

# Math Lesson/Learning Plan

week of \_\_\_\_\_

This week's Focus:

Core Math Vocabulary:

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

√ **How I will assess:**

<input type="checkbox"/> Students make their own math guide	<input type="checkbox"/> Students solve problem and explain why and how.
<input type="checkbox"/> Students make up problems and include solution guides.	<input type="checkbox"/>

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

<input type="checkbox"/> Start with simpler problem, build in more challenges.	<input type="checkbox"/> Model different ways to solve same problem
<input type="checkbox"/> Peer coach	<input type="checkbox"/> Student models problem solving
<input type="checkbox"/> Learning “partner”	<input type="checkbox"/> Use online math resource
<input type="checkbox"/> Post a path—steps to follow	<input type="checkbox"/>

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

<input type="checkbox"/> Students make math guides.	<input type="checkbox"/> Students present math “models”
<input type="checkbox"/> Students make up problems and give to each other to solve.	<input type="checkbox"/> Students make pages for individual or class math “books”