

- Select appropriate Tasks to support identified learning goals.
 - Facilitate productive Questioning during instruction to engage students in the Mathematical Practices and Processes
 - Collect and use student Evidence in the formative assessment process during instruction.
- 2017 DNA Math



Grade 1: Financial Literacy (10 Day Unit)

St. Paul Public Schools Math Department

Financial Literacy uses TQE Lesson plan template to incorporate Social Studies and Math Standards

1st Grade Math Scope and Sequence
1st Grade Economics Overview

All lessons are part of this document. Below are bookmarks to each lesson. If you want to print all the lessons for the unit go to File/Print.

<u>Lesson 1</u> (Slides 3-9)	<u>Lesson 2</u> (Slides 10-19)	<u>Lesson 3</u> (Slides 20-25)	<u>Lesson 4</u> (Slides 26-31)	<u>Lesson 5</u> (Slides 32-43)
<u>Lesson 6</u> (Slides 44-48)	<u>Lesson 7</u> (Slides 49-60)	<u>Lesson 8</u> (Slides 61-68)	<u>Lesson 11</u> (Slides 69-80)	<u>Lesson 11</u>

Gr. 1 Financial Literacy slide deck

Additional Resources: Home-School Connection Letter

Lesson 1

Social Studies Standards:

- 1.1.2.1.1.1 Describe costs and benefits of choices made by families
- 1.1.2.3.3.1 Define scarcity as *not having enough of something*
- 1.1.2.4.5.1 Explain that people trade voluntarily when they expect to be better off

Math Standards:

- 1.3.2.3 Identify Pennies, Nickels, and Dimes
- 1.1.1.7 Counting and Comparing Data
- 1.1.2 Models and Strategies to Solve Problems
- 1.2.2.2 Finding Unknowns

Preparing for the Mini-Lesson (Part 1 of the Math Workshop Model)

TQE Lesson Task:



Learning Goal: Students will be able to use models and strategies to solve problems.

Academic Language Objective: I can list ways to earn.

Materials/Tools:

[Link to Seesaw Lesson Earn It](#)

[Earn it by Cinders McLeod](#)

How this lesson supports MLL Learners (*modify as needed based on your students MLL levels*)

- Lesson includes images
- Turn and talks
- Seesaw activity
- Graphic organizer
- Text read aloud
- Worksheet based on plot of text

Sentence Stems and Frames

- I notice...
- I wonder...
- Money is...
- We get money by...
- Money is used to...
- I would earn more carrots by...

How this lesson supports Culturally Responsive Instruction (*modify as needed*)

4 R's of Instruction

- Unit introduces students to concept of earning for what people want and need

Universal Support/Differentiation:

- Some students may benefit from partner or group work
- Partners or small groups can be based on L1.
- Some students may benefit from previewing or rereading the story. A
- Anchor charts with key terms may be beneficial.

Opening Task/Prompt: Notice and Wonder

Task Facilitation Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)	Questions TQE Questions Bank	Evidence
<p>You Do (<i>individually, what are students doing during the first few minutes for the task</i>): Or I Do</p> <ul style="list-style-type: none"> • Students notice and wonder over image • Students turn and talk 	<p>Questions:</p> <ul style="list-style-type: none"> • What do you notice? • What do you wonder? • What are these? • What do people do with them? • What are the names of these coins? • What is money? • How does someone get money? • How is money used? 	<p>What evidence of student learning are we gathering to inform instructional decisions?</p> <ul style="list-style-type: none"> • Students participate in discussion • Students understand money is used to buy what people want and need • Students understand money is earned, spent, saved
<p>We Do (<i>In small groups or as a whole, What are students doing?</i>):</p> <ul style="list-style-type: none"> • Teacher reads (or students read) <i>Earn It</i> • Teacher reviews text • Students calculate how many carrots book character needs • Teacher circulates and 	<p>Questions:</p> <ul style="list-style-type: none"> • What does it mean to earn something? • How did Bun earn? • How much did Bun need for...? • What could Bun do to earn more carrots? 	<p>What evidence of student learning are we gathering during core learning to inform instructional decisions?</p> <ul style="list-style-type: none"> • Students participate in discussion • Students can explain that Bun earns carrots to use for things • Students correctly fill out chart

