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| ***OVERVIEW: In Methods corresponds to Task 1, B.*** | | | |
| **Teacher Candidate(s):** | | | |
| **Learning Segment Title:** | | | |
| **Grade:** | **Estimated Length of Lesson:** | **Date to be Taught:** | **Lesson Number:** |

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| ***LEARNING STANDARDS:*** | |
| **Common Core**  **Standards for Content:**  (Include number and text.) | *Find this in the module overview.\*\*delete any words in yellow in your final lesson plan.* |
| **Common Core**  **Standards for Practice:**  (Include number and brief text.) | *Find this in the module overview.* |

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| ***OBJECTIVES AND ASSESSMENT TOOLS:*** | |
| **Content Objective(s):** (Indicate number of related NCTM PI)  **C.O. 1: (procedural fluency)**  **C.O. 2 (conceptual understanding)**  **C.O.3: (math reasoning or problem solving)** | **Formative and Summative Assessment(s):** (indicate formative or summative for each)  **C.A.1:**  **C.A.2:**  **C.A. 3:** |
| **Feedback to Students:** *(How will you give feedback to the students about their progress?)* | |

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| ***MATERIALS, TEXTS, AND TECHNOLOGY RESOURCES:*** | |
| **Instructional Resources:** | *such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools --must be used in at least one lesson.* | |
| **Mathematics-specific technologies:** | *e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages----must be used in at least one lesson.* | |

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| ***PREREQUISITE KNOWLEDGE AND SKILLS:*** | |
| **Students should be able to:** |  |

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| ***ATTENTION TO LANGUAGE DEVELOPMENT:*** | |
| **One Academic Language Function p.12** |  | |
| **Associated Academic Language Demands p. 12** | *Ex: Vocabulary/symbols or*  *Math precision*  *Include one of the following:*  *Syntax:*  *Discourse:* | |

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| ***ATTENTION TO THE NEEDS OF DIVERSE STUDENTS:***  *List below specific strategies to support all students.* | |
| **List students:** | *List modification(s) here* |
| **E.L.L.\*** |  |
| **Gifted or advanced learner\*** |  |
| **Struggling student\*** | *This student may have another concurrent need- you may state that too like ADHD.* |
|  | *Additional needs as identified in your chosen classroom* |
| **Culturally Relevant perspectives:** |  |

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| ***SEQUENCE OF INSTRUCTION AND LEARNING TASKS:*** *(Include copies of key instructional materials for this lesson, such as presentation slides, interactive whiteboard images, and handouts. Include a sample of your scaffolded problems or list your scaffolded problems within the lesson plan (5pp max). Then, include your assessments. Include a sample of your scaffolded problems. Make brief references to how you are meeting the needs of your listed diverse students.* |

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| **Identify typical student misconceptions:** | |
| **Identify key task and how you will maintain the cognitive complexity:**  *\*\* scaffold your questions, ask lower and higher order questions, include comments on challenging all students. See your rubric.* | |
| **Launch: EST TIME:\_\_\_\_**  **Teacher and**  **Student Actions** | **Questions** |
| **Explore: EST TIME:\_\_\_\_**  **Teacher and**  **Student Actions** | **Questions** |
| **Summarize: EST TIME:\_\_\_\_**  **Teacher and**  **Student Actions** | **Questions** |

**OR---**

|  |
| --- |
| **Identify typical student misconceptions:** |
| **Launch: EST TIME:\_\_\_\_**  **Teacher and Student Actions.**  **Questions-bulleted list-very prominent** |
| **Explore: EST TIME:\_\_\_\_**  **Teacher and Student Actions.**  **Questions-bulleted list-very prominent** |
| **Summarize: EST TIME:\_\_\_\_**  **Teacher and Student Actions.**  **Questions-bulleted list-very prominent** |