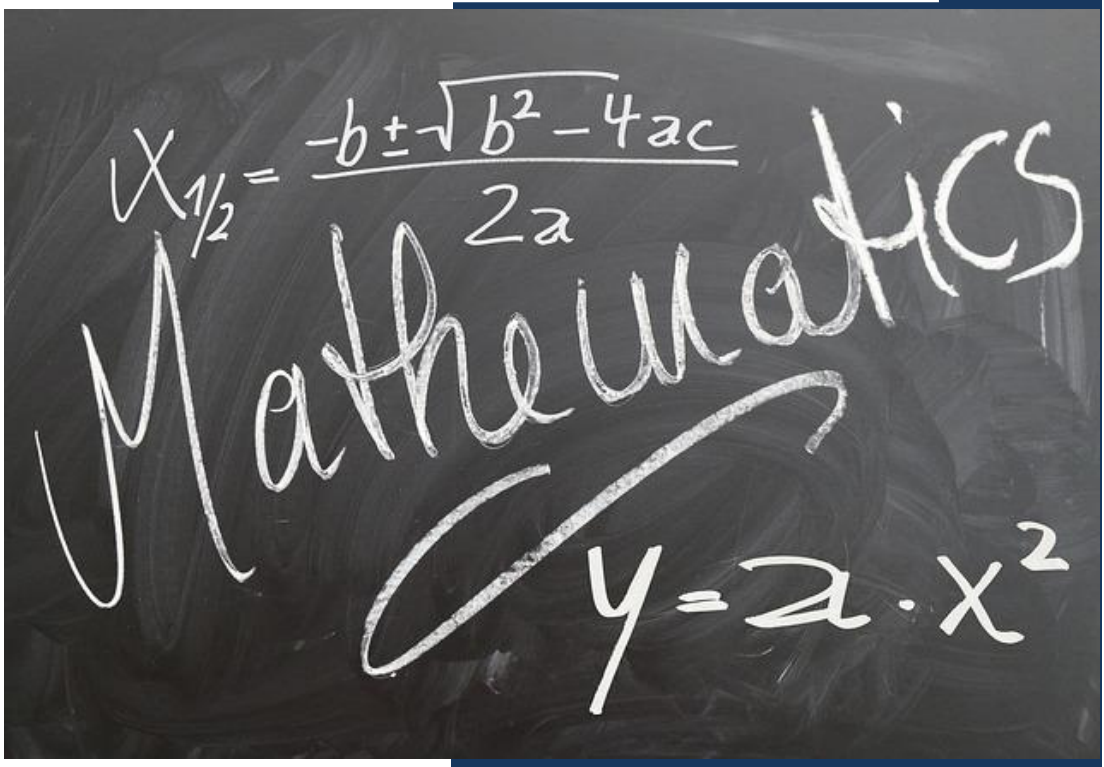
2015

Best Practice Lesson Plan Format for Deeper Numeracy-Based Lessons



Created by Margie Pearse

Revised by Frankie Robinson

6/1/2015

Teacher: _____Grade: _____Subject: _____

Best Practice Lesson Format for Deeper Numeracy-Based Lessons

(2015-Template)

Focus	
Homework	
Learning Styles Covered (Circle)	Visual Auditory Kinesthetic Technology
Materials/Resources	

Common Core State Standard(s): _____

Unpacking the Standards – What big idea do you want your students to come away understanding? Essential questions are engaging – they draw the students in and are written in kid language. Essential questions beg for answers and instantly make the learning meaningful and engaging. They are open-ended, inviting, and provide access to all students.

Essential Question: _____

Behavioral Objectives: SWBATs. What skills should your students be able to show as a result of the lessons?

SWBAT…_____

_____

Ignition (3-5 minutes)

Your students' chance for instant engagement and learning. This can be a class math song, a short mixed cumulative review, a math fact minute, a mental math challenge, an interesting question to mull over, a problem of the day, a math joke or riddle, a short youtube video, an entrance ticket, a "Do Now", a "Bellringer", a "Jumpstart", a quick review of two "totally tough homework problems" and how to navigate through them. The ideas are endless. The Ignition also lets your kiddos know you care enough to plan bell-to-bell and is a great management system while you check homework and attendance.