<p>facilitates</p>	<ul style="list-style-type: none"> • What would you do if you were Bun? Why? 	<p>What misconceptions or challenges or opportunities for extension are possible?</p> <ul style="list-style-type: none"> • Some students could have the chart extended into more weeks
<p>I Do: <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i></p> <p>Or</p> <p>You do</p> <ul style="list-style-type: none"> • Students turn and talk about what book character could do to earn more carrots 	<p>Questions:</p> <ul style="list-style-type: none"> • If you were Bun, what could you do to earn more carrots? • Did Bun make good decisions? How do you know? 	<p>What evidence of student learning are we gathering during closure to inform the next steps?</p> <ul style="list-style-type: none"> • Students participate in discussion • Students can list ways to earn more carrots
<p>Closure Teacher reviews text and lesson</p>		

Lesson 2

Social Studies Standards:

1.1.2.1.1.1 Describe costs and benefits of choices made by families

1.1.2.3.3.1 Define scarcity as *not having enough of something*

1.1.2.4.5.1 Explain that people trade voluntarily when they expect to be better off

Math Standards:

1.3.2.3 Identify Pennies, Nickels, and Dimes
 1.1.1.7 Counting and Comparing Data
 1.1.2 Models and Strategies to Solve Problems
 1.2.2.2 Finding Unknowns

Preparing for the Mini-Lesson
 (Part 1 of the Math Workshop Model)

TQE Lesson Task:



Learning Goal: Students will be able to use models and strategies to solve problems.

Academic Language Objective: I can explain why it takes longer to earn some things than it does to earn other things

Materials/Tools:

[Link to Seesaw Lesson Save it!](#)

[Save It by Cinders McLeod](#)

How this lesson supports MLL Learners (*modify as needed based on your students MLL levels*)

- Lesson includes images
- Turn and talks
- Seesaw activity
- Graphic organizer
- Sorting
- Drawing
- Text read aloud
- Worksheet based on plot of text

Sentence Stems and Frames

- Honey wants to use her carrots to...
- It takes longer to earn some things because...

How this lesson supports Culturally Responsive Instruction (*modify as needed*)

4 R's of Instruction

- Unit introduces students to concept of saving for what people want and need

Universal Support/Differentiation:

- Some students may benefit from partner or group work
- Partners or small groups can be based on L1.
- Some students may benefit from previewing or rereading a story.
- Anchor charts with key terms may be beneficial.

Opening Task/Prompt: Notice and Wonder

Task Facilitation
 Conceptual/Linking (Layers)

Questions [TQE Questions Bank](#)

Evidence

of Facilitation) Procedural (Gradual Release)		
<p>You Do (<i>individually, what are students doing during the first few minutes for the task</i>):</p> <p>Or</p> <p>I Do</p> <ul style="list-style-type: none"> • Students notice and wonder over projected image 	<p>Questions:</p> <ul style="list-style-type: none"> • What do you notice? • What do you wonder? 	<p>What evidence of student learning are we gathering to inform instructional decisions?</p> <ul style="list-style-type: none"> • Students participate in discussion • Discussion relates to money • Discussion relates to earning • Discussion relates to saving
<p>We Do (<i>In small groups or as a whole, What are students doing?</i>):</p> <ul style="list-style-type: none"> • Teacher reads or students read <i>Save It</i> • Students turn and talk over story • Students complete worksheet • Teacher circulates and facilitates • Students determine how long it will take to earn for various things 	<p>Questions:</p> <ul style="list-style-type: none"> • What was our story about? • Why does Honey want to save money? • What does she want to do with the money? • Have you ever saved money? • What is something you can save money for? • What are things Honey wants to do with her carrots? • How many carrots does Honey earn each week? • If Honey saves all her carrots, how many 	<p>What evidence of student learning are we gathering during core learning to inform instructional decisions?</p> <ul style="list-style-type: none"> • Students participate in discussion • Students understand Honey has to do something to earn carrots • Students understand that Honey has to save carrots to buy things <p>What misconceptions or challenges or opportunities for extension are possible?</p> <ul style="list-style-type: none"> • Some students may be able to teach others how to

