



Lesson Plan

Standard(s):

Materials Prep:

Pre-Planning Reflection Questions:

- Did I work all the problems, including the Review & Preview?
- What mathematics is being learned?
- How does it relate to what has already been learned?
- Where are these mathematical ideas going?

<p>Mathematical Goal of the lesson: <i>What do I expect my students to be able to do or know by the end of this lesson?</i></p> <p>Core Problems: <i>Are there particular core problems that would support my goal?</i></p>	E X P L O R E	<p>Study Team & Teaching Strategies and Reading Strategies: <i>List problem # with strategy</i></p>
<p>Pocket Questions to ask as I circulate: <i>Is there a question I could ask to see how my students are thinking about the Math goal?</i></p>		<p>Team Roles – Who is Doing What: <i>How can I use roles to improve my class management and make the math accessible to all students?</i></p>
<p>LESSON LAUNCH: <i>Which part of the existing lesson can be used to launch? How? Who (students/teacher) is doing what?</i></p>	<p>Formative Assessment Plan: <i>What STTS will I use when some of my students have not attained the math goal?</i></p> <p>CLOSURE (time needed): <i>How can I get my students to reflect on the Math goal?</i></p> <p>Review & Preview Problems:</p>	

REFLECTION AFTER THE LESSON

Students

In what ways did my students formally assess their understanding of the lesson goal?

In what ways did my students take ownership of expectations for learning?

In what ways did my students engage all team members in math discourse?

In what ways did my students flexibly use multiple representations and strategies to justify their solutions?

Teacher

In what ways did I make the lesson goal transparent to all students?

In what ways were my students held accountable as individuals and as team members?

In what ways did I support and maintain the cognitive demands of the lesson?

In what ways did I use strategies and questioning to support effective collaborative teams?

Formative & Summative Assessment Notes