

MATH LESSON PLAN TEMPLATE

OVERVIEW		
Lesson Title:	Unit Title:	
Lesson #:	CCRS/SPL Range:	Class Level
Length of Lesson in # of Hours:	# of Classes:	Teacher(s):
How does this lesson connect to previous or future work as exemplified by the Standards in your scope and sequence?*		
LESSON OBJECTIVES	STANDARDS	
<i>At the end of this lesson, students will be able to:</i>	<i>What Standard(s) am I targeting in this lesson?*</i>	
	<i>Citation</i>	
1 -3 MATHEMATICAL PRACTICE(S) ADDRESSED IN THIS LESSON	ELEMENTS OF RIGOR	
	<i>Which aspect(s) of Rigor do the targeted Standard(s) require?*</i>	
	<input type="checkbox"/> Conceptual understanding of key concepts	
ESSENTIAL QUESTIONS	<input type="checkbox"/> Procedural skill and fluency	
	<input type="checkbox"/> Rigorous application of mathematics in real-world contexts	
EVIDENCE OF LEARNING		
<i>Ways I and my students will know the extent to which the objectives have been met.</i>		

LEARNING PLAN		MATERIALS	TIME
Vocabulary			
Introduction <ul style="list-style-type: none"> ▪ <i>How will students make connections between the content and their goals?</i> ▪ <i>How will students know the purpose for this lesson?</i> 			
BODY OF THE LESSON <ul style="list-style-type: none"> ▪ What explanations, representations, and/or examples will I share/ elicit to make the mathematics of this lesson clear?* ▪ What challenging non-routine problem(s) will I ask the whole class to solve?* ▪ What strategies and opportunities will I use to check for understanding throughout the lesson?* ▪ What questions will I ask to allow students to share their thinking and when will this happen in the lesson?* 			

LEARNING PLAN, continued	MATERIALS	TIME
<ul style="list-style-type: none"> ▪ How will I bring closure and provide opportunities for reflection on and transfer of knowledge/skills? 		

*Please see the accompanying Companion Document for more detail and explanation of this component.

This lesson plan has been adapted from Achieve the Core’s Lesson Planning Tool by Student Achievement Partners and from the work of William Schaffer, Professional Development Specialist, Northampton Community College, Tannersville PA.