

BPS Mathematics Lesson Reflection Protocol K-5

Grade _____ 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 intent of this lesson? How does it connect to the big ideas of the module? (NYSUT III.3.B)	<ul style="list-style-type: none"> • Intent: • Connection:
What standard(s) 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 already know/are able to do ?	
What are the most essential understandings 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 technology/manipulatives 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
Fluency Practice Which fluency activities will you incorporate, and why?	Fluency Practice		
Application Problem Which application problems will you use, and why? How does it connect to the intent of the Module/Lesson?	Application Problem	<i>May come either before or after concept development</i>	
Concept Development Which aspect(s) of rigor is emphasized? (NYSUT III.3.b) (choose: conceptual understanding, fluency, application) What possible student misconceptions do you anticipate, and how will you address them? (NYSUT II.2.B, II.5.A) Which of the examples will you use, and why?	Concept Development	Concept Development <i>Time allotted for concept development INCLUDES the problem set</i>	

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Questions for Consideration	Reflections	Time	Grouping
<p>Problem Set Who will complete which problems, and why?</p> <p><i>Grades 2-3: How will you incorporate the Think Tank problems into student work time?</i></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>	Problem Set	Problem Set	
<p>Student Debrief (orally or in writing) Which problems will you use and why?</p> <p>Exit Ticket How will you use the information you acquire from the exit ticket?</p> <p>Homework What problems will you assign students to reinforce the concept(s)?</p>	<p style="text-align: center;">Student Debrief</p> <p style="text-align: center;">Exit Ticket</p> <p style="text-align: center;">Homework</p>	Student Debrief	

Teacher Reflection Following the Lesson