K-5 Lesson Planning Protocol

Every Amplify Desmos Math activity features the same consistent Launch, Monitor, Connect framework to surface student thinking and spark interesting and productive conversations as they work on problems.

The lesson landing page and Teacher Edition include everything you'll need to teach the lesson. Follow the steps below and take notes in one of the lesson planning templates to internalize and prepare for the lesson. **Want just a blank fillable PDF template?** Click for version 2 | version 1.

1. **What's the goal of the lesson?**
   - ❏ Read the Focus and Coherence section.
   - ❏ Skim the Lesson at a Glance and the purpose statements for each part of the lesson.
   - ❏ Preview the Show What You Know (K-1 optional).

2. **Which materials will you need to prepare?**
   - ❏ Read the Prep Checklist to determine which materials are required to teach the lesson.
   - ❏ Note when students will need their Student Edition, devices, manipulatives, or activity pdfs.
   - ❏ Read the Materials on the first page of each activity to determine how and when to use the required and/or optional materials.

3. **What will the students experience?**
   - ❏ Preview the Student Edition pages and Presentation Screens (or the Digital Student Screens).
   - ❏ Complete the lesson from the student perspective.
   - ❏ Identify where there might be misconceptions or blockers for students.
   - ❏ Note the timing and student groupings.

4. **How will you facilitate the lesson?**
   - ❏ Preview the Presentation Screens (or the Digital Student Screens) alongside the Teacher guidance.
   - ❏ Launch, Monitor, Connect: identify and take note of important "Say" or "Ask" statements that you don't want to forget. Take note of the Key Takeaways for each activity.
   - ❏ Monitor: Take note of student representations or strategies you hope to see, or that you want to select to share whole group.
   - ❏ Note things to remember when teaching the lesson:
     - student strategies you'll be looking for
     - questions to ask (to support, strengthen or stretch student thinking)
     - your plan to use the Show What You Know, and recommendations for differentiation beyond the lesson

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Grade: _____ **Unit:** _____ **Lesson:** _____

Lesson goal(s):

Materials:

☐ Presentation Screens ☐ Digital Student Screens Detailed screen notes below.

Monitor: (select & sequence)

Activity 1

Activity 2

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Grade: 3 Unit: 2 Lesson: 5

Lesson goal(s):

- Determine the areas of rectangles by counting unit squares or using the structure of arrays.
- Language goal: Compare the structure and area of gridded rectangles.

Review vocab: area, rectangle

Materials:

Act 1 – folders (1 per pair), chart paper
Act 2 – Area of rectangles cards (Centers book), copy & cut 1 set per pair, SWYK

☒ Presentation Screens ☐ Digital Student Screens Detailed screen notes below.

2 Warm-up 6 min Which one doesn't belong Record strategies, listen for array language	3 Warm-up 4 min Sample responses A & C: 4 x 5 = 20 B & D: 4 x 6 = 24	4 Act 1 – L 1 min "This is a drawing of Cheri's bedroom… Drawings help people plan and design large spaces"
5 Act 1 – L, M 13 min Read Problem 1 in SE, Directions on screen Complete #1-4 (pairs) Give folder to each pair	6 Act 1 – C 5 min 1 student share description I draw the rectangle Ask question on screen – "rows/columns/array"	7 Act 1 – C 1 min KT – you can use array language!
8 Act 2 – L, M 10 min Area of rectangle cards Model how to play Center Ask "how could you determine which area is greater?" ☆STOP after 7 min – do #5	9 Act 2 – C 4 min 3 students share #5, show their books "Ask" on screen	10 Act 2 – C 1 min KT – you can determine area by thinking of an array!
11 Synthesis 5 min Think-pair-share Listen for: 24 square units counting squares, skip counting, multiplication	12 SWYK 5 min Support – not 35 Strengthen – 35, counting unit squares Stretch – 35, using array structure	

Monitor: (select & sequence)

Activity 1

MLR2 – chart paper, list array language on chart while monitoring groups

Diff table/look for:
- Using array language/rows/columns
- Specific language, side lengths and orientation

To share:
- 1 student –

Activity 2

Diff table/look for:
- Compare visually – "How could you compare using area measurements?"
- Precise language/rows/columns
- Found area of each rectangle
  - Stretch "What could you add to the smaller one to make it equal to the larger one?"

To share:
- 3 students ↑

Sample

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Lesson:

Presentation Screens or Digital Student Screens

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Lesson: 3.2.05 (Tiling Figures)

Presentation Screens or Digital Student Screens

2 - Warm-up Estimation exploration Ask questions on screen	3/4 - Act 1 Launch Read text on screen 3 (unit story) Show inch tile "Yesterday we used pattern blocks, today we will use inch tiles." Read text on screen 4 & activity instructions in SE	5 - Act 1 Monitor SE #1-4 Look for: 1) Cover w/ overlap 2) Cover w/ gap 3) Cover entirely w/o gaps or overlaps	6/7/8 - Act 1 Connect SE #2 - select students to share in order of monitor Ask question on screen 7, listen for language around covering the figure ☆Read key takeaway on screen 8
9 - Act 2 Launch (1 set pre-cut cards per pair) Notice and Wonder "Each square shown on the grid has an area of 1 square unit. All of these have same area." Read activity instructions in SE	10 - Act 2 Monitor SE #5-7 Look for: 1) Count all squares one by one 2) Skip count to determine area 3) Ex: "2 rows of 8 make the area 16"	11 - Act 2 Connect Rectangles D & E - select students to share in order of monitor "How are these strategies the same? Different?"	12/13 - Act 2 Connect Read question on screen 12, listen for counting and total number of square units language ☆Read key takeaway on screen 13
14 - Synthesis Read question on screen "Do they have the same area? How do you know?" ☆"Area is determined by counting the number of squares to fill the space."	15 - SWYK		

Sample

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