

Math Education Lesson Planning Template

OVERVIEW:		
Teacher Candidate:		
Content Area(s):	Unit of Instruction:	
Focus of this Lesson:	Date:	
Grade:	Estimated Length of Lesson:	Lesson Number in this Unit (if relevant):

LEARNING STANDARDS:	
<i>Only include standards and specific portions of those standards that will be assessed in this lesson.</i>	
Standards Code	Standards Text

**Use the New York State Next Generation Mathematics Learning Standards*

LEARNING OBJECTIVES AND ASSESSMENTS:		
Standards	Learning Goals	
Standards	Performance Goals	Formative and Summative Assessment(s): <i>(Indicate whether each assessment is formative or summative. Include items you can observe or collect as evidence of student learning, such as worked problems, student recordings, or other artifacts.)</i>
Add or delete rows as needed.		

Learning goals focus on understanding mathematical concepts and typically begin with "Students will understand ... [add mathematical ideas and/or concepts targeted in this lesson] ..." Performance goals focus on what students can do in your lesson to achieve those learning goals and typically begin with "Students will be able to (SWBAT) ..." or "Students can (or I can) ..." Consider using the eight Standards for Mathematical Practice, along with Bloom's Taxonomy, as a guide when developing your performance goals.

ACADEMIC LANGUAGE:
Language function addressed in this lesson is (e.g., inform, analyze, problem solve)
Place your response here.
[Math] vocabulary developed in this lesson include:
Place your response here.
Language structures in the lesson that may need to be clarified for students (as relevant):
Place your response here

Math Education Lesson Planning Template

STUDENTS' KNOWLEDGE, SKILLS, AND ASSETS:

Students' prior knowledge (academic skills and content) to be built on in this lesson includes:

[Place your response here.](#)

Students' real-world interests and cultural knowledge (Funds of Knowledge) to be built on in this lesson are:

[Place your response here.](#)

PLANNED SUPPORTS AND DIFFERENTIATION:

Considerations for Universal Design for Learning:

List planned supports below and bold face these features in the Sequence of Lesson section:

<u>Multiple</u> means of representation (How will students be exposed to the content?)	<u>Multiple</u> means of engagement (How will students interact with the content?)	<u>Multiple</u> means of expression (How will students show what they have learned?)
<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •

Accommodations and/or modifications for specific learners with identified needs (e.g., IEP, 504 Plan, ELL, at-risk, above grade level, role of paraprofessionals, etc.) are:

[Place your response here \(only if applicable; optional\).](#)

INSTRUCTIONAL AND LEARNING MATERIALS, TEXTS, AND RESOURCES:

Materials	
Texts	
Technology (if used)	

ATTENTION TO THE NEEDS OF DIVERSE STUDENTS: List below specific strategies to support all students.

List students:	<i>List modification(s) here</i>
English Language Learner (E.L.L)	<i>Place your response here (only if applicable; optional).</i>
Gifted or advanced learner*	<i>Place your response here (only if applicable; optional).</i>
Struggling student*	<i>This student may have another concurrent need- you may state that too like ADHD.</i>
	<i>Additional needs as identified in your chosen classroom:</i>
Culturally Relevant perspectives:	<i>Place your response here (only if applicable; optional).</i>

SEQUENCE OF LESSON (INSTRUCTIONAL STRATEGIES AND LEARNING TASKS):

Bold face features that indicate Planned Supports (from section above)
Add or delete rows as needed. Section titles may be renamed based on lesson design.

Math Education Lesson Planning Template

Teacher Actions: (e.g., instruction, directions, multi-level questions, management, assessment, etc.)	Student Actions: (e.g., learning tasks, peer-to-peer interactions, high-access and engagement strategies, performances, etc.)
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LAUNCH 1 -EXPLORE 1 -SUMMARIZE 1

Introduction [LAUNCH]– Estimated time () (Note: Provide information about group arrangement)

Describe what the teacher is doing & what the students are doing!

