SCUSD Common Core Mathematics

Lesson Plan Rubric

Unit Title: ☐*The unit title is written* **Lesson:** ☐*The lesson number and title are listed*	**Approx. time:** ☐*This lesson is given an approximate time or number of days*	**CCSS-M Standards:** ☐*The Common Core Math standards addressed in this lesson are listed (abbreviated form is ok)*

A. **Focus and Coherence**	B. **Evidence** of Math Practices
Students will know… ☐*The "students will know" bullet(s) from the Unit of Study form is/are correctly copied here* ☐*These items address the key knowledge and concepts that students will acquire as a result of this lesson* **Students will be able to…** ☐*The "students will be able to" bullet(s) from the Unit of Study form is/are correctly copied here* ☐*These items address the required fluencies and application of knowledge that students will acquire as a result of this lesson* **Student prior knowledge:** ☐*Prior knowledge concepts for this lesson are listed* ☐*These are concepts that students need to have already known or learned in order to be successful in this lesson* **Which math concepts will this lesson lead to?** ☐*Future math concepts for this lesson are listed* ☐*These are concepts that are an extension from this lesson and/or require this lesson as prior knowledge*	**What will students do/say/produce when they are making sense, persevering, attending to precision and/or modeling, in relation to the focus of the lesson?** *Note: Not all three SMPs (1, 4, and 6) must be addressed in this lesson. This lesson address:* ☐*SMP 1: Make Sense of Problems and Persevere in Solving Them* ☐*SMP 6: Attend to Precision* ☐*SMP 4: Model with Mathematics* *Check the boxes below that apply to this lesson:* ☐*Example(s) of how students will make sense of the math in this lesson is/are listed (SMP 1)* ☐ *Example(s) of how students will persevere in this lesson is/are listed (SMP 1)* ☐ *Example(s) of how students will attend to precision, orally and in writing, is/are listed here (SMP 6)* ☐ *If understanding vocabulary is integral to the lesson, the vocabulary words are listed here* ☐ *Example(s) of how students will model with mathematics in this lesson is/are listed (SMP 4)* ☐ *The tools that students will choose for solving real-world problems are listed (diagrams, tables, graphs, formulas, etc.)*

Guiding Question(s)

☐*Guiding questions are listed*

- ☐*These are thought-provoking questions that recur as students progress through their learning of this topic.*
- ☐*These questions provoke and sustain student interest and inquiry.*
- ☐ *These questions do not yield a single answer, but produce different plausible responses.*

Formative Assessments

☐*Formative assessment items are listed and/or attached*

- ☐*The "mode" of the formative assessment is explicit (i.e. Individual whiteboards, ticket-out-the-door, written reflection, quiz worksheet, etc.)*
- ☐*The specific math problem(s) or writing prompt(s) that will be used as the formative assessment is/are written*

Anticipated Student Preconceptions/Misconceptions

☐*Anticipated student preconceptions and/or misconceptions are listed*

- ☐*These reflect students' preconceived understanding of a concept addressed in this lesson; and/or*
- ☐*These reflect common misconceptions that students may have prior to this lesson*

Materials/Resources

☐*Materials and/or resources for this lesson are listed*

- ☐*The materials and resources listed will aid teachers in presenting this lesson*
- ☐*The materials and resources listed will aid students in understanding the concepts presented in this lesson*

C. **Rigor**: fluency, deep understanding, application and dual intensity

What are the learning experiences that provide for rigor? What are the learning experiences that provide for evidence of the Math Practices? (Detailed Lesson Plan)

Warm-Up

☐*Warm-up items are listed*

- ☐*The "mode" of the warm-up is explicit (i.e. Individual whiteboards, whole group exploration, solo time with math notebook, etc.)*
- ☐*The specific math problem(s) or writing prompt(s) that will be used as the warm-up is/are written*

Lesson

☐*The progression/order of the lesson is explicit*

- ☐*The lesson progression/order is logical and well thought out*

☐*The specific math problem(s), task(s), questions, and/or writing prompt(s) are written clearly*

- ☐*Directions for how the teacher and/or students will engage with the specific math problems, tasks, questions, and/or writing prompts is explicit*
- ☐*The math problems, tasks, questions, and/or writing prompts stimulate interest from students*
- ☐ *The math problems, tasks, questions, and/or writing prompts elicit mathematical thinking*
- ☐ *The math problems, tasks, questions, and/or writing prompts engage students in productive struggle*

Overall, this lesson:

☐*Uses and encourages precise and accurate mathematics, academic language, terminology, and concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models)*

☐*Addresses what students "will know" and "will be able to" do*

☐*Is concise and can be utilized by others*

Closure

☐*Closure items are listed*

- ☐*The "mode" of the closure is explicit (i.e. ticket-out-the-door, whole group discussion, quiz, formative assessment as listed above, etc.)*
- ☐*The specific math problem(s) or writing prompt(s) that will be used as the closure is/are written*

Suggested Homework/Independent Practice

☐*The suggested homework or independent practice for this lesson is listed*

- ☐*The suggested homework or independent practice requires students to practice the concept(s) they learned in this lesson*
- ☐*The suggested homework or independent practice will aid students in further understanding the concepts presented in this lesson*