

6-A1 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 the lesson road map to internalize and prepare for the lesson.

Want just a blank fillable PDF of the lesson road map? Click [here](#)!

1. What's the goal of the lesson?

- ☐ Read the Focus and Coherence section to identify the goals of the lesson and what will be a goal for the future.
- ☐ Skim the Lesson at a Glance and the purpose statements for each part of the lesson.
- ☐ Identify the Key Takeaways for each activity within the lesson.
- ☐ Identify the Lesson Takeaway and preview the Show What You Know.

2. What will the students experience?

- ☐ Preview the Digital Student Screens (or Presentation Screens) and the Student Edition pages.
- ☐ Complete the lesson from the student perspective.
- ☐ Identify where there might be misconceptions or blockers for students.
- ☐ Note the timing and student groupings.

3. How will you facilitate the lesson?

- ☐ Mark where you will use the Teacher Dashboard tools (Pace, Pause, Sync to me, and Snapshots).
- ☐ Star ★ screens where you will be monitoring student work and note which strategies you'll be looking for.
- ☐ Consider the suggested questions in the Teacher Edition and write down which ones you will ask to support, strengthen or stretch student thinking.
- ☐ Review the student supports and write down which ones you'll use to support your students.
- ☐ Note what you will *ask* students and what you will *tell* students to solidify their understanding during the Synthesis.
- ☐ Note where new digital tools are introduced, so you can preview them for students.
- ☐ Add plans for using the Show What You Know, Lesson Practice, and the other recommended differentiation resources.

Lesson:

Screen Pacing/Pause: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

Lesson: 8.03.05 (Water Cooler)

Screen Pacing/Pause: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

1 Notice & wonder "How would you describe the change in the water cooler?" <u>Show class responses</u> (validate lots!) "How did you make your prediction?"	2 Show: (L)  "What could this graph represent?" Look for:  "How are these the same? Different?"	3	4 (M) $y=8x$ $y=640-x$ $y=8x+640$ "What do these say about the situation?" $y=640-8x$ $y=-8x+640$
5 (M) <u>Pause</u> <u>Show class responses</u> "How did your estimate change?" "What made it more precise?"	6	★7 (M/C) <u>Snapshot</u> - Vertical intercept (0,640) Initial water in cooler - Slope: -8 decrease 8 oz per cup "How is the slope different?" "Where can you see vert. int. in graph? equation? table?"	8 (L) <u>Snapshot</u> Two stories to share before pause on screen ?
9 (M) <u>Pause</u> <u>Show class responses</u> "What is similar about their thinking? different?" "Can they both be correct? How?" - Negative slope triangle "Similar? Different?"	★10 (M/C) <u>Snapshot</u> - 0 oz & 10 cups - 10 cups to empty cooler "How do we know what is oz and what is cups?" "How is horizontal intercept different from vertical?"	11 (M/C) Skip if short on time <u>Snapshot album</u> (make in advance w/ this graph and screen 7 graph) "How is this situation different from the 1st?" "How do you see this in the graph and equation?"	12
★13 (S) <u>Whole class share</u> - slope = rate of change - vertical & horizontal intercepts - negative slope <u>add to class poster?</u>	14 SWYK	15 Reflection	16

from graph