**Teaching-Learning Plan for Fractions Course**

*Note: This plan is specially designed for use with the course “Conduct a Lesson Study Cycle on Fractions” and should be used* ***only*** *with that course.*

# *Document Instructions:*

* *All italicized text is instructional and is intended to be deleted upon completion of document.*
* *To replace the logo in the header with your school’s logo, right click the logo and select “Replace image.”*
* *To add an additional row to any table, right click anywhere in the last row and select “Insert row below.”*

# 

# Team Members

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Insert text here* | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson Date: |  | Instructor: |  | Grade Level: |
| *mm/dd/yy* |  | *Insert text here* |  | *Insert text here* |

# 1. Title of Lesson

|  |
| --- |
| *Insert text here* |

# 2. Goals

## **Broad Subject-Matter Goals or Long-term Goals for Student Development** (e.g., mathematical practices such as viable arguments, or qualities we want to nurture in our students, such as curiosity, perseverance, and eagerness to learn):

|  |
| --- |
| *Insert text here* |

## **Lesson Goals:**

|  |
| --- |
| *Insert text here* |

# 3. Lesson Rationale

## Why we chose these goals. For example, what is difficult about learning this topic, and how is our lesson designed to improve it? What do we notice about students currently as mathematics learners?

|  |
| --- |
| *Insert text here* |

# 4. Relationship to the Standards

## How is this lesson situated within the study of fractions?

## What are the Common Core (or state) mathematics standards it is designed to build?

|  |
| --- |
| *Insert text here* |

# 5. Student Understanding

## How does students’ understanding of this topic develop during this lesson and unit?

## How many lessons are in the unit, and where does this lesson fall?

## What knowledge will students bring to the lesson, and how will it develop during the lesson and unit?

## Consider three focal students with different levels of mathematical knowledge and anticipate the thinking of each, and the experiences that will enable each to grow during the lesson.

|  |
| --- |
| *Insert text here* |

# 

# 6. Lesson Design

## Design the sequence of learning activities and teacher moves that will propel students from their initial understanding to the new learning. Add additional rows if needed.

## Consider these questions:

## What kinds of thinking, problems, and misconceptions will arise?

## How will the teacher use these ideas and misconceptions to advance the lesson?

## 

## In the middle column, note the anticipated responses of three focal students selected to represent different levels of mathematics learning in your class.

|  |  |  |
| --- | --- | --- |
| **Student Learning Activities** **(and time allocated to each)** | Anticipated Student Responses and Teacher Support | Points to Notice (Data to Collect) |
| *Insert text here* | *Insert text here* | *Insert text here* |
| *Insert text here* | *Insert text here* | *Insert text here* |
| *Insert text here* | *Insert text here* | *Insert text here* |
| *Insert text here* | *Insert text here* | *Insert text here* |
| *Insert text here* | *Insert text here* | *Insert text here* |

# 7. Data to Collect

## Collect data that will help you understand the development of students’ thinking over the course of the lesson, with respect to your goals, and what supported or impeded student thinking. Assign an observer to each of the three focal students, to record their responses over the course of the lesson.

## **Our team will collect data on:**

|  |
| --- |
| *Insert text here* |

## **Outside observers are asked to collect data on:**

|  |
| --- |
| *Insert text here* |

## Provide any forms that will help with data collection, such as copies of the seating chart to note student solution strategies at different time points, or a running time record to note student and teacher speech.