Session 8: Lesson Planning Tool

*This lesson planning tool draws from the Mathematics Assignment Review Protocol. Teachers may choose to utilize other planning methods and resources during this session.*

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| **Planning for Instruction**  |
| **Content Standard(s):** Does the lesson/task focus on one or more grade-appropriate mathematics standards? |
| What standard(s) does this lesson address? What standards (within or across grade-level coherence) does the lesson rely upon? |
| **Learning Plan:** Script out the key lesson components.(e.g. Do Now, Activating Prior Knowledge, New Learning, Guided Practice, Independent Practice, Closing, etc) |
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| **Do the Math:** Select a given task or tasks from the lesson.  |
| Solve the task by creating an exemplar student response.Predict incorrect solution strategies (e.g., misconceptions, procedural errors). How will you proactively address these misconceptions? |
| **Target of the Standard**: How does the lesson/task engage students in reaching the target of the standard? |
| ***Conceptual Understanding***If the target of the standard is conceptual understanding, what do students have to **know** in order to demonstrate mastery on this task?  | ***Procedural Skill/Fluency***If the target of the standard is procedural skill/fluency, what do students have to be able to do/**show** in order to demonstrate mastery on this task? How are students asked to connect procedures back to underlying conceptual ideas? | ***Application***If the target of the standard is application, what opportunities exist for students to apply their learning to solve problems in a relevant and meaningful way? |

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| **Standards for Mathematical Practices:** * Which mathematical practices will you explicitly teach and/or ask students to engage with during this lesson/task?
* If the task you’ve selected doesn’t explicitly offer students the opportunity to engage with the intended SMP, what instructional strategies will you use to engage students in both the KAS content *and* practice standards? (e.g., adjusting the task and/or activities related to the task - group work, whole group discussion, etc)

*Teachers are encouraged to visit the front matter and/or Attending to the SMPs section of the KAS for Mathematics and the “Engaging the SMPs: Look-fors & Question Stems” resource (located in the BCML Appendix) for additional guidance.*  |
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