**Math Standards-based Lesson Plan Framework**

**Name: School: Personnel Number:**

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| **FOCUS** |
| **Lesson Title:**  | **Grade Level:** |
| **Standard(s)**  | **Learning Objective(s) / Essential Question:** |
| *What Standard(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:** |
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| **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? |
| **RIGOR** |
| *Which component 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** |
| [x] 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 |

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| **LESSON** |
| **Modified Gradual Release of Responsibility Model / 5E Model** |
| **Problem Solving****(You do) / Engage:** | *Provide a rigorous problem that requires productive struggle and perseverance.*  |
| **Guided Instruction****(We do) / Explore:** | *Share selected student explanations, representations, and/or examples.* |
| **Focused Instruction****(I do) /****Explain:** | *Model teacher thinking to make the mathematics of the lesson clear.* |
| **Collaborative Learning (You do together)** **/ Elaborate:** | *Identify strategies and opportunities that will used to check for understanding throughout the lesson.* |
| **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.*  |

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| **DIFFERENTIATION** |
| **Small Group Reteach** | **Enrichment Activities** |
| *Identify scaffolds that can be used to support students.* | *Provide extension work that will prepare students who are ready for deeper engagement with grade-level content.* |
| **Centers** |
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| **English Language Learners (ELL) Strategies** |
| *Identify strategies that can be used to support students.* |
| **Strategies for Students with Disabilities** |
| *Identify strategies that can be used to support students.* |