

## Lesson Plan Analysis

**Lesson:** \_\_\_\_\_

*Use this document to record information/evidence from the sample lesson plan. Evidence should consider the Core Actions. Evidence recorded will be integrated into the Feedback Summary worksheet.*

### Core Action 1: Ensure the work of the lesson reflects the Shifts required by the CCSS for Mathematics.

- Which standard(s) and/or cluster(s) are targeted in this lesson? Does the lesson address a part of the standard(s) or all aspects of the standard(s)? Are they grade-level standards? Are they part of the Major Work of the grade?
- If the standard(s) targeted are Supporting Work of the grade, how will connections be made to engage students in the Major Work of the grade?
- What is the mathematical learning goal for students in this lesson?
- Which aspect(s) of Rigor (conceptual understanding, procedural skill and fluency, and application) do the targeted standards require? What features of the lesson support the aspect(s) of Rigor present in the targeted standards?
- How does the teacher plan to make explicit connections to build on students' prior skills and knowledge? What will the teacher say to students or show students to make this connection clear?

**Core Action 2:**

**Employ instructional practices that allow all students to learn the content of the lesson.**

- **How does the teacher plan to use explanations, representations, tasks, and/or examples that will make the mathematics of this lesson clear to students?**
- **What will students produce? Are they expected to produce only answers?**
- **What ideas/concepts will be the focus of discussions?**
- **How will students share/present their mathematical work to support all students' understanding of the topic?**
- **When in the lesson does the teacher plan to check for understanding?**
- **How does the teacher plan to summarize the mathematics of the lesson? Will the summary include student work and discussion to reinforce the mathematical learning goal of the lesson?**

**Core Action 3:**

**Provide all students with opportunities to exhibit mathematical practices while engaging with the content of the lesson.**

- **What mathematical language will be used in this lesson? How will the teacher support students' use of precise language, including for English language learners if applicable?**
- **Are mathematical models, mathematical representations, mathematical arguments, and mathematical counter-arguments expected from students, as required by the Standards? What problem(s) and question(s) will allow students to share their thinking and/or justify their conclusions?**
- **Are the tools available for students to use in this lesson appropriate to the mathematical learning goal? Is it up to the students to use the tools strategically?**
- **How will students receive feedback? Are there opportunities for students to revise their work, ideas, and arguments?**