**Title and Grade Level of Lesson**

Name: School: Personnel Number:

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| **FOCUS** | | | | |
| **Standard:** | | | | |
| **Benchmark(s)** | | | **Learning Objective(s) / Essential Question** | |
| *What Benchmark(s) am I targeting in this lesson?* | | | *What is the objective or learning goal for students in this lesson? At the end of this lesson, students will be able to:* | |
| **Vocabulary** | | | **Materials** | |
|  | |  |  |  |
| **COHERENCE** | | | | |
| *How does this work connect to previous or future work* ***within*** *this grade?* | | | *How does this work connect to previous or future work* ***across*** grades? | |
| **ELEMENTS OF RIGOR** | | | | |
| *Which aspect(s) of Rigor does the targeted Standard(s) require?*  Conceptual understanding of key concepts  Procedural skill and fluency  Rigorous application of mathematics in real-world contexts | | | | |
| **MATHEMATICAL PRACTICE(S) ADDRESSED IN LESSON** | | | | |
| MP 1: Make sense of problems and persevere in solving them  MP 2: Reason abstractly and quantitatively  MP 3: Construct viable arguments and critique the reasoning of others  MP 4: Model with mathematics | | | MP 5: Use appropriate tools strategically  MP 6: Attend to precision  MP 7: Look for and make use of structure  MP 8: Look for and express regularity in repeated reasoning | |
| **LESSON** | | | | |
| **Modified Gradual Release of Responsibility Model / 5E Model** | | | | |
| **Problem Solving**  **(You do) / Engage:** | *Provide a rigorous problem that requires productive struggle and perseverance.*  *Note: Teacher will monitor independent thinking and conversations in order to select student examples to share during guided instruction.* | | | |
| **Guided Instruction**  **(We do) / Explore:** | *Share selected student explanations, representations, and/or examples.*  *Note: Teacher will monitor student responses throughout the lesson in order to group students for collaborative partnerships, small group instruction, and independent practice.* | | | |
| **Focused Instruction**  **(I do) /**  **Explain:** | *Model teacher thinking to make the mathematics of the lesson clear.*  *Note: During teacher modeling, point out when the teacher’s thinking is the same and/or different than the students’ examples discussed in guided instruction.* | | | |
| **Collaborative Learning (You do together) / Elaborate:** | *Identify strategies and opportunities that will used to check for understanding throughout the lesson.*  *Note: Students are to verbalize their processes in solving problems throughout. This allows students to revise their thinking as they talk through their steps and allows others to revise/re visit a step they may have missed or made in error.* | | | |
| **Independent Learning (You do alone) / Evaluate:** | *Provide feedback to students and opportunity to revise their work.* | | | |
| *Include concrete exploration and pictorial representation of math concepts in the learning sequence.* | | | | |
| **DIFFERENTIATION** | | | | |
| **Small Group Reteach** | | | **Enrichment Activities** | |
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| **Centers / Activities** | | | **English Language Learners (ELL) Activities / Strategies** | |
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