<p>What the teacher is doing:</p> <ol style="list-style-type: none"> 1. 2. 3. ... <p>Questions to consider, in addition to those included in the monitoring chart above:</p> <ol style="list-style-type: none"> 1. 2. 3. ... 	<p>What the students are doing (this should be related to what the teacher is doing):</p> <ol style="list-style-type: none"> 1. 2. 3. ...
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Development [EXPLORE] – Estimated time () (Note: Provide information about group arrangement)

Describe what the teacher is doing & what the students are doing!

<p>What the teacher is doing:</p> <ol style="list-style-type: none"> 1. 2. 3. ... <p>Questions to consider, in addition to those included in the monitoring chart above:</p> <ol style="list-style-type: none"> 1. 2. 3. ... 	<p>What the students are doing (this should be related to what the teacher is doing):</p> <ol style="list-style-type: none"> 1. 2. 3. ...
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Closure [SUMMARIZE]– Estimated time () (Note: Provide information about group arrangement)

Describe what the teacher is doing & what the students are doing!

<p>What the teacher is doing:</p> <ol style="list-style-type: none"> 1. 2. 3. ... <p>Questions to consider, in addition to those included in the monitoring chart above:</p> <ol style="list-style-type: none"> 1. 2. 3. ... 	<p>What the students are doing (this should be related to what the teacher is doing):</p> <ol style="list-style-type: none"> 1. 2. 3. ...
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Math Education Lesson Planning Template

LAUNCH 2 -EXPLORE 2 -SUMMARIZE 2

Introduction [LAUNCH]– Estimated time () (Note: Provide information about group arrangement)

Describe what the teacher is doing & what the students are doing!

<p>What the teacher is doing:</p> <ol style="list-style-type: none">1.2.3.... <p><i>Questions to consider, in addition to those included in the monitoring chart above:</i></p> <ol style="list-style-type: none">1.2.3....	<p>What the students are doing (this should be related to what the teacher is doing):</p> <ol style="list-style-type: none">1.2.3....
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Development [EXPLORE] – Estimated time () (Note: Provide information about group arrangement)

Describe what the teacher is doing & what the students are doing!

<p>What the teacher is doing:</p> <ol style="list-style-type: none">1.2.3.... <p><i>Questions to consider, in addition to those included in the monitoring chart above:</i></p> <ol style="list-style-type: none">1.2.3....	<p>What the students are doing (this should be related to what the teacher is doing):</p> <ol style="list-style-type: none">1.2.3....
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Closure [SUMMARIZE]– Estimated time () (Note: Provide information about group arrangement)

Describe what the teacher is doing & what the students are doing!

<p>What the teacher is doing:</p> <ol style="list-style-type: none">1.2.3.... <p><i>Questions to consider, in addition to those included in the monitoring chart above:</i></p> <ol style="list-style-type: none">1.2.3....	<p>What the students are doing (this should be related to what the teacher is doing):</p> <ol style="list-style-type: none">1.2.3....
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Additional Information

Math Education Lesson Planning Template

Extending the Lesson – Used when needed to extend the curriculum (integration opportunities, informed action that results from this lesson, etc.):

- LEAVE BLANK

Math Education Lesson Planning Template

Copies of Worksheets or Other Materials to Be Used in the Lesson Upload below or provide a shareable link (set to public access).

Math Education Lesson Planning Template

ANALYSIS AND REFLECTIONS ON PLANNING FOR TEACHING AND LEARNING:

Complete this section after teaching the lesson. Reflect on your lesson with a one-page response.

Discuss strengths and areas of growth for the lesson taking into account the following:

- *meeting learning objectives*
- *assessment strategies*
- *learning environment*
- *issues of diversity, equity, and inclusion*
- *differentiation*
- *instructional delivery*
- *feedback from mentor teacher/supervisor (if relevant)*