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| **Day 4: PRIME Planning a Research Lesson Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Lesson Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Unit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Source of the Lesson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Team Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Part 0: Selecting a Topic and studying its CCSS content.****Part 1: Selecting and Setting Up a Mathematical Task:****1.** List the **CCSS Mathematical Content Goals** for the lesson. (i.e., what should students know and be able to do as a result of the lesson?) List the standard code and a brief description of the standard.**2.** Which of **The Mathematical Practices** are to be addressed in the lesson?\_\_\_\_\_\_\_1. Make sense of problems and persevere in solving them.\_\_\_\_\_\_\_2. Reason abstractly and quantitatively.\_\_\_\_\_\_\_3. Construct viable arguments and critique the reasoning of others.\_\_\_\_\_\_\_4. Model with mathematics.\_\_\_\_\_\_\_5. Use appropriate tools strategically.\_\_\_\_\_\_\_6. Attend to precision.\_\_\_\_\_\_\_7. Look for and make use of structure.\_\_\_\_\_\_\_8. Look for and express regularity in repeated reasoning.**3. Materials Required** for the Lesson: |

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|  | Class Structure | Method |
| Setting up the Problem | How will students record and report their work? |  |
| How will students work?Independently, in small groups, or in pairsto explore this task? |  |
| Launching the Task |  |
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|  | Anticipated Strategies/Misconceptions | Who | Questions |
| Monitoring Student Work | Addressing **non-starters**or students who need to make progress on the task. |  |  |
| Encouraging ALL students to share their thinking with others or to assess their understanding of their peer’s ideas. |  |  |
| For students who want to ask you questions. |  |  |
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|  | Parts of Discussion | Questions/Statements |
|  | **Launching the Discussion** |  |
|  | **Eliciting Student Strategies**Expand on, debate, and question the solution strategies being sharedMake sense of the diverse ways the task can be solved |  |
| Managing the Discussion | **Focusing on** and making sense of the **Mathematical Ideas**Make connections between the different strategies that are presentedMake connections with the Mathematical Practice goals |  |
| **Encouraging Interactions** |  |
| **Concluding the Discussion** |  |
|  | **Formative Assessment:**How will you know what the students learned? |  |
| Post Lesson Notes |  |