

LESSON PLAN

Names/School(s) of the Team Members:

Date/Location of the Lesson:

Grade Level:

1. **Title of the Unit:**

Title of this Lesson:

2. **Unit Plan**

*Note which lesson is the research lesson.

No. of Days	Main Activity of the Lesson	Main Goal of the Lesson

3. **Relationship Between the State Standards and Unit Goals**

List the Grade, Domain, Standards and Mathematical Practice(s).

Identify the vertical alignment between standards for this grade level, the grade before and the grade after.

4. **Rationale for the planned activities in order to achieve the goals**

Why did you select this learning goal? Why this method of teaching it?

Are there any new mathematical concepts and/or instructional strategies that you learned recently and plan to incorporate in this lesson? Are there any new mathematical concepts and/or instructional strategies that you learned in the lesson study PD sessions and plan to incorporate in this lesson?

5. **Description of Students: Student Population, Class Dynamics, Prior Knowledge**

Include a description of differentiation strategies. Include the results of the pre-test.

6. **Flow of the Lesson**

Teacher's Questions, Student Activities and Expected Student Responses	Teacher Supports	Points of Evaluation for the Lesson and the Research
<p><i>What is the teacher saying and what do you anticipate the students will do?</i></p> <p>Introduction to the Lesson <i>How does the teacher set the stage for student learning of the lesson goal(s)?</i></p>	<p><i>What is the teacher doing to support student learning?</i></p>	<p><i>What is the teacher watching for?</i></p> <p><i>What research questions do the lesson designers have? What are the observers to focus on?</i></p>

Key Question		
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Teacher's Questions, Student Activities and Expected Student Responses	Teacher Supports	Points of Evaluation for the Lesson and the Research
<p>Student Activities and Anticipated Student Responses <i>What do you anticipate the students will do?</i> <i>What responses indicate common misconceptions about this content? Be specific.</i></p>	<p><i>Give examples of what the teacher will say or do in response to specific errors or misconceptions.</i></p> <p><i>What form will student-to-student interaction take and how will it increase student learning?</i></p> <p><i>What differentiation is used to address student needs?</i></p> <p><i>Mark each prompt as Level A, B, C or D in the "Rigor and Relevance" framework?</i></p>	<p><i>How is student understanding assessed?</i></p>
Wrap-Up		<i>What evidence will be collected about student learning?</i>

7. Please attach a copy of the seating chart (first names only), pre-test, post-test, and any lesson handouts or textbook pages.