	<p>weeks will she have to save to buy a ...?</p> <ul style="list-style-type: none"> • If Honey save ___ carrots each week, how many weeks until she can buy...? 	<p>complete</p> <ul style="list-style-type: none"> • Students can chose other things Honey could buy
<p>I Do: <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i></p> <p>Or</p> <p>You do</p> <ul style="list-style-type: none"> • Students draw picture of 5 things they would like to have • Students sort items 	<p>Questions:</p> <ul style="list-style-type: none"> • What are five things you would like to have? • How could you save for these things? • How could you sort your pictures? • Why did you sort them the way you did? • Which ones could you get quickly? • Which ones would take longer to earn? • What do you think they cost? • What is a goal? • What is a short term goal? • What is a long term goal? • Why do goals matter when you are earning or saving money? 	<p>What evidence of student learning are we gathering during closure to inform the next steps?</p> <ul style="list-style-type: none"> • Students participate in discussion • Students can explain ways to save for items • Students can distinguish between short term and long term goals
<p>Closure Students turn and talk</p>		

Lesson 3

Social Studies Standards:

- 1.1.2.1.1.1 Describe costs and benefits of choices made by families
- 1.1.2.3.3.1 Define scarcity as *not having enough of something*
- 1.1.2.4.5.1 Explain that people trade voluntarily when they expect to be better off

Math Standards:

- 1.3.2.3 Identify Pennies, Nickels, and Dimes
- 1.1.1.7 Counting and Comparing Data
- 1.1.2 Models and Strategies to Solve Problems
- 1.2.2.2 Finding Unknowns

Preparing for the Mini-Lesson (Part 1 of the Math Workshop Model)

TQE Lesson Task: [Potential of the Task](#) rating:



Learning Goal: Students will be able to use models and strategies to solve problems.

Academic Language Objective: I can compare and contrast saving and spending

Materials/Tools:
[Link to Seesaw Lesson Spend It!](#)
[Spend it by Cinders McLeod](#)

How this lesson supports MLL Learners (*modify as needed based on your students MLL levels*)

- Lesson includes images
- Turn and talks
- Seesaw activity
- Graphic organizer
- Sorting
- Drawing
- Text read aloud
- Worksheet based on plot of text

[Sentence Stems and Frames](#)

- Something that is the same...but something that is different is...
- It is/is not possible for him to buy everything because...
- I really wanted to buy _____.
- I felt _____ and I reacted by...

How this lesson supports Culturally Responsive Instruction (*modify as needed*)

[4 R's of Instruction](#)

- Unit introduces students to concept of spending on what people want and need

Universal Support/Differentiation:

- Some students may benefit from partner or group work
- Partners or small groups can be based on L1
- Some students may benefit from previewing or rereading a story
- Anchor chart with key terms may be beneficial.

Opening Task/Prompt: Same But Different

Task Facilitation Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)	Questions TQE Questions Bank	Evidence
<p>You Do (<i>individually, what are students doing during the first few minutes for the task</i>): Or I Do</p> <ul style="list-style-type: none">● Students turn and talk over projected image● Teacher moves conversation toward take away, spend (take away) vs. save	<p>Questions:</p> <ul style="list-style-type: none">● What is the same?● What is different?● What do the 3 Xs mean?● What do we have to do before we can spend?● Can we spend more than we have saved?● What kinds of things do people save for?● What is something you might save for?● What is something you would spend on?	<p>What evidence of student learning are we gathering to inform instructional decisions?</p> <ul style="list-style-type: none">● Students participate in discussion● Students understand that there has to be a savings before they can spend● Students can explain the difference between saving and spending
<p>We Do (<i>In small groups or as a whole, What are students doing?</i>):</p> <ul style="list-style-type: none">● Teacher reads or students read <i>Spend It</i>● Students turn and talk over story	<p>Questions:</p> <ul style="list-style-type: none">● What happened in our story?● What did Sunny want to buy?	<p>What evidence of student learning are we gathering during core learning to inform instructional decisions?</p> <ul style="list-style-type: none">● Students participate in discussion● Students understand it is not

<ul style="list-style-type: none"> • Students complete worksheet • Teacher circulates and facilitates 	<ul style="list-style-type: none"> • Have you ever wanted to buy everything? • Is that possible? • Have you ever wanted to buy something, but couldn't? • How did that make you feel? • How did you react? 	<p>always possible to buy anything we want</p> <p>What misconceptions or challenges or opportunities for extension are possible?</p> <ul style="list-style-type: none"> • Some students might benefit from visual cues or anchor chart for how people might react
<p>I Do: <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i></p> <p>Or</p> <p>You do</p> <ul style="list-style-type: none"> • Students determine whether to spend or save • Student explain choice 	<p>Questions:</p> <ul style="list-style-type: none"> • If you had 3 carrots to spend, what would you choose? • How would you choose to spend or save your carrots? • Why did you make that choice? 	<p>What evidence of student learning are we gathering during closure to inform the next steps?</p> <ul style="list-style-type: none"> • Students participate in discussion • Students can explain their choice
<p>Closure Teacher reviews text and lesson</p>		

