

Purpose Alignment for a 5th Grade Math Lesson

Kellie Hernandez

Prior Formative Assessment	In the previous lesson, the teacher noticed that students were going directly to the formula. The teacher's area of focus for the lesson was to increase student understanding and articulation of the mathematical concept of "mean." While working in partnerships, students were to discover the average by identifying all towers that were the same size. Several problems and an exit task were given in order to provide all students the opportunity for articulation of the concept. In planning the lesson, the teacher recognized that in the previous lesson, there was some confusion about the definition of the mean and its representation in a bar graph and as a leveling average.
Teaching Points	The teacher reviews what the students had learned the day before and has students explain the concepts to each other. She spends time talking about and having students demonstrate their learning by talking about the two ways to represent the data then challenges them to depict data that has the same mean.
Learning Target	Students will learn how different sets of data can have the same mean by leveling the data.
Success Criteria	I will be able to use cubes to accurately depict different data sets that represent the same mean. I will be able to show the same data in different ways.
Performance Tasks	Represent data using manipulatives. Manipulate data to find the mean. Create data using manipulatives that have the same mean.

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 Observer Colin Ripmaster (cripmaster@colin5d.com)
 Observation Rubric 5D+ Teacher Evaluation Rubric
 Observation Type Unannounced
 School Year
 Observation Start Date 08/19/2015 10:01am

Area of Focus

1.P.2 - Lessons connected to previous and future lessons, broader purpose and transferable skill, 1.P.4 - Communication of learning target(s), 2.SE.5 - Student Talk, 5.CEC.2 - Learning Routines

Date/Time	Script	Code
08/19/2015 10:01:46am	Students are sitting on the floor facing the whiteboard. On the whiteboard is the LT and SC for the lesson.	5.CEC.1, 1.P.4, 1.P.5
08/19/2015 10:02:00am	LT - Students will learn how different sets of data can have the same mean by leveling the data. SC -I will be able to use cubes to accurately depict different data sets that represent the same mean. I will be able to show the same data in different ways.	1.P.1, 1.P.4, 1.P.5
08/19/2015 10:02:12am	Teacher approaches students and says, "We should probably put our math caps back on. Partner B please thank partner A for being so cool. Kids repeated.	5.CEC.3, 5.CEC.4
08/19/2015 10:02:47am	T teacher reviews what the students had learned the previous day when Ss worked in partnerships to discover the average by leveling cubes. T - Yesterday you were using cubes to show data...today we will review sets of data. Today I want to review with you what you did. T - What you did yesterday was find the mean by taking these two towers (reference poster board) and leveled them out here (T visually moved post-it notes on chart to depict leveling of cubes cubes).	1.P.2, 5.CEC.1, 2.SE.3, 1.P.3
08/19/2015 10:03:04am	T - You knew you had the mean because all of the stacks were level. Each stack was a household and each cube a person... T - So if I were to plot this data, I would ask myself, just like you did earlier, How many people were in this household, this household, this household...then plot the data. What would this look like? How many above one? Two? Five? Six? Seven?. Where do you think post-its would go?	1.P.2, 2.SE.1, 5.CEC.1, 1.P.5
08/19/2015 10:03:42am	T - I want you to think about how many post-its you would need. Put thumbs up when you want to know. T - Instructed students to talk to partner about how many they would need to share.	5.CEC.1, 5.CEC.3, 2.SE.4, 2.SE.1
08/19/2015 10:03:47am	S - Six. T - Who agrees? Can someone put it in their own words? Dominic said you would need six post-its because each households would have a post-it. T repeat you would need six post-its because each household would have a post-it. T - where would you put the post it. Dominic said one under the 2. S - two under the 3, one for 6, two for 4 and another for 6. T - what is the mean for that data. Students raised hands. T - called on David to say in a sentence the mean of the data. S - Four.	5.CEC.1, 5.CEC.2, 2.SE.1, 2.SE.3, 2.SE.4, 2.SE.5
08/19/2015 10:04:01am	T points to where the data was yesterday and asked where people are in the new data. Student paused for 10 seconds and T noted they were thinking and comparing data.	1.P.2, 2.SE.1,
08/19/2015 10:04:16am	She told Ss to turn and talk with partner about the data. People started sharing their interpretation. T told Ss to finish their thoughts in 5-4-2-1...	5.CEC.2, 5.CEC.3, 2.SE.1, 2.SE.2, 2.SE.5

