Title of Lesson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Mathematics Learning Objectives**: Describe the exact learning expectations for your students. You must phrase the expectations in a way that you will be able to say a student did or did not learn it.(Be sure to use action verbs and think about Blooms Taxonomy). Be sure to include objectives that cover both skills/procedures and concepts/reasoning/thinking/strategies.

Example: Students will explain and apply a strategy for determining if a number between 10 and 50 is even or odd.

Non-example: (Goal Statement not Objective) Students will understand what even and odd numbers are.

**Alignment with Oklahoma C3 Standards (*Common Core Standards for School Mathematics):***

 **Domain/Content:**

State the specific domain and standard that the lesson directly addresses

Example:[2.OA.C.3](http://www.corestandards.org/Math/Content/2/OA/C/3) Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

 **Mathematical Practices:**

Describe how your lesson plan is engaging students with the mathematics by stating 2-3 mathematical practices that your students will be engaging in during your lesson. For each provide 1-2 sentence describing exactly how you see students engaging through that mathematics practice.

**Prior Academic Knowledge and Conceptions:** What requisite skills do students need in order to access the lesson and participate fully? How the content of this lesson builds on what students already know and are able to do? How is the lesson building on previous lessons or previous learning? What gaps do the students have that are necessary to support the learning of the skills and concepts of this lesson? **How will you address activating students’ prior knowledge that will be needed for this lesson.**

**Common Errors and Misconceptions:** What are common errors or misunderstandings of students related to the central focus of this lesson? How will you address them for **this group** of students?

**Launch**: \_\_\_\_\_\_\_ minutes

Describe how you will introduce the activity or problem. How will you start the lesson to engage and motivate students in learning?

**Instruction:**\_\_\_\_\_\_\_ minutes

* List the specific task/problem you will give them. (What will you do to engage students in developing understanding of the lesson objective(s)?)
* How will you set up the task for students? How will you link the new content (skills and concepts) to students’ prior academic learning and their personal/cultural and community assets? How will you link the new content (skills and concepts) to students’ prior academic learning and their personal/cultural and community assets?
* What are students to be doing? How will you engage students to help them understand the concepts?
* What will you say and do? What questions will you ask? Facilitating Questions. What are some potential questions you will ask students as you observe (ask good questions related to your objectives; don’t just say “good job!”). How are you making sure each child is accountable?
* How will you facilitate discussion of the task posed? What questions will you ask students that will help them understand the mathematics they explored in their task or activity? How will you structure those questions (e.g., think-pair-share, share with a shoulder partner, etc…) so that all students will be participating in answering each question? How will your students present their findings?

**Structured Practice and Application:** \_\_\_\_\_\_\_ minutes

* How will you give students the opportunity to practice so you can provide feedback?
* How will students apply what they have learned?
* How will you determine if students are meeting the intended learning objectives?

**Closure:** \_\_\_\_\_\_\_ minutes

How will you wrap up the lesson? This piece allows the students to clarify their thoughts about what they learned. It is often a good idea for them to write or talk about what they learned today. Will this be a journal entry? Will it be a conversation? Student led? Or Teacher led?

**Differentiation/ Planned Support:**

* How will you provide students access to learning based on individual and group needs?
	+ Whole Class:
	+ Groups of students with similar needs:
	+ Individual students:
	+ Students with IEP’s or 504 plans:
	+ Earlier finishers
	+ Strategies for responding to common errors and misunderstandings.
* How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?

**Student Interactions:**

* How will you structure opportunities for students to work with partners or in groups?
* What criteria will you use when forming groups?

**What Ifs:**

* What might not go as planned and how can you be ready to make adjustment?

**Materials:**

* What materials does the teacher need for **this lesson?**
* What materials do the students need for **this lesson?**

Academic Language:

* What key vocabulary (content-specific terms) do you need to teach and how will you teach students that vocabulary in the lesson?
* What opportunities will you provide for students to practice the new language and develop fluency (written or oral)?
* What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?
* What language function (e.g. compare/contrast, describe, interpret, model) did you use within this lesson to facilitate student learning of the central focus of the lesson?

**Assessment:**

Describe the tools/procedures that will be used in **this lesson** to monitor students’ learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

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| **Type of assessment****(Informal or Formal)** | **Description of assessment** | **Modifications to the assessment so that all students could demonstrate their learning.** | **Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?** |
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