Lesson 4

Social Studies Standards:

1.1.2.1.1.1 Describe costs and benefits of choices made by families

1.1.2.3.3.1 Define scarcity as *not having enough of something*

1.1.2.4.5.1 Explain that people trade voluntarily when they expect to be better off

Math Standards:

- 1.3.2.3 Identify Pennies, Nickels, and Dimes
- 1.1.1.7 Counting and Comparing Data
- 1.1.2 Models and Strategies to Solve Problems
- 1.2.2.2 Finding Unknowns

Preparing for the Mini-Lesson (Part 1 of the Math Workshop Model)

TQE Lesson Task: [Potential of the Task](#) rating:



Learning Goal: Students will be able to use models and strategies to solve problems.

Academic Language Objective: I can determine when to save, spend or give.

Materials/Tools:

[Link to Seesaw Lesson](#)
[Give It!](#)

[Give it! by Cinders McLeod](#)

How this lesson supports MLL Learners (*modify as needed based on your students MLL levels*)

- Lesson includes images
- Turn and talks
- Seesaw activity
- Graphic organizer
- Sorting
- Drawing
- Text read aloud
- Worksheet based on plot of text

[Sentence Stems and Frames](#)

- I notice...
- I wonder...
- Chummy's gran told him to ____ and ____.
- Chummy wanted to spend his carrots on...
- Chummy's plans were...
- I would (save/spend/share) my carrots because...

How this lesson supports Culturally Responsive Instruction (*modify as needed*)

[4 R's of Instruction](#)

- Unit introduces students to concept of spending on what people want and need

[Universal Support/Differentiation:](#)

- Some students may benefit from partner or group work
- Partners or small groups can be based on L1
- Some students may benefit from previewing or rereading a story
- Anchor charts with key terms may be beneficial

- Manipulatives may be beneficial.

Opening Task/Prompt: Notice and Wonder

Task Facilitation Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)	Questions TQE Questions Bank	Evidence
<p>You Do (<i>individually, what are students doing during the first few minutes for the task</i>): Or I Do</p> <ul style="list-style-type: none"> • Students notice and wonder over projected image • Teacher circulates and facilitates • Class discussion of wants and needs 	<p>Questions:</p> <ul style="list-style-type: none"> • What do you notice? • What do you wonder? • What are needs? • What are wants? • What are some things you need? • What are some things you want? • How would you explain to someone the difference between wants and needs? • How do people get what they want and need? 	<p>What evidence of student learning are we gathering to inform instructional decisions?</p> <ul style="list-style-type: none"> • Students participate in discussion • Students can explain the difference between wants and needs • Students can explain how people get what they want and need
<p>We Do (<i>In small groups or as a whole, What are students doing?</i>):</p> <ul style="list-style-type: none"> • Teacher reads or students read <i>Give It</i> • Students turn and talk over story 	<p>Questions:</p> <ul style="list-style-type: none"> • What happened in the story? • What did Chummy's gran tell him to do with his birthday carrots? • Did you think that 	<p>What evidence of student learning are we gathering during core learning to inform instructional decisions?</p> <ul style="list-style-type: none"> • Students participate in discussion <p>What misconceptions or challenges or opportunities for extension are possible?</p>

	<p>was a good idea? Why or why not?</p> <ul style="list-style-type: none"> • What did Chummy want to do with his birthday carrots? • Did you think that was a good idea? Why or why not? • After talking with Gran, what were Chummy's plans? • When are times people want to give what they earn? 	<ul style="list-style-type: none"> • Some students may benefit from examples
<p>I Do: <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i></p> <p>Or</p> <p>You do</p> <ul style="list-style-type: none"> • Students determine whether to save, spend, or share • Student explain choice 	<p>Questions:</p> <ul style="list-style-type: none"> • Would you save, spend or share your carrots? Why? 	<p>What evidence of student learning are we gathering during closure to inform the next steps?</p> <ul style="list-style-type: none"> • Students participate in discussion
<p>Closure Teacher reviews text and lesson</p>		

Lesson 5

Social Studies Standards:

