

Contents

Acknowledgments xviii

Letter to 3–5 Teachers xix

Letter to Elementary Principals xx

Letter to Mathematics Coaches xxi

Letter to Preservice College and University Instructors xxii

How to Use This Book xxiii

Part I. You Are the Architect of Your Classroom 1

Chapter 1. Surveying Your Site: Knowing Your Students 2

Why Is It So Important to Know Your Students? 3

What Is Prior Knowledge in Mathematics? 3

What Do Access and Equity Really Mean? 5

How Do Identity and Agency Influence Lesson Planning? 5

What Do Culturally and Linguistically Diverse Students Need? 7

What Do Students Living in Poverty Need? 9

What Are Learning Needs? 10

What Are the Common Themes? 12

Chapter 2. Your 3–5 Blueprint: Planning Mathematics Lessons for Coherence, Rigor, and Purpose 14

What Is Coherence? 15

What Is Rigor? 16

What Is the Purpose of a Lesson? 18

What Is Conceptual Understanding? 18

What Is Procedural Fluency? 19

What Is Transfer? 20

How Can You Ensure That You Plan Lessons for Coherence, Rigor, and Purpose? 21

Lesson-Planning Template 22

Part II. Drafting Your 3–5 Blueprint 25

Chapter 3. Laying Your Foundation: It Starts With Big Ideas, Essential Questions, and Standards 26

What Are State Standards for Mathematics? 27

What Are Essential Questions? 28

What Are Process Standards? 29

Building Unit Coherence 32

Third-Grade Snapshot: Big Ideas, Essential Questions, and Standards 33

Fourth-Grade Snapshot: Big Ideas, Essential Questions, and Standards 34

Fifth-Grade Snapshot: Big Ideas, Essential Questions, and Standards 35

Under Construction 36

Chapter 4. Reinforcing Your Plan: Learning Intentions and Success Criteria 37

- What Are Learning Intentions? 38
- What Are Mathematics Learning Intentions? 38
- What Are Language and Social Learning Intentions? 39
 - Language Learning Intentions* 39
 - Social Learning Intentions* 40
- How Do You Communicate Learning Intentions With Students? 41
- What Are Success Criteria? 42
- How Do Learning Intentions Connect to the Success Criteria? 42
- When Should Learning Intentions and Success Criteria Be Shared With Students? 43
- Building Unit Coherence 44
- Third-Grade Snapshot: Learning Intentions and Success Criteria 45
- Fourth-Grade Snapshot: Learning Intentions and Success Criteria 46
- Fifth-Grade Snapshot: Learning Intentions and Success Criteria 47
- Under Construction 48

Chapter 5. Deciding on Purpose: Why Are You Building This Lesson? 49

- What Is the Role of a Conceptual Understanding Lesson? 50
- What Is Procedural Fluency, and How Does It Build From a Conceptual Understanding Lesson? 56
- How Do You Know if You Need a Conceptual Understanding or Procedural Fluency Lesson? 59
 - How Do You Create a Transfer Lesson?* 60
- Building Unit Coherence 63
- Third-Grade Snapshot: Lesson Purpose 64
- Fourth-Grade Snapshot: Lesson Purpose 65
- Fifth-Grade Snapshot: Lesson Purpose 66
- Under Construction 67

Chapter 6. Choosing Tasks: The Heart of a Lesson 68

- Why Are Tasks Important? 69
- What Is a Worthwhile Task? 69
 - Uses Significant Mathematics for the Grade Level* 69
 - Rich* 70
 - Problem Solving in Nature* 70
 - Authentic/Interesting* 70
 - Equitable* 70
 - Active* 70
 - Connects to the Process Standards and Standards for Mathematical Practice* 71
- How Do You Adapt Tasks? 72
- What Are Some Sources for Worthwhile Tasks? 73
- Building Unit Coherence 74
- Third-Grade Snapshot: Task Selection 75
- Fourth-Grade Snapshot: Task Selection 76
- Fifth-Grade Snapshot: Task Selection 77
- Under Construction 78

Chapter 7. Choosing Materials: Representations, Manipulatives, and Other Resources 79

- What Is the Role of Representations in Mathematics Lessons? 80
- What Is a Manipulative? 86

How Are Manipulatives Used?	88
What Are Other Resources?	90
Building Unit Coherence	91
Third-Grade Snapshot: Material Selection	92
Fourth-Grade Snapshot: Material Selection	93
Fifth-Grade Snapshot: Material Selection	94
Under Construction	95

