ideas?
* Does it activate prior knowledge, not just formal learning from a previous lesson? Want to activate and tap into intuitive reasoning.
* Is there a roadblock that requires some grit and creativity to get around?
* Is there an affective draw, something that they care about?

--Kapur, Principles of Productive Failure Lesson Design and Willingham, Why Don’t Students Like School