**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** | |
| 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** | |
|  | |
| **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.* | |