

## 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><b>Mathematical Goal of the lesson:</b> <i>What do I expect my students to be able to do or know by the end of this lesson?</i></p> <ul style="list-style-type: none"> <li>• Students can name the 4 team roles and their basic function.</li> <li>• Students can interpret the points on a graph (construct a viable argument why their graph makes sense).</li> </ul> <p><b>Core Problems:</b> <i>Is there a particular core problems that would that support my goal?</i></p> <p>Problems 1-1 and 1-2.</p> <p>Hinge Questions: 1-2 After 1-2, ask students to write a couple of sentences about the struggles they had creating their graph on a slip of paper.</p>	<p><b>Study Team &amp; Teaching Strategies and Reading Strategies:</b> <i>List problem # with strategy</i></p> <p><b>Think-Pair-Share</b> about the task for problem <u>1-1</u>. This will help check for understanding and will continue to build the community in your class.</p> <p>The chapter outline suggests that a <b>Participation Quiz</b> could be used with this lesson. What you are looking for is that teams are working together and communicating.</p> <p>Closure: <b>Think-Pair-Share</b>.</p>
<p><b>Pocket Questions to ask as I circulate:</b> <i>Is there a question I could ask to see how my students are thinking about the Math goal?</i></p> <ul style="list-style-type: none"> <li>• What stories can a graph tell?</li> <li>• How did you decide?</li> <li>• How do you know for sure?</li> <li>• Can you prove that?</li> <li>• Can anyone justify your team's statement in a different way?</li> <li>• What kinds of information can we get from graphs?</li> <li>• What mathematics did we use?</li> </ul>	<p><b>Team Roles – Who is Doing What:</b> <i>How can I use roles to improve my class management and make the math accessible to all students?</i></p> <p>The <b>Recorder/Reporter</b> should tape the graph pieces together on a piece of paper to form the graph.</p> <p>The <b>Resource Manager</b> should make sure that the team has tape.</p>
<p><b>Lesson Launch:</b> <i>Which part of the existing lesson can be used to launch? How? Who (students/teacher) is doing what?</i></p>	<p><b>Formative Assessment Plan:</b> <i>What STTS will I use when some of my students have not attained the math goal?</i></p>

# Lesson Plan

Lesson CC3 1.1.1 Date \_\_\_\_\_

TE page # \_\_\_\_\_ SE page # \_\_\_\_\_

<p>Use the team sort as a lesson launch. Focus students on processing how their teammates lended support and the importance of supporting teammates.</p>	<p>If students are not able to tell me what the team roles are and their basic function do a <a href="#">teammates consult</a>.</p> <p>If students are not able to explain how hinge questions work in 1-2, ask them to do a <a href="#">dyad</a>.</p> <p>If students are not reflecting on the type of output for 1-3 call a huddle of task managers.</p> <p><b>Closure (time needed):</b>  <i>How can I get my students to reflect on the Math goal?</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Think-Pair-Share</a>. Reflect on how the type of output for each equation in problem <a href="#">1-3</a> helped determine the order.</li> <li>• <a href="#">Think-Pair-Share</a>. Reflect on how your team helped you productively struggle.</li> </ul> <p>Review/Preview Problems:          Problems <a href="#">1-3 through 1-7</a></p>
<p style="text-align: center;"><b>Reflection after the Lesson (Students)</b></p> <p><i>What did my students struggle with?</i></p> <p><i>What are my students still working on?</i></p> <p><i>What are my students successful with at this point?</i></p>	<p style="text-align: center;"><b>Reflection after the Lesson (Teacher)</b></p> <p><i>What worked well?</i></p> <p><i>What changes do I need to make the next time I teach this lesson?</i></p> <p><i>What part of the lesson were my students most engaged? Why?</i></p> <p><i>Formative/Summative Assessment Ideas</i></p>