08/19/2015 10:03:47am	S - Six. T - Who agrees? Can someone put it in their own words? Dominic said you would need six post-its because each households would have a post-it. T repeat you would need six post-its because each household would have a post-it. T - where would you put the post it. Dominic said one under the 2. S - two under the 3, one for 6, two for 4 and another for 6. T - what is the mean for that data. Students raised hands. T - called on David to say in a sentence the mean of the data. S - Four.	5.CEC.1, 5.CEC.2, 2.SE.1, 2.SE.3, 2.SE.4, 2.SE.5
08/19/2015 10:04:01am	T points to where the data was yesterday and asked where people are in the new data. Student paused for 10 seconds and T noted they were thinking and comparing data.	1.P.2, 2.SE.1,
08/19/2015 10:04:16am	She told Ss to turn and talk with partner about the data. People started sharing their interpretation. T told Ss to finish their thoughts in 5-4-2-1...	5.CEC.2, 5.CEC.3, 2.SE.1, 2.SE.2, 2.SE.5
08/19/2015 10:04:43am	T called upon S to share where people were. S told teacher that the data represents the number of people in the household. T called upon a S to come to the chart to point out where the data is the tells them that, while teacher reminded students to pay attention as they may be called upon to put in own words. The student explained the data in his words and then asked the class if they have any questions. Two students asked questions and the student responded to their data. Teacher tells the student it may help to write on the chart the number of people in each household...student wrote answer on the post-it note. Another student shared that he understood and restated in his own words. The teacher affirmed what the second student did. A third student asked clarifying question and restated his understanding.	5.CEC.3, 5.CEC.4, 5.CEC.5, 2.SE.1, 2.SE.2, 2.SE.3, 2.SE.4, 2.SE.5
08/19/2015 10:04:54am	T - how is the data the same? Where do you see this information (pointed to data in first chart) tucked in here (pointed to second chart)? T- Waited 5 seconds and then prompted students to turn and talk to partner. Student turned and talked to each other. Students explain the concepts to each other. T checked in with one pair. T - Finish thoughts in 5-4-3-2-1...	5.CEC.1, 5.CEC.2, 5.CEC.3, 5.CEC.4, 5.CEC.5, 2.SE.1, 2.SE.2, 2.SE.3, 2.SE.4, 2.SE.5

Noticings/Wonderings/Responses

Wondering Stems

- What did reveal about students ...?
- How did ... impact?
- How do you/did you make decisions about
- What is your vision for ... ?
- How do you typically ... ?
- How was that like or not like what you did
- What did you learn from/about your student ... /when they ... ?
- Talk me through ...

Gradual Release Lesson Plan Template

Teacher:

Course:

Date:

Shifting the Cognitive Load from Teacher to Student 	Unit: Title of Lesson: Standard(s): Learning Target: Success Criteria:	
	Direct Instruction (I Do) - Focus Lesson	
	How will I deliver new information to students during my focus lesson (method/tasks)? How will I connect learning goals to prior work? How will I link newly acquired information to the real world or lives of the students?	
	Guided Instruction (We Do)	Collaborative Learning (You Do It Together)
	How will I model and practice with students?	How will students be organized to work together?
	How will students apply and/or process new information?	
	Independent Learning (You Do It Alone)	
	How will I check for understanding and provide feedback? How will students apply and/or process new information?	
	How will students apply and/or process new information?	

Lesson Planning Template

Standard(s): An established level of performance for a specific grade level as described by the State and/or Common Core State Standards.

Unit Goal(s): Learning objectives in the context of standards (big ideas or essential understandings, skills, strategies) for the unit. A list of learning outcomes written as performance benchmarks.

Teaching Points: The concepts or skills that individuals or groups of students need in order to achieve the learning target. Identifying these concepts and skills allows the teacher to make decisions about how a task will be structured for individuals and groups of students. **Prior Formative Assessment:** Specific evidence from previous lesson(s) used for the purpose of planning today's lesson.

Learning Target(s): What students are expected to know and be able to do as a result of the daily lesson. A target is measurable and in support of unit goals and standards.

Success Criteria: What it will look and sound like, for both teacher and student, if the student hits the lesson learning target.

Performance Tasks: The progression of learning that students engage to acquire learning target, including formative assessment that is aligned to learning target.

Lesson Planning Template

Teacher: _____ Class: _____ Date: _____

Standard(s): _____

Lesson Component	Plan
Learning Target	
<i>What do I expect my students to know and be able to do at the end of today's lesson?</i>	
Success Criteria	
<i>How will I know if my students have been successful in meeting the learning target?</i>	
Teaching Points	
<i>What do I need to consider and plan for when executing this lesson with regards to my student's academic background, life experiences, language and culture, and ability?</i>	
Link	
<i>How does this lesson link to previous and future lessons and how will it build in a logical progression?</i>	
Formative Assessment	
<i>How will I check for understanding and gather data, which may lead to an adjustment during the lesson, and how will I record the data?</i>	
Performance Tasks	
<i>What activities will students do to ensure they have an opportunity to show me what they know and are able to do in relation to the success criteria?</i>	
Teacher Reflections and Notes from the Lesson	