Bridge to the Learning (5-8 Minutes)

Always provide the opportunity to bridge the known to the new or to build what may not be known at all. The Bridge to the Learning is the ticket for all students to be equipped to access the learning to come. This is your chance to frontload the learning to come in order to level the playing field for all. Remember, not everyone has enough background knowledge in order to succeed. It is up to you to make sure all your kiddos can feel successful. This can be presenting a problem that small groups will solve using alternative methods and share out, followed by a "Chalkboard Splash". It can be presenting the Essential Question, a discovery moment using manipulatives, a Greet and Go, a Give-One-Get-One, a Mix & Match, a line-up, a first read of a math literature book, etc.

Teacher: _____Grade: _____Subject: _____

THE GRADUAL RELEASE OF RESPONSIBILITY

I Do – You Watch (3-7 Minutes)

Whole group – THINK ALOUD! Mini-Lesson/Modeling Moments/Think Aloud – SAME IDEA WITH DIFFERENT NAMES: The rule of thumb is one minute per age of your students, but rarely going beyond 7 minutes. **Always include a think aloud and modeling. A good idea is to challenge your students to notice how you are thinking like a mathematician while you… Then let students huddle together and collect what they noticed you doing to think like a mathematician. Collect one best idea from each group and write in on chart paper to use as an anchor lesson. If your focus is on problem-solving, discovery, generating a formula, or studying alternative strategies, it might be best to switch the order and provide this modeling last, so as not to take away the exploration of the topic.**

Guided Practice

I Do – You Help! (3-5 minutes)

Think along! *Whole Group Try on the Learning* (We do together): You model, then try one. You/they assess. You try another one and so on as needed. It is sometimes necessary to pull back to modeling. This is the perfect time for an interactive smartboard Activity. **Include a quick assessment here to take the temperature of the learning.**

You Do – You Help! (3-10 minutes)

You do in partners or small group. Think together! Guided practice with support: Students try, in a small group or with partners first, then try a few independently while you are still in front of the class.) **This is the perfect time to take the temperature of the learning again with a formative assessment. The information you gain is invaluable and will guide your instruction as well as help you form needs based flexible groups. A self-assessment is always helpful here.**

You Do – I Watch (15-30 Minutes)

You do and I work with small groups – I watch! Students think on their own. Small group instruction, Individual Conferences, and Independent Practice (You try it!) The minutes depend on your purpose, the age of the students, and your time of availability. Individual conferences, small group instruction, while students work independently. This is a great time for work stations, centers, handouts for independent practice, contracts, menus, projects, etc.

Teacher: _____Grade: _____Subject: _____

Here is a great visual to help you when you write your Gradual Release of Responsibility.

How did you incorporate collaboration into the lesson?	

Adaptations/Differentiations

How did you make adaptations for the gifted student(s)?	
How did you make adaptations for the special education student(s)?	
How did you make adaptations for the ELL student(s)?	

Teacher: _____Grade: _____Subject: _____

Debrief – Closure of the Lesson (~5 minutes)

Assessments
(How will you and the students know they learned the lesson?)

Think about these questions as you plan your assessment:

1. How will YOU know which children have been successful and who has not? What will you do with this information?
2. How will you **formatively assess** your students along the way and throughout your lesson?
3. How will the learner know if he/she met the behavioral objective? What will they do with this information?

Formative - Check off what you used				Summative- Check off what you used			
	Pre-Assessment		Exit Ticket		Unit/Chapter Test		PSSA Type Questions
	Entrance Ticket		Bridge Activity		Oral Presentation		Notebook Check
	Homework self-check and small group discussion		Conferencing or small group instruction		Project (research or other)		Authentic Assessment
	Student Observation		Authentic Assessment – contracts/menus/projects		Technology		Quiz
	Journaling		Mini White Boards		Rubric		Other:
	3-minute Pause		Self-Assessment. Stop every 15 minutes or so for student self-assessment: draw it, write it, or say it.		Portfolios		**Standardized Assessments**

Handouts	
Technology	
Materials Needed	