- 1.1.2.1.1.1 Describe costs and benefits of choices made by families
- 1.1.2.3.3.1 Define scarcity as *not having enough of something*
- 1.1.2.4.5.1 Explain that people trade voluntarily when they expect to be better off

Math Standards:

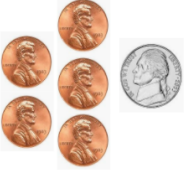
- 1.3.2.3 Identify Pennies, Nickels, and Dimes
- 1.1.1.7 Counting and Comparing Data
- 1.1.2 Models and Strategies to Solve Problems
- 1.2.2.2 Finding Unknowns

Preparing for the Mini-Lesson (Part 1 of the Math Workshop Model)


TQE Lesson Task:

Would you rather have A or B? Why?

A



B



I would rather have (A/B) because...

Learning Goal: Students will be able to describe the costs and benefits of choices made by families. Students will be able to identify and count pennies, nickels, and dimes.

Academic Language

Objective: I can list examples of opportunity costs.

Materials/Tools:

[Link to Seesaw Lesson - Decisions!](#)

[Decisions, Decisions](#)

Counting Coins video can be found at jrbrainpop.com

[Decisions Worksheet](#)

How this lesson supports MLL Learners (*modify as needed based on your students MLL levels*)

- Lesson includes images
- Turn and talk
- Seesaw activity
- Graphic organizer
- Text read aloud,
- Worksheet based on plot of text
- Guided practice and gradual release

[Sentence Stems and Frames,](#)

- I would rather have (A/B) because...
- My choice is ___ because...
- My opportunity cost is ___ because...
- I think it's important to save money because...

How this lesson supports Culturally Responsive Instruction (*modify as needed*)

[4 R's of Instruction](#)

- Unit introduces students to concept of opportunity costs

[Universal Support/Differentiation:](#)

- Some students may benefit from partner or group work, partners or small groups can be based on L1.
- Some students may benefit from previewing or rereading a story.
- Anchor charts with key terms may be beneficial.
- Manipulatives may be beneficial.
- Students may need additional guided practice

Opening Task/Prompt: Would You Rather?

Task Facilitation Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)	Questions TQE Questions Bank	Evidence
<p>You Do (<i>individually, what are students doing during the first few minutes for the task</i>): Or I Do</p> <ul style="list-style-type: none"> • Students turn and talk over projected image 	<p>Questions:</p> <ul style="list-style-type: none"> • Would you rather have A or B? Why? • Why do you think some people chose the same one as you? • Why do you think some people chose the other one? 	<p>What evidence of student learning are we gathering to inform instructional decisions?</p> <ul style="list-style-type: none"> • Students participate in discussion • Students understand that categories A and B have the same value
<p>We Do (<i>In small groups or as a whole, What are students doing?</i>):</p> <ul style="list-style-type: none"> • Students go to website and read through interactive story or teacher can go through story as a class • Students take online quiz or use slides 35 and 36 for discussion • Teacher shows or students watch first 90 	<p>Questions:</p> <ul style="list-style-type: none"> • What is a decision? • What decisions did you already make today? • What decisions did the character in our story have to make? • Do you think Ella made good decisions? • Would you have made the same or different 	<p>What evidence of student learning are we gathering during core learning to inform instructional decisions?</p> <ul style="list-style-type: none"> • Students participate in discussion • Students can answer questions about what happened in story • Students can identify Ella's opportunity costs <p>What misconceptions or</p>

<p>seconds of the Counting Coins video</p> <ul style="list-style-type: none"> • Students discuss what the bunnies used to buy things • Teacher facilitates discussion of carrots in story having value similar to coins 	<p>decisions? Why?</p> <ul style="list-style-type: none"> • What do we call the next best thing, or the thing Ella gave up, when she made her decision? • What is an opportunity? • What opportunities did Ella have? • What opportunities have you already had today? • What choices did Ella have? • What was Ella's opportunity cost for playing outside? 	<p>challenges or opportunities for extension are possible?</p> <ul style="list-style-type: none"> • Some students might benefit from sentence stems and frames • Some students might benefit from anchor charts with more examples
<p>I Do: <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i></p> <p>Or</p> <p>You do</p> <ul style="list-style-type: none"> • Students turn and talk whether they would spend or save 10 cents • Students use term opportunity cost • Students use Printable Student Sheet to place and x on coins they don't need or drag coins to piggy bank 	<p>Questions:</p> <ul style="list-style-type: none"> • What coins did we see in the video? • How can we count groups of coins? • Why would we want to count the coins this way? • What did the bunnies use to buy things? • What do people use to buy things? • What does value mean? • If one carrot is the same value as one penny, what is the value of five carrots? • What is the value of ten carrots? • Would you spend your 	<p>What evidence of student learning are we gathering during closure to inform the next steps?</p> <ul style="list-style-type: none"> • Students participate in discussion • Students correctly identify coins • Students can explain skip counting • Students explain that the value of one carrot is the same as the value of one penny • Students correctly identify opportunity costs

