

A LESSon Storyboard Template

A **storyboard** is a graphic representation of how a movie will unfold, shot by shot. It's made up of a number of squares with illustrations representing each shot, with notes about what's going on in the scene and what's being said in the script during that shot.

- Consider the content goals of the lesson and start with the student's experience
 - Include lesson segments (e.g., **launch**, **explore**, **summarize**)
 - Label (perhaps with a color code when the students are working **synchronously** and **asynchronously**. [Google Slides for reference](#))
 - Describe the grouping strategies, (e.g., individual, pairs, small groups)
 - Consider the types of activities identified in the [ICAP Activity Framework](#)
- Specify the tools that will be used (e.g., Zoom, Padlet, Jamboard) [Math Activities/Tools for Remote Learning](#)
- If you have time, you can add details to describe the teacher's role. You could include misconceptions to look for, formative assessment strategies, feedback, etc. The ultimate aim is to create a storyboard that can be used by another teacher with his/her students.
- References to [The Five Practices for Orchestrating Productive Mathematics Discussions](#) from [Corwin](#) are included in the template and may be deleted if doing a different type of activity or debriefing in another way.

Task or Problem:	Grade Level: Standards:	Learning Goals (Focus Statements), SBAC Targets, Drivers of Investigation (DI) & Content Connections (CC):	Duration (# of days):
Go Fund Me 	7.SP.3 & 7.SP.4 SMPs: MP1 Make Sense, MP2 Reason, MP3 Arguments, MP4 Modeling (with modification), MP6 Precision & MP7 Structure	M7.U1.G2 Comparing Two Data Distributions I am learning to make comparisons between two numerical data distributions using mean (Level 1), range (Level 2), visual overlap (Level 2) including measuring the difference between the centers in any context (Level 3). Target H DI 1: Making Sense of the World (Understand and Explain) DI 2: Predicting What Could Happen (Predict) Modified Task - About how many students could all four classes feed? Be sure to note any assumptions you make. DI 3: Impacting the Future (Affect) CC 1: Communicating Stories with Data CC 2: Exploring Changing Quantities CC 3: Taking Wholes Apart, Putting Parts Together CC 4: Discovering Shape and Space	1

Launch	Explore	Summarize			Launch	
Slow down! Launch effectively	Go! Students get started.	Stop! Make connections.			the next task.	
“Anticipate” (10 mins) Choose one or more: Three Read (whole class) Notice & Wonder about the graphs Kahoot or similar platform for vocabulary? Embed discussion of vocabulary throughout the lesson just-in-time and/or in advance (more generally only): - Raising money - Fund Me - Range - Vertical line segment - Quartile - Consistent	Go Fund Me Task (25 minutes) <i>WARNING: Have students remark the scale by 5 dollar increments!</i> Students complete the task in groups of three. “Monitor” student work and solution strategies and pose any necessary Assessing or Advancing Questions. Possible Assessing Questions (Where are students at? What have they tried? How are they thinking?): - Can you tell me about one of the box plots? What do you think it means? - Why are the blot plots different lengths / sizes? - What does range mean in this context? - What would the box plot look like if every student raised the same amount of money? Possible Advancing Questions (redirect student thinking while avoiding giving away the solution or solution pathway) - If you were to decompose a box plot into different groups or areas, then what would they be? - What does the scale on the axis tell you? - What are the labels on the left? - Put the scales together and tell me what any one of the “vertical line segments” is telling you? Teacher Selects & Sequences responses that highlight the learning goal(s) in focus.	Connecting (15 mins) Compare and contrast reasoning around questions #4 & #5. Have different groups/students give and critique arguments MP3. (whole class) <u>Time permitting:</u> Use responses from different groups to formulate a good definition of... - median in problem #1. - quartile in problem #3. How did you find the answer and what does it have to do with the term, “quartile”? - range in problem #2. Extend the discussion to interquartile range, minimum, maximum, first quartile and third quartile.	Focused Note-taking Define the terms: range, vertical line segment, median, interquartile range, minimum, maximum, first quartile, and third quartile. Provide an example of each using today's context. Use symbols, words & pictures. (individually)	Reflection What did you learn today about box plots? What are some other ways we could help homeless children? What did you understand the most today & why? What remains a little “fuzzy” or unclear about box plots right now? What do you need more instruction in and why? (individually)	Extension About how many students could all four classes feed? Be sure to note any assumptions you make. If the teacher's donation was added to the class data what might happen? What might the term “outlier” have to do with it? What other possibilities could create outliers? (individually, in pairs or in the same group of three)	Reengagement Plan a Reengagement Lesson based on student misconceptions from today's task. <i>Time spent launching the reengagement lesson would be added to the next LESSon plan.</i>

Synchronous time in **black** totals **50** minutes or a single class period.

Asynchronous time in **blue** is “homework” in this case. Choose one, two or all three. Alternatively, let students choose one or two to complete.