

## 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 explain how function machines work.</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 through part (a) of 1-3.</p> <p>Hinge Questions: 1-2a and 1-2b. After 1-2b, ask students to write a couple of sentences about function machines 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>1-3b Possible <b>Huddle</b> with the Task Manager. What strategies have you found that worked? Remind the Task Managers that their teams should be considering the kind of output each relation produces, and using the outputs to logically arrange the machines.</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 can you tell me about your table/graph/rule/situation?</li> <li>• What is one way your representation matches the others?</li> <li>• How were your teammates able to support you with your card?</li> <li>• How can you work with your team to figure it out?</li> <li>• What are the 4 team roles?</li> <li>• Explain the 4 team roles.</li> <li>• How does a function machine work?</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 have verified that each team member was able to explain how the machines work.</p> <p>The <b>Resource Manager</b> should obtain a copy of the <a href="#">Lesson 1.1.1B Resource Page</a> (Team Roles for Problem <a href="#">1-3</a>) and the cards you created from the <a href="#">Lesson 1.1.1C Resource Page</a>.</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 CCA 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 team roles helped you productively struggle.</li> </ul> <p>Review/Preview Problems:          Problems <a href="#">1-4 through 1-8</a></p>
<p><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><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>