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| **Lesson name and number**:**Date you will be teaching this lesson**: |
| **Big idea(s) of this lesson**: |
| **Learning goals of this lesson**: |
| **Standards (CCSS) that are addressed in this lesson**:  |
| **Several typical example problems from the lesson**: |
| **What about these examples is typical of problems children solve in this lesson**? |
| **New concepts or skills needed for these problems**: |
| **Supporting concepts and skills needed from prior lessons**: |
| **How new concepts and skills are introduced**:  |
| **How prior knowledge is activated in this lesson**:  |
| **How student understanding is observed or assessed in this lesson**: |
| **Inquiry opportunities:***Are there discussions built into the lessons that illuminate student reasoning*? *Is there a big question that is accessible to students that would illuminate the content of the lesson*?  *Are there problems in the main lesson or in the supporting ideas for the lesson where children reason and apply the content of the lesson to a more involved question (one where children are reasoning or working on the same question or problem for several minutes*)? |
| **Collaboration***Where in the lesson are children expected to work together*?*Is there anything about the problem that drives the collaboration? Is there any part of the problem that is easier with two people than with one? Is the collaboration arbitrary? (Could the problem be just as easily be done individually*) *What is each child expected to contribute to the collaboration? How can the teacher see if each child is contributing*? |
| **Differentiation:** *What suggestions are made in the lesson for students differing needs*? |
| **Opportunities to use technology:***Where in the lesson would using a computer, SMART board, or other technology tool would let you show the content ideas better than writing on a whiteboard?**Where in the lesson would using a computer, SMART board, or other technology tool would let you manage the flow of the lesson better than writing on a whiteboard?* |