



Math Common Planning:

Module, Topic, and Lesson Preparation Guide

Steps	Guiding Questions	Supporting Documents
1. (PREPARE) Unpacking the Plot of the Module - Read the Table of Contents - Read the Module Overview - Do the math from Mid and/or End-of Module Assessments - Identify connections to student outcomes - Summarize the focus of the Module	- At a high level, what is the plot of this module? - How does the story develop across the topics? - What are the strategies, models, vocabulary, and important concepts addressed in this module? - How do the student outcomes support the important student understandings for the grade? - How do the assessments connect to the student objectives?	Table of Contents & Module Overview Mid-Module Assessment End-of-Module Assessment <i>Optional documents:</i> Teacher Resource Pack - Curriculum Overview - Standards Checklist - Pacing and Preparation Guide
2. (PREPARE) Unpacking the Plot of the Topic(s) - Read the Topic Overview and Student Outcomes - Do the math from the Exit Tickets - Identify skills/concept addressed - Make connections between exit tickets - Compare to the Mid-Module (or End of Module) Assessment - Read the standards - Compare your/group thinking to TE commentary	- What is the focus of this topic? How does it connect to other topics? - How is coherence developed from lesson to lesson? - What is happening across lessons? - What types of lessons are used in this topic? How are the lesson types sequenced? - What are the strategies, models, vocabulary, and important concepts addressed in this topic?	Teacher Edition Topic Overview Student Workbook (or printed Exit tickets for Module/Topic) <i>Other resources:</i> Teach Eureka Videos
3. (PREPARE) Unpack the Lesson - Do the math for each question, example, exercise, and challenge. - Read the standards and compare your work against the expectations of the standards drawing from the unpacking documents and coherence map. - Draw connections between examples and exercises. - Analyze the new complexities and concepts each question poses. - Anticipate where students may struggle.	- What type of lesson is being presented? What impact does this have on the lesson? - What math is happening in this lesson? What aspects of rigor are addressed? - How do the concepts develop across the lesson? - Where may students struggle in the lesson? - What type of scaffolding and questioning needs to take place to promote student learning, thinking, and engagement? - How are students expected to dialogue and discuss with peers and the teacher in this lesson?	Teacher Edition Student Workbook <i>Other resources:</i> Teach Eureka Videos Louisiana Believes Planning Documents

4. Refine the Lesson (PREDICT)		
<i>Dialogue, Questions, and Problems</i>	○ What dialogue, questions, and problems are “Must Dos”? How do these connect to one another and build a coherent story? ○ What additional questions must be prepared to check for understanding and support learning throughout the lesson? How will students share their thinking? ○ How are you balancing dialogue, conceptual understanding, application problems, and abstract problems? ○ How are you balancing pictorial/graphic representations and abstract representations?	Teacher’s Edition Student Workbook Pacing and Preparation Guide
<i>Opening and Closing</i>	○ What reflections/questions/connections need to open the lesson? ○ What misconceptions were seen in previous lessons? ○ What misconceptions may need to be clarified at the end of the lesson before the Exit Ticket? ○ What adjustments to the Closing questions and/or the Exit Ticket may be necessary?	Teacher’s Edition Student Workbook Pacing and Preparation Guide
<i>Pacing and Timing the Lesson</i>	○ What are the time recommendations in the TE? ○ Where do you anticipate needing more/less time?	Teacher’s Edition Pacing and Preparation Guide
5. (PRACTICE) Execute and Reflect on the Lessons	○ How did students respond? ○ Did you get the results you wanted? ○ What would you adjust?	Student Work Samples

Anticipated Difficulty	“Must Do” Customization Suggestion
The first question of the lesson is too challenging.	Write a short sequence of problems on the board that provides a ladder to Problem 1. Direct students to complete those first problems to empower them to begin the lesson.
There is too big of a jump in complexity between two problems.	Provide a problem or set of problems that bridge student understanding from one problem to the next.
Students lack fluency or foundational skills necessary for the lesson.	Before beginning the lesson, do a quick, engaging fluency exercise, such as a Rapid White Board Exchange or Sprint. Before beginning any fluency activity for the first time, assess that students have conceptual understanding of the problems in the set and that they are poised for success with the easiest problem in the set.
More work is needed at the concrete or pictorial level.	Provide manipulatives or the opportunity to draw solution strategies.
More work is needed at the abstract level.	Add a White Board Exchange of abstract problems to be completed toward the end of the lesson.