	coins on the ___ or would you save them? Why? <ul style="list-style-type: none"> • What is your opportunity cost? 	
<p>Closure Students turn and talk about why it is important to save money.</p>		

Lesson 6

<p>Social Studies Standards: 1.1.2.1.1.1 Describe costs and benefits of choices made by families 1.1.2.3.3.1 Define scarcity as <i>not having enough of something</i> 1.1.2.4.5.1 Explain that people trade voluntarily when they expect to be better off</p> <p>Math Standards: 1.3.2.3 Identify Pennies, Nickels, and Dimes 1.1.1.7 Counting and Comparing Data 1.1.2 Models and Strategies to Solve Problems 1.2.2.2 Finding Unknowns</p>		
<p>Preparing for the Mini-Lesson (Part 1 of the Math Workshop Model)</p>		
<p>TQE Lesson Task:</p>	<p>Learning Goal: Students will be able to describe the costs and benefits of choices made by families. Students will be able to identify and count dollars.</p> <p>Academic Language Objective: I can explain the cost and the benefit of a choice.</p>	<p>Materials/Tools:</p> <p>Link to Seesaw Lesson Bunny Money!</p> <p>Bunny Money by Rosemary Wells Book Creator</p>



How this lesson supports MLL Learners (*modify as needed based on your students MLL levels*)

- Lesson includes images
- Turn and talks
- Seesaw activity
- Text read aloud
- Guided practice and gradual release
- Repeated reading of text

Sentence Stems and Frames

- When they chose ____, the cost was the benefit was...

How this lesson supports Culturally Responsive Instruction (*modify as needed*)

4 R's of Instruction

- Students will be able to describe the costs and benefits of choices made by families.

Universal Support/Differentiation:

- Some students may benefit from partner or group work, partners or small groups can be based on L1.
- Some students may benefit from previewing or rereading a story.
- Anchor charts with key terms may be beneficial.
- Manipulatives may be beneficial.
- Students may need additional guided practice

Opening Task/Prompt: Same or Different?

<p>Task Facilitation Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)</p>	<p>Questions TQE Questions Bank</p>	<p>Evidence</p>
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<p>You Do (<i>individually, what are students doing during the first few minutes for the task</i>):</p> <p>Or I Do</p> <ul style="list-style-type: none"> • Students discuss what is the same and different in image 	<p>Questions:</p> <ul style="list-style-type: none"> • What is the same? • What is different? • What are the names of these coins? • What is their value? • Are there any other ways to show ten cents? 	<p>What evidence of student learning are we gathering to inform instructional decisions?</p> <ul style="list-style-type: none"> • Students participate in discussion • Students know value of coins • Students recognize the dime has the same value as ten pennies • Students can name another way to show ten cents
<p>We Do (<i>In small groups or as a whole, What are students doing?</i>):</p> <ul style="list-style-type: none"> • Teacher reads <i>Bunny Money</i> • Teacher shows story a second time, stopping to give work time at each problem • Once story has been done as whole group, students may use QR code to have the book read to them online 	<p>Questions:</p> <ul style="list-style-type: none"> • What happened in <i>Bunny Money</i>? • What choices did Max and Ruby have to make? • Do you think they made good choices? Why or why not? • What were some of the costs of their choices? • What are benefits? • What is something you do that benefits someone else? • What does someone do that benefits you? • What were some of the benefits of Max and Ruby's choices? 	<p>What evidence of student learning are we gathering during core learning to inform instructional decisions?</p> <ul style="list-style-type: none"> • Students participate in conversation • Students can explain the difference between costs and benefits • Students correctly explain costs of Max and Ruby's choices • Students correctly explain benefits of Max and Ruby's choices <p>What misconceptions or challenges or opportunities for extension are possible?</p> <ul style="list-style-type: none"> • Some students may benefit from examples

