

Figure 2.12: CCSS Mathematical Practices Lesson-Planning Tool

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| Unit: | Date: | Lesson: | |
| Learning target: As a result of today's class, students will be able to _____ | | | |
| Formative assessment: How will students be expected to demonstrate mastery of the learning target during in-class checks for understanding? | | | |
| Probing Questions for Differentiation on Mathematical Tasks | | | |
| Assessing Questions (Create questions to scaffold instruction for students who are "stuck" during the lesson or the lesson tasks.) | | Advancing Questions (Create questions to further learning for students who are ready to advance beyond the learning target.) | |
| Targeted Standard for Mathematical Practice: Which Mathematical Practice will be targeted for proficiency development during this lesson? | | | |
| Tasks (Tasks can vary from lesson to lesson.) | What Will the Teacher Be Doing? (How will the teacher present and then monitor student response to the task?) | What Will the Students Be Doing? (How will students be actively engaged in each part of the lesson?) | |
| Beginning-of-Class Routines How does the warm-up activity connect to students' prior knowledge, or how is it based on analysis of homework? | | | |

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| Task 1 How will the students be engaged in understanding the learning target? | | |
| Task 2 How will the task develop student sense making and reasoning? | | |
| Task 3 How will the task require student conjectures and communication? | | |
| Closure How will student questions and reflections be elicited in the summary of the lesson? How will students' understanding of the learning target be determined? | | |