Grade Level:

Instructor:

Planning Group:

School:

District:

Date:

Textbook Series:

Manipulatives or Materials Required:

Workbooks or Worksheets Required:

Posters Required:

1. Title of Unit:

2. Title of Lesson:

3. Goals of Unit and Lesson:
   
   Goal of the Lesson Study Group:

   District Benchmarks:

   Objective for the Lesson:

   Connection to previous learning:

   Sequence of Lessons in Unit:

   Connections to Future Learning:

4. Relationship Between this Lesson and the Principles and Standards for School Mathematics (NCTM, 2000)
5. **Lesson Procedure:**

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Teacher Support</th>
<th>Things to Look For</th>
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<td>Teacher activities and expected student reactions.</td>
<td>Things to remember. Possible assistance.</td>
<td>Points of evaluation. What are the students doing?</td>
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**Introduction**  
*Quick Review, etc.*

- *How well do students remember the previously studied material?*

**Launch**  
*Pose the problem.*

- *Do students understand the problem?*
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| **Explore**  
*Students work individually and/or in groups. If groups are used, how are they to be assigned?* | **Instructor notes particular students to be invited to present their solution during the discussion phase.** | |

**Possible Student Solution Methods:**

**Possible Student Misconceptions:**

**Key Questions:**

**Possible Hints:**
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**Summary:** (Lifting)
- What were the different ways students solved the problems?
- What connections did students make? What are the advantages and disadvantages of the various methods that were used?

**Extensions:**
- Support for below average and above average students. Previews of other topics.
5. Plan for Blackboard:

6. Plan for Student Notebooks:

Research Questions:

Handouts:

Student Work: