# Math Lesson/Learning Plan

**This week’s Focus:**

**Core Math Vocabulary:**

<table>
<thead>
<tr>
<th>Preview, Model, Interest</th>
<th>Model and GUIDE</th>
<th>GUIDE and go farther</th>
<th>ASSESS and Clarify</th>
<th>Fix, finish well</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do: Model the strategy/skill</td>
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<td>You do—assessment— independent application of skill/strategy.</td>
<td>Teacher guides students needing support</td>
</tr>
<tr>
<td>We do—teacher guides class then small groups</td>
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<td>I do—clarify and expand based on formative assessment.</td>
<td>Challenge for students who “meet” to exceed.</td>
</tr>
<tr>
<td>You do Collaboratively work on applying the skill/strategy</td>
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<td>You do Collaboratively work on applying the skill/strategy</td>
<td>You do—collaboratively</td>
<td></td>
</tr>
<tr>
<td>Independently Independent work is used to assess status.</td>
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<td>Students work with partner to compare responses to assessment.</td>
<td>Teacher provides individual support based on assessment.</td>
</tr>
</tbody>
</table>

√ **How I will assess:**

- [ ] Students make their own math guide
- [ ] Students solve problem and explain why and how.
- [ ] Students make up problems and include solution guides.
- [ ]

**How I'll support students needing guidance:**

- [ ] Start with simpler problem, build in more challenges.
- [ ] Peer coach
- [ ] Learning “partner”
- [ ] Post a path—steps to follow
- [ ] Model different ways to solve same problem
- [ ] Student models problem solving
- [ ] Use online math resource
- [ ]

**How I'll challenge students to exceed:**

- [ ] Students make math guides.
- [ ] Students present math “models”
- [ ] Students make up problems and give to each other to solve.
- [ ] Students make pages for individual or class math "books"