Chapter 8. Cementing the Cracks: Anticipating Student Thinking 96

What Are Misconceptions, and Where Do They Come From?	97
How Can You Plan to Minimize Misconceptions?	98
<i>Formative Assessment</i>	100
<i>Questioning</i>	100
<i>Anticipating</i>	100
Building Unit Coherence	101
Third-Grade Snapshot: Student Thinking	102
Fourth-Grade Snapshot: Student Thinking	103
Fifth-Grade Snapshot: Student Thinking	104
Under Construction	105

Chapter 9. Framing the Lesson: Formats 106

What Are Some Different Lesson Formats?	107
<i>Four-Part Lesson Plan</i>	107
<i>Game Format</i>	109
<i>Small-Group Instruction</i>	110
<i>Pairs</i>	112
Building Unit Coherence	112
Third-Grade Snapshot: Lesson Format	113
Fourth-Grade Snapshot: Lesson Format	114
Fifth-Grade Snapshot: Lesson Format	115
Under Construction	116

Chapter 10. Evaluating Impact: Formative Assessment 117

What Is Formative Assessment?	118
What Are Specific Formative Assessment Techniques?	120
<i>Observation</i>	120
<i>Interview</i>	121
<i>Show Me</i>	123
<i>Hinge Questions</i>	124
<i>Exit Task</i>	125
Building Unit Coherence	127
Third-Grade Snapshot: Formative Assessment	128
Fourth-Grade Snapshot: Formative Assessment	129
Fifth-Grade Snapshot: Formative Assessment	130
Under Construction	131

Part III. Pulling All the Pieces Together 133

Chapter 11. Planning to Launch the Lesson 134

- What Is a Lesson Launch? 136
- How Can You Launch a Problem-Solving Lesson? 136
 - See, Think, and Wonder Lesson Launch* 136
 - Notice and Wonder Lesson Launch* 138
 - Numberless Word Problem Lesson Launch* 139
- What Kinds of Lesson Launches Focus on Mathematics Concepts? 140
 - One of These Things Is Not Like the Others* 140
- What Are Number Sense Routine Lesson Launches? 141
 - Estimation* 142
 - Number Lines* 143
 - Clothesline Math* 144
 - Splats* 145
 - Number Talk* 145
- What Do You Anticipate Students Will Do? 147
- Building Unit Coherence 147
- Third-Grade Snapshot: Launch the Lesson 148
- Fourth-Grade Snapshot: Launch the Lesson 149
- Fifth-Grade Snapshot: Launch the Lesson 150
- Under Construction 151

Chapter 12. Planning to Facilitate the Lesson 152

- What Is Mathematical Communication? 153
- How Do You Facilitate Meaningful Mathematical Discourse? 153
- How Do You Plan for and Pose Purposeful Questions? 155
 - Gathering Information* 156
 - Probing Thinking* 156
 - Making the Mathematics Visible* 157
 - Encouraging Reflection and Justification* 158
 - Engage With the Reasoning of Others* 158
- How Do You Facilitate Productive Struggle? 161
- How Do You Make Sure You Engage Students in the Process Standards as You Facilitate the Lesson? 162
- Building Unit Coherence 162
- Third-Grade Snapshot: Facilitate the Lesson 163
- Fourth-Grade Snapshot: Facilitate the Lesson 165
- Fifth-Grade Snapshot: Facilitate the Lesson 166
- Under Construction 168

Chapter 13. Planning to Close the Lesson 169

- Why Do You Need Closure in a Lesson? 170
- What Are Some Different Closure Activities? 170

<i>What Is an Extended Closure?</i>	172
Building Unit Coherence	174
Third-Grade Snapshot: Close the Lesson	175
Fourth-Grade Snapshot: Close the Lesson	176
Fifth-Grade Snapshot: Close the Lesson	177
Under Construction	178

Chapter 14. Surveying Your Results: Lesson Reflection 179

Why Is It Important to Reflect Upon Lessons?	180
What Kind of Reflection Cycle Supports Teacher Growth?	181
<i>Take Time for Reflection</i>	181
<i>Describe What Worked</i>	181
<i>Describe the Challenge</i>	182
<i>Leverage the Success to Address the Challenge</i>	183
<i>Conduct Your Teaching Experiment</i>	183

Epilogue 184

Appendix A: Complete Lesson Plans 185

Appendix B: Lesson-Planning Template 201

Appendix C: Further Reading/Resources 205

Appendix D: Glossary 207

References 211

Index 217

About the Authors 221



Visit the companion website at
resources.corwin.com/mathlessonplanning/3-5
for downloadable resources.