		<ul style="list-style-type: none"> Some students may need text previewed before first read through
<p>I Do: (Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</p> <p>Or</p> <p>You do</p> <ul style="list-style-type: none"> Once story has been done as whole group, students may use QR code to have the book read to them online 	<p>Questions:</p> <ul style="list-style-type: none"> Did you notice anything when you read the story online that you didn't notice before? When Max and Ruby made their choices, what was the cost? What was the benefit? 	<p>What evidence of student learning are we gathering during closure to inform the next steps?</p> <ul style="list-style-type: none"> Students are more confident in their responses
<p>Closure Students turn and talk to review. Teacher discusses opportunity costs and benefits. When discussing benefits, the teacher facilitates discussion of how a benefit for one person can be an opportunity cost.</p>		

Lesson 7



Social Studies Standards:

- 1.1.2.1.1.1 Describe costs and benefits of choices made by families
- 1.1.2.3.3.1 Define scarcity as *not having enough of something*
- 1.1.2.4.5.1 Explain that people trade voluntarily when they expect to be better off

Math Standards:

- 1.3.2.3 Identify Pennies, Nickels, and Dimes
- 1.1.1.7 Counting and Comparing Data
- 1.1.2 Models and Strategies to Solve Problems
- 1.2.2.2 Finding Unknowns

Preparing for the Mini-Lesson
(Part 1 of the Math Workshop Model)

<p>TQE Lesson Task:</p> <p>What's the same? What's different?</p>  <hr/>  <p>Are there any other ways to show 25¢?</p>	<p>Learning Goal: Students will be able to define scarcity as <i>not having enough of something</i>.</p> <p>Academic Language Objective: I can give examples of scarcity and how it might affect people.</p>	<p>Materials/Tools:</p> <p>Link to Seesaw Lesson</p> <p>The Doorbell Rang</p> <p>Scarcity for Kids</p>
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How this lesson supports MLL Learners (*modify as needed based on your students MLL levels*)

- Lesson includes images
- Turn and talks
- Seesaw activity
- Text read aloud
- Guided practice and gradual release
- Repeated reading of text

Sentence Stems and Frames

- A time I shared with other people was... I felt...
- Scarcity is...

How this lesson supports Culturally Responsive Instruction (*modify as needed*)

4 R's of Instruction

- Students will be able to explain scarcity.

Universal Support/Differentiation:

- Some students may benefit from partner or group work, partners or small groups can be based on L1.
- Some students may benefit from previewing or rereading a story.
- Anchor charts with key terms may be beneficial.
- Manipulatives may be beneficial.
- Students may need additional guided practice

Opening Task/Prompt: Same and Different

<p>Task Facilitation Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)</p>	<p>Questions TQE Questions Bank</p>	<p>Evidence</p>
<p>You Do (<i>individually, what are students doing during the first few minutes for the task</i>): Or I Do</p>	<p>Questions:</p>	<p>What evidence of student learning are we gathering to inform instructional decisions?</p>

<ul style="list-style-type: none"> • Students turn and talk about what is the same and different in projected image • Students turn and talk about a time they shared with someone else 	<ul style="list-style-type: none"> • What's the same? • What is different? • What are these coins? • What values do they have? • Are there any other ways to show 25 cents? • When was a time that you shared with other people? • How did it make you feel? • When is a time someone shared something with you? • How did it make you feel? 	<ul style="list-style-type: none"> • Students participate in discussion • Students correctly name coins and their values • Students correctly cite other ways to show 25 cents
<p>We Do (<i>In small groups or as a whole, What are students doing?</i>):</p> <ul style="list-style-type: none"> • Teacher reads story to students • Teacher facilitates discussion of how cookies in story were divided 	<p>Questions:</p> <ul style="list-style-type: none"> • What happens in the story? • How many cookies did Mom make? • What happened when there wasn't enough? • When there were 2 children, how many cookies did they each get? • When there were 4 children, how many cookies did they each get? • When there were 6 children, how many cookies did they each get? • What would happen if more kids came? 	<p>What evidence of student learning are we gathering during core learning to inform instructional decisions?</p> <ul style="list-style-type: none"> • Students participate in discussion • Students correctly determine number of cookies that children would get <p>What misconceptions or challenges or opportunities for extension are possible?</p> <ul style="list-style-type: none"> • Some students may benefit from drawing examples • Some students might benefit from manipulatives

