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| Teacher: |  |
| Grade(s): |  |
| Unit/Lesson: |  |
| **A. Describe your activity goal(s) and plan** *The best-laid plans are less likely to go astray on game day.* | |
| 1a. The activity *content* goal(s) (e.g., standard and/or topic or concept such as support  understanding of subitizing, counting on, equipartitioning) | |
| 1b. The activity *practices* goal(s) (e.g., communication/construct viable arguments,  reason quantitatively, modeling, persevering) | |
| 2. The mathematics task students will work on (is it appropriately *open? differentiated? challenging?*) | |
| 3. Tools students may use as thinking tools and/or help them explain their mathematical thinking  \_\_\_ Paper and pencil  \_\_\_ Physical manipulative (*describe*)  \_\_\_ Mobile device tool or app (*describe*)  \_\_\_ Other (*describe*) | |
| 4. Strategies and/or accommodations I will use to support all learners to meet the goals (1a and 1b) | |
| 5. Challenges or points of anguish that I anticipate students may experience with the activity, and how I will handle them | |
| **B. Implement your activity with students** *Rome wasn't built in a day; neither is math knowledge.* | |
| 6. Implementation notes | |
| **C. Reflect** *Foresight is built on hindsight.* | |
| 7. How did students respond to the activity (including goals, task, tools, strategies)?  How can you build on and/or improve this or similar activities in the future? | |

**Other Notes**