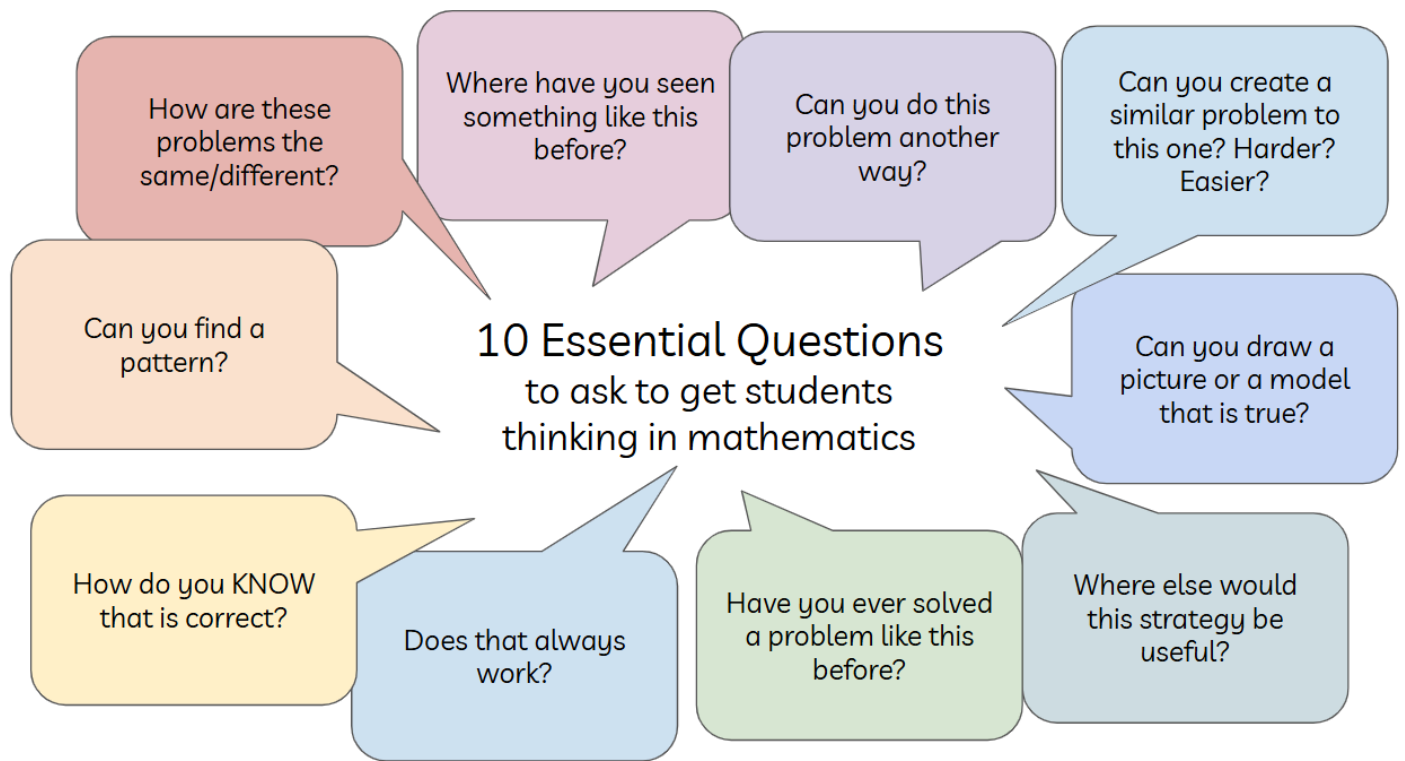


Lesson:

Course:	Date/Time:	Learning Target:
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<u>Time</u>	<u>Action</u>	<u>Notes</u>
<u>—</u> mins	<u>Launch:</u> <ul style="list-style-type: none"> • Launch problem • Create random groups; send students to find their numbered VNPSs 	<u>How will I launch the problem so there is a low floor and/or students review necessary prerequisite knowledge?</u>
<u>—</u> mins	<u>How will groups get the problem(s)?</u> Keep thinking questions: ask and then <i>walk away!</i> <ul style="list-style-type: none"> • Isn't that interesting? • Is that always true? • Why do you think that is? • Are you sure? • Does that make sense? • Are you asking me or telling me? 	<u>Task/Core Problems:</u> <u>Hints/Questions to ask (refer to pocket questions):</u> <ol style="list-style-type: none"> 1. 2. 3. <u>Extensions (can use the remaining lesson problems):</u> <ol style="list-style-type: none"> 1. 2.
	<u>Plan for Closure/Consolidation</u> As students work, box some with a red marker (tell them not to erase). Plan what order you will present the students' work to reach your lesson goal.	<u>Think about your lesson goal. Look for key ideas/examples, misconceptions, or different approaches and decide which to discuss.</u>
<u>—</u> mins	<u>Closure/Consolidation</u> Gather students at designated board(s). Lead class discussion to highlight key ideas (annotate as you go).	<u>How will you facilitate the closure? What is the goal?</u>
<u>—</u> mins	<u>Meaningful Notes</u> Have students create notes to their future, forgetful selves in their notebooks or with a graphic organizer.	<u>What is most important for students to put in their notes?</u> <u>What guidance, if any, will you give students?</u>
<u>—</u> mins	<u>Check Your Understanding (CYU)</u>	<u>Checking understanding questions/activity (ex. Review & Preview, Mild/Medium/Spicy problems, Delta Math, etc.):</u>



Keep thinking questions: ask and then *walk away!*

- Isn't that interesting?
- Is that always true?
- Why do you think that is?
- Are you sure?
- Does that make sense?
- Are you asking me or telling me?

VBCPS BTC Thin-Sliced Learning Plan: [Ex: BHS](#) **Learning Target:**

time	APK: How will I launch the problem so there is a low floor and/or students review necessary prerequisite knowledge?	
Answer only keep thinking questions while students are working in random groups of 3 at the VNPS.		
	<p>Give: What problem or set will you open with? What is the lowest entry level of understanding?</p>	<p>Huddle: What is the foundational concept or skill they need to understand before they can access the new learning? What is a misconception to prepare to address? What hints can you give to help if they are stuck? What is a question you will ask to check for understanding?</p>
	<p>Give: Next level of understanding...</p>	<p>Huddle: What is a misconception to prepare to address? What hints can you give to help if they are stuck? What is a question you will ask to check for understanding?</p>
	<p>Give: Next level of understanding...</p>	<p>Huddle: What is a misconception to prepare to address? What hints can you give to help if they are stuck? What is a question you will ask to check for understanding?</p>
	<p>Plan for Consolidation of the Learning: As students work, box some with a red marker (tell them not to erase). Plan what order you will present the students' work to reach your lesson goal. Closure/Formalization of the Learning: Gather students at designated board(s). Lead class discussion to highlight key ideas (annotate as you go).</p>	<p>Huddle: Think about your lesson goal. Look for key ideas/examples, misconceptions, or different approaches and decide which to discuss</p>
	<p>NTYFS: Notes to Your Future Self</p>	<p>Allow time to create these at the VNPS and then at their seats</p>
	<p>CYU: What practice (3-5 questions) will they do to self-assess their learning? This should have answers available and/or with immediate feedback.</p>	<p>Reflect/Time to Process: What's next? How will they reflect on their learning?</p> <ul style="list-style-type: none"> • A quick write? • A discussion post of something they learned? • A burning question they would like to discuss?

Notes to My Future Forgetful Self

Learning Target:

Unit:

Name:

Topic:

Date:

Teacher/Group Example level 1

Teacher/Group Example more challenging

Make a list of things that are important to remember...

What is an example from your group work that you would like to include?

Summary:

