

# BPS Mathematics Lesson Reflection Protocol 6-12

Course \_\_\_\_\_ Module \_\_\_\_\_ Lesson \_\_\_\_\_

BPS Instructional Priorities USING DISTRICT MATERIALS and ALL STUDENTS ENGAGE IN GRADE LEVEL MATH	
Questions for Consideration	Reflections
In your own words what is the <b>intent</b> of this lesson? How does it <b>connect</b> to the big ideas of the module? (NYSUT III.3.B)	Intent:  Connect:
What <b>standard(s)</b> is targeted in this lesson? To what depth is the standard explored in this topic? (NYSUT III.3 B)	
What does this lesson assume that students <b>already know/are able to do</b> ?	
What are the most <b>essential understandings</b> or skills students should develop by the end of this lesson? (NYSUT I.1.A, I.2.A, III.3.b)	
How will you incorporate <b>technology/manipulatives</b> into this lesson?	
<i>NB: Answers to the questions above can help shape a student friendly objective and/or create a specific criteria for success list.</i>	

BPS Instructional Priorities USING DISTRICT MATERIALS, ALL STUDENTS EXPLAIN THEIR THINKING, and DIFFERENTIATION			
Questions for Consideration	Reflections	Time	Grouping
<b>Fluency Supports</b> Will Sprints, rapid white board exchanges, or any other fluency activity be incorporated into this lesson? If not, why not? <a href="https://www.engageny.org/resource/mathematics-fluency-support-grades-6-8">https://www.engageny.org/resource/mathematics-fluency-support-grades-6-8</a>	<b>Fluency Supports</b>		
<b>Classwork (Concept Development)</b> Which aspect/s of rigor will be emphasized in this lesson? (NYSUT III.3.B) (choose: conceptual understanding, fluency, application)  Is there an opening exercise included in the lesson? How does it connect to previous learning, or how does it support this lessons concept development?  What student misconceptions or errors do you anticipate in this lesson, and how will you address them? (NYSUT II.2.B, II.5.A)  Which of the examples will you use, and why?	<b>Classwork</b>		

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Questions for Consideration	Reflections	Time	Grouping
<p><b>Exercises</b> Who will complete which problems and why?</p> <p>How and when will students engage in mathematical conversations to share, explain, and justify their thinking? (NYSUT II.2.B, III.1.B, III.2.B, III.3.B, IV.2.A)</p> <p>What supports, scaffolds, or extensions will you provide to help struggling or advanced students engage in the lesson?</p>	<p><b>Exercises</b></p>	<p><b>Exercises</b></p>	
<p><b>Closing (orally or in writing)</b> Which problems will you use and why?</p> <p><b>Exit Ticket</b> How will you use the information you acquire from the exit ticket?</p> <p><b>Problem Set (Homework)</b> What problems will you assign students to reinforce the concept(s)?</p>	<p><b>Closing</b></p> <p><b>Exit Ticket</b></p> <p><b>Homework</b></p>	<p><b>Closing</b></p> <p><b>Exit Ticket</b></p>	

**Teacher Reflection Following the Lesson**