|  |
| --- |
| **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: |

|  |  |  |  |
| --- | --- | --- | --- |
|  | 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 | |  |
|  |  |  |  |
|  | 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. |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | Parts of Discussion | Questions/Statements | |
|  | **Launching the Discussion** |  | |
|  | **Eliciting Student Strategies**  Expand on, debate, and question the solution strategies being shared  Make 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 presented  Make connections with the Mathematical Practice goals |  | |
| **Encouraging Interactions** |  | |
| **Concluding the Discussion** |  | |
|  | **Formative Assessment:**  How will you know what the students learned? |  | |
| Post Lesson Notes |  | | |