

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**