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**Grade**

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| **Grade Level** | **Unit Title** | **Duration** |
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| **Mississippi College- and Career-Readiness Standards for Mathematics** | **Standards for Mathematical Practice** |
| **Focus:** **ID** Write out standard from CCRS. This should include the focus standard of the unit/performance task.**Additional:** **ID** Write out standard from CCRS. This should include the standards that support the focus or are touched on throughout the lessons. | **SMP.ID** Write out the standard. This list should include the SMPs from all lessons.  |
| **Unit Overview** |
| Provide a brief overview of the unit. Explain the content focus and the strategies and methods used to teach. **Essential Questions:** * Write first essential question here. Make sure it is an overarching question with depth.
* Write second essential question here. Make sure it is an overarching question with depth.
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| **Lesson Tasks** |
| **Lesson 1: Title**Students will… brief sentence (or two) on the activities/skills taught each day.**Continue as needed…** |
| **Performance/Culminating Task** |
| **Title of Performance Task** Write description of task here. Explain the activity and the content assessed. If possible, performance task should be cross-curricular and involve the students creating something. **Standard(s) Assessed:**  |

**Rubric for Performance/Culminating Task**

Paste Rubric here. Rubric should only be one page (if possible) and student friendly.

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| **Lesson 1: Title of Lesson** |
| **Focus Standard(s):****Additional Standard(s):** **Standards for Mathematical Practice:** **Estimated Time:** **Resources and Materials:** * List all resources in this order: materials, Handouts, and websites.

**Lesson Target(s):** * Students will…
* Students will…

**Guiding Question(s):** * 2-3 questions here at the most.
* What should students be able to answer at the end of the class?
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| **Vocabulary** |
| **Academic Vocabulary:*** Terms needed for understanding
* These may be direct instruction or for discussion
 | **Instructional Strategies for Academic Vocabulary:** * Introduce words with student-friendly definitions and pictures
* Model how to use the words in discussion
* Discuss the meaning of word in a mathematical context
* Create pictures/symbols to represent words
* Write/discuss using the words
* Act out the words or attach movements to the words
 |
| **Symbol** | **Type of Text and Interpretation of Symbol** |
|  | Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform well below the grade level and/or for students who perform well above grade level |
|  | Assessment (Pre-assessment, Formative, Self, or Summative) |
| **Instructional Plan** |
| **Understanding Lesson Purpose and Student Outcomes:** Explain how students will encounter the skills of the lesson.**Anticipatory Set/Introduction to the Lesson:** **Title**Describe the activity. **For students who are EL, have disabilities, or perform well below grade level:** * List strategy for remediation here.

**Extensions for students with high interest or working above grade level:** * List strategy for enrichment here.

**Activity 1:** **Title**Repeat format from anticipatory set for as many activities as needed.**Activity 2: Title** Repeat format from anticipatory set for as many activities as needed.**Reflection and Closing:** Repeat format from anticipatory set and provide students with questions to solidify learning targets and guiding questions. |
| **Homework** |
| Students will…(complete, review, etc.). Use Parent Guide to help come up with activities if needed.  |

Handout 1.1: Title of Handout

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Content of Handout