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| Concept/Skill/Theme: | Duration: |
| Grade Level: |  |
| Objectives-Goals:  *The student will…* | |
| Next Generation Sunshine Standards/Common Core Standards: (Floridastandards.org)/early learning standards  [**http://www.corestandards.org/read-the-standards/**](http://www.corestandards.org/read-the-standards/)  [**http://www.floridaearlylearning.com/parents/parent\_resources/floridas\_early\_learning\_and\_development\_standards\_birth\_to\_five.aspx**](http://www.floridaearlylearning.com/parents/parent_resources/floridas_early_learning_and_development_standards_birth_to_five.aspx) | |
| Concept Planning/Scaffolding:  *The task and expectations*   * + *Think about your students. What do you know about them? What do they already understand about the topic? Are they ready to tackle this bit of mathematics (reading, writing, etc.) or are there some background ideas that they have not yet developed? If necessary you may need to rethink your goals after thinking through this step.*   + *How do you scaffold the information from prior lessons, experiences as you plan the concepts you are teaching?*   + *Keep the task simple. A good task may be only one problem as long as the problem requires children to explore concepts included in the identified mathematics.*   + *Select a task; justify it as appropriate for the children and the mathematics as described above.*   + *Predict what will happen. What are the students likely to do with this task? (Predict. Don’t hope) Does every child in your class/group have an equal chance to engage in the task? What accommodations might need to be made? Also consider if the task will be done individually or in groups. Tell why.*   + *For each task you’ll want the children to tell you what they did to get the answer; why they did it that way, and why they think the solution is correct. How do you want students to supply you with this information? If in writing, what format will it take? If orally, will it be group or individual reporting? Will there be writing to go along with oral report? (Remember that early graders often can’t remember what they did without something written or drawn.)* | |
| Teaching Materials and Props (including technology being used): | Teacher Resources: |
| Lesson Steps/Procedure: (Engage, Explore, Explain, Elaborate, Evaluate)  *The student will…*  *The teacher will…*  Activator/Engage*-*  *The before activities*   * + *How will you orient the children to the task? Will there be a warm-up exercise? If so, after presenting it, will you want kids to brainstorm solutions or will you merely use it as a teaser and let go?*   *The during hints and extension for early finishers*   * + *How will you present the task? (written on paper? from texts? on chart paper? overhead? etc.)*   + *Looking back to your predictions, what hints or assists can you plan in advance for students who may be stuck? Are there particular students you need to specifically assess or observe? How will you do that?*   + *Some children will complete the task earlier than others. What will you do to extend the mathematics of the lesson with them? Is there a challenge you can provide for them?*   *The after-lesson discussion format (this should be 15-20 minutes)*   * + *When will you begin the class discussion?*   + *How will you begin the class discussion? Will all solutions be posted and then each explained? Will each be explained as it’s mentioned?*   + *Will you record each solution on the board or show their work in other ways?*   + *How will you wrap up the discussion?*   *Include how you are assessing children’s thinking and learning.* | |
| Adaptations (special needs, ESOL, etc.):   * + *Predict what will happen. What are the students likely to do with this task? (Predict. Don’t hope.) Does every child in your class/group have an equal chance to engage in the task? What accommodations might need to be made? Also consider if the task will be done individually or in groups. Tell why.* | |
| Higher Order Thinking Questions:  *In this section, list your specific questions as related to Bloom’s Taxonomy and Webb’s Depth of Knowledge.*  Gardner’s Intelligences Covered | |
| Types of Assessments:  *In this section, identify what types of assessments you will use, ie: summative, formative, observation, etc.* | |
| Follow-up Activities: | Home Connection: |
| Self-Assessment and Reflection: | |