

### Lesson Plan

(For selected lessons during student teaching in mathematics)

Name:

Grade and Class:

Date:

Cooperating Teacher's name:

School:

#### Section 1: Today's lesson in the big picture

State succinctly what is the mathematical **unit** or theme to which today's lesson contributes (e.g., what broad theme is being discussed this week in this class?)

What are the **goals aimed by this unit**? (Goals = Standards and Objectives from the state core or NCTM Principles and Standards or a combination of both)

#### Section 2: An overall look at today's lesson—Objectives and their attainment

State briefly **what is the topic of today's lesson** as if you were reporting it to a colleague teacher

What is that (you assume) **students currently know** about the subject of today's lesson or that is key for them to understand today's lesson

Formulate a problem, question, or exercise that, if given to your students, would allow you to **diagnose** whether your students are ready to undertake the study you are about to organize for them.

State your **cognitive objectives** for today's lesson using at least one higher level objective (analyzing, creating, evaluating) and at least one lower level objective (remembering, understanding, applying).  
Formulate objectives in terms of student outcomes.

	<b>By the end of today's lesson the student should be able to...</b>
Remember	
Understand	
Apply	
Analyze	
Evaluate	
Create	

Name and Date:

Formulate **summative assessment (test) items** that you would expect to use in the future **to determine whether** your students have attained the objectives of today's lesson (one at least aiming at higher level and one aiming at lower level cognitive objectives)

### Section 3—Teaching today's lesson

Use the chart in the appendix to **outline the sequence of activities** for today's lesson (add as many rows as needed to outline the segments of today's lesson).

State, as you are going to say it **to your students at the beginning of class**, what is **the subject of today's lesson** (e.g., "Today we are going to study...." "today's lesson will answer the question ..."; Note that this must only be an introductory statement not an explanation but **must be understandable to them.**)

State a **formative assessment item** that you would use **to know what** your students have understood about the ideas of today's lesson. Imagine it in the form of a problem or question that will take 5 minutes for students to work on at the end of class to give to you before they leave.

Write a paragraph that you will use as a **summary at the end of today's lesson**. Make sure to establish connections between what was done in today's lesson, the way you announced the lesson at the beginning, and the subject to be studied in the following lesson.

### Section 4: Attachments

Attach copies of all handouts, worksheets, diagrams, that you will be using.

Name and Date:

#	Segment Title	What mathematical work will students be doing (include examples)? <sup>1</sup>	What will the teacher be doing? <sup>2</sup>	What is the purpose of doing this?	How long will it take? <sup>3</sup>	How will you know that the work being done is serving your purposes? <sup>4</sup>
1						
2						
3						
4						
5						
6						
7						

<sup>1</sup> Use this line to list the kind of thinking and engagement that students will be involved in for that task.

<sup>2</sup> Use this line to list how you will promote or support students' thinking and maintain the engagement with that task

<sup>3</sup> Make a reasonable estimate in the form of a time **interval** in minutes

<sup>4</sup> What actions you could take to verify that students indeed are doing what you expect them to do in this task? (formative assessment)