**Math Lesson/Learning Plan week of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **This week’s Focus:** |

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| **Preview, Model, Interest** | **Model and GUIDE** | **GUIDE and go farther** | **ASSESS and Clarify** |  **Fix , finish well** |
| ***I do: Model the strategy/skill******We do—teacher guides class then small groups*** ***You do******Collaboratively****work on applying the skill/strategy* ***Independently****Independent work is used to assess status.* | ***I do: Model the strategy/skill******We do—teacher guides class then small groups*** ***You do******Collaboratively****work on applying the skill/strategy****Independently****Independent work is used to assess status.* | ***I do: Model the strategy/skill******We do—teacher guides class then small groups*** ***You do******Collaboratively****work on applying the skill/strategy****Independently****Independent work is used to assess status.* | ***You do—assessment—independent application of skill/strategy.******I do—clarify and expand based on formative assessment.******You do—******collaboratively******Students work with partner to compare responses to assessment.******Teacher provides individual support based on assessment.*** | ***Teacher guides students needing support******Challenge for students who “meet” to exceed.******Class Synthesis:****What did you like about the activities we did to learn more math this week?**What have we learned about math? (Option—students co-construct “anchor” chart.* |

**√**  ***How I will assess:***

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| * Students make their own math guide
 | * Students solve problem and explain why and how.
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| * Students make up problems and include solution guides.
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**How I’ll support students needing guidance:**

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| * Start with simpler problem, build in more challenges.
 | * Model different ways to solve same problem
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| * Peer coach
 | * Student models problem solving
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| * Learning “partner”
 | * Use online math resource
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| * Post a path—steps to follow
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**How I’ll challenge students to exceed:**

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| * Students make math guides.
 | * Students present math “models”
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| * Students make up problems and give to each other to solve.
 | * Students make pages for individual or class math “books”
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