Directions:

1. fill in each of the boxes with complete information

2. do not leave red lettered instructions on final lesson plan

3. create an imaginary class to use with this plan so you can make all of the points relevant to your students

4. paste all resources in same document after the lesson plan form

5. guiding questions should be included throughout the instruction section as needed

6. list Standards of Mathematical Practice (Example: SMP#2) exactly where they are located in the instruction

7. scaffolding activities should be listed at each instructional point where appropriate

*Aligned with MOPTA, and INTASC Standards, Based on Votsky/Bruner Concrete/Pictorial/Abstract Learning Theory*

|  |
| --- |
| **Math Lesson Plan Title** | Grade | Lesson Length/Grouping, 3.1.2.c |

|  |  |
| --- | --- |
| **Objectives/Goals 3.1.1.b**  Objectives are written as measurable statements which describe what the student is expected to achieve, and at what level of competency, as a result of instruction. | **Common Core State Standards and NCTM Standards 3.1.1.b**  - completely written with proper citations |

|  |
| --- |
| **Previous Skills Necessary for this Lesson 3.1.1.c**  What math skills/knowledge will the students have to have in order to be successful with this new concept? |

|  |  |  |
| --- | --- | --- |
| **Pre Assessment**  -this could be a questioning strategy, a problem to work, etc. | **Common Misconceptions /Difficulties 3.1.1.d**  Research and describe problems students typically have with this skill. | **Explicit Vocabulary**  List terms that need to be explicitly taught with/for this lesson. |

|  |  |  |
| --- | --- | --- |
| **Technology 3.1.4.a,b**  Ex. [www.illuminations.org](http://www.illuminations.org), Matching Bears game | **Class Cultural Considerations 3.0 a,b,c, 3.2.1.c**  Explicitly list all of the cultural influences of your classroom that you will be aware of while teaching. (Ex. socioeconomic status, country of origin, religious considerations, etc.) | **Modifications 3.0 a,b,c, 3.2.1.a.b**  List specific disabilities/exceptionalities of students in your class AND how you will modify for specific student(s). |

|  |
| --- |
| **Instructional Strategies 3.1.2.a,b,c,d, 3.1.3.a,b.c.d:**  **Set/Opener**  How will you begin this lesson? How will you really get the students’ attention based on their prior knowledge?  **Instruction**  List exactly what you would say/do and what you expect the students to do here. This section will require much thought and time to perfect. How do these steps connect to learning goal?  **Close/Recap**  How will you wrap-up the lesson so that students are clear about what they learned? |

|  |  |
| --- | --- |
| **Exit slip/Formative Assessments**  What will you do to check for understanding and when in the lesson? | **Practice Opportunities 3.2.2.c**  Make sure your practice opportunity is meaningful to learning and not just for “busy work.” |

|  |  |
| --- | --- |
| **Post/Summative Assessment 3.3.2.a**  How will you assess student learning? What will you use and how will you show individual student learning? | **Reflection 3.3.2.b**  How will the evidence from this lesson support the fact that students were learning? What do you plan to do with the data you have received from this lesson? |