

SAMPLE LESSON PLAN FORMAT

Topic:		Period:	Course:
Content Standards:			
Practice Standards: <i>Which 1 or 2 Practice Standards will this lesson address?</i>			
Mathematical Teaching Practice: <i>Which 1 or 2 Teaching Practices will this lesson address?</i>			
Mathematical goals: <i>State the specific mathematical goals for procedural fluency, conceptual understanding, and reasoning/problem solving.</i>			
Materials needed: <i>List all tools and/or materials that will be needed to implement the task(s).</i>			
Assessment: <i>How will you know students have achieved the goals?</i>			
	Activities of the Lesson	Furthering and Assessing Student Thinking	Things to Consider as You Plan
Launch/ Before	<i>What will the class be doing to get this lesson started?</i>	<i>What discussion starters will you use to help students connect this starting activity to their prior learning?</i> <i>What questions will you ask to focus student thinking?</i> <i>What questions will you ask to assess students' understanding of key mathematical ideas, problem-solving strategies, or the representations needed for today's lesson?</i> <i>How will you help students connect this starter to the upcoming lesson?</i> <i>How will this activity need to be adapted to address the learning needs of individual students in your class?</i>	<i>What definitions, concepts, or ideas do students need to know to engage in today's lesson? How does your starting activity help students revisit these?</i> <i>In what ways does this lesson build on students' previous knowledge?</i> <i>What understandings and misunderstandings will you be looking for during this portion of the lesson?</i>

<p>Explore/ During (This is where you will put the task that you selected.)</p>	<p><i>What are the activities in which students will engage during this lesson? How will the students explore mathematical concepts during this lesson?</i></p> <p><i>How will you assess the mathematical ideas brought out in the lesson?</i></p>	<p><i>What difficulties might students have as they engage in this activity?</i></p> <p><i>What scaffolding moves will you use during this activity if students are struggling?</i></p> <p><i>What misconceptions might students have?</i></p> <p><i>What questions will you ask to help students confront and correct misconceptions?</i></p> <p><i>What questions will you ask to advance students' understanding of the mathematical ideas?</i></p> <p><i>How will this activity need to be adapted to address the learning needs of individual students in your class?</i></p>	<p><i>What are all the ways the task can be solved?</i></p> <p><i>How will this activity help students develop procedural fluency?</i></p> <p><i>How will this activity help students develop conceptual understanding?</i></p> <p><i>How will this activity help students develop mathematical reasoning/ problem-solving skills?</i></p>
<p>Summarize/ After</p>	<p><i>What activity will you do to help summarize today's lesson?</i></p> <p><i>How will students share their work/thinking?</i></p>	<p><i>What questions will you ask to encourage students to share their thinking with others and to assess their understanding of their peer's ideas?</i></p> <p><i>What talk/discourse moves will you use to facilitate a good class discussion of the mathematics?</i></p> <p><i>What questions will you ask to advance students' understanding of the mathematical ideas?</i></p> <p><i>How will this activity need to be adapted to address the learning needs of individual students in your class?</i></p>	<p><i>What mathematics content and processes need to be emphasized?</i></p> <p><i>How can I orchestrate the discussion so students summarize their thinking?</i></p>