	<ul style="list-style-type: none"> • Will there be enough kids? • What would you do? 	
<p>I Do: (Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</p> <p>Or</p> <p>You do</p> <ul style="list-style-type: none"> • Teacher reads story or students read online • Students turn and talk about scarcity 	<p>Questions:</p> <ul style="list-style-type: none"> • What happened in the story? • What is scarcity? • What can we do about scarcity? 	<p>What evidence of student learning are we gathering during closure to inform the next steps?</p> <ul style="list-style-type: none"> • Students participate in discussion • Students can explain scarcity • Students can other ideas for what to do about scarcity
<p>Closure Students play musical chairs</p>		

Lesson 8

<p>Social Studies Standards:</p> <p>1.1.2.1.1.1 Describe costs and benefits of choices made by families</p> <p>1.1.2.3.3.1 Define scarcity as <i>not having enough of something</i></p> <p>1.1.2.4.5.1 Explain that people trade voluntarily when they expect to be better off</p> <p>Math Standards:</p> <p>1.3.2.3 Identify Pennies, Nickels, and Dimes</p> <p>1.1.1.7 Counting and Comparing Data</p> <p>1.1.2 Models and Strategies to Solve Problems</p> <p>1.2.2.2 Finding Unknowns</p>		
<p align="center">Preparing for the Mini-Lesson (Part 1 of the Math Workshop Model)</p>		
<p>TQE Lesson Task:</p>	<p>Learning Goal: Students will be able to explain that people trade</p>	<p>Materials/Tools:</p>

Exchange Video	voluntarily when they expect to be better off. Students will be able to identify pennies, nickels, and dimes. Academic Language Objective: I can state the value of items.	Link to Seesaw Lesson Barter and Trade! Barter or Trading how does it work. Printable worksheet
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How this lesson supports MLL Learners (*modify as needed based on your students MLL levels*)

- Lesson includes images
- Turn and talks
- Seesaw activity
- Text read aloud,
- Guided practice and gradual release
- Repeated reading of text

Sentence Stems and Frames

- Bartering is...
- Things are valuable because...

How this lesson supports Culturally Responsive Instruction (*modify as needed*)

4 R's of Instruction

- Students will be able to explain scarcity.

Universal Support/Differentiation: (*modify as needed*)

- Some students may benefit from partner or group work, partners or small groups can be based on L1.
- Some students may benefit from previewing or rereading a story.
- Anchor charts with key terms may be beneficial.
- Manipulatives may be beneficial.
- Students may need additional guided practice


Opening Task/Prompt: Story

Task Facilitation Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)	Questions TQE Questions Bank	Evidence
You Do (<i>individually, what are students doing during the first few minutes for the task</i>): Or I Do	Questions:	What evidence of student learning are we gathering to inform instructional decisions?

<ul style="list-style-type: none"> • Students listen and read online story about bartering and trading • Students turn and talk about scarcity 	<ul style="list-style-type: none"> • What happened in the story? • What does it mean to barter? • What does it mean to trade? • What is the difference between bartering and trading? • What happens when there is not enough of something? 	<ul style="list-style-type: none"> • Students participate in discussion • Students can correctly explain bartering and trading • Students can correctly explain scarcity
<p>We Do (<i>In small groups or as a whole, What are students doing?</i>):</p> <ul style="list-style-type: none"> • Teacher facilitates discussion on what happens when you barter or trade • Teacher provides something students could trade or barter • Students barter/trade with one another • Students turn and talk about activity 	<p>Questions:</p> <ul style="list-style-type: none"> • Can you make trades until everyone is happy? • Did everyone get their first choice? Did some people settle for a second choice? • Were there some kids who were easy to trade with? Why? 	<p>What evidence of student learning are we gathering during core learning to inform instructional decisions?</p> <ul style="list-style-type: none"> • Students participate in discussion • Students can explain what happens when there is not enough of what someone wants <p>What misconceptions or challenges or opportunities for extension are possible?</p> <ul style="list-style-type: none"> • Some students might benefit from more sentence stems and frames
<p>I Do: (<i>Teacher brings it back to the whole group to discuss student ideas or have students model thinking</i>) Or You do</p> <ul style="list-style-type: none"> • Partners or small groups decide the value of items 	<p>Questions:</p> <ul style="list-style-type: none"> • What value did you give each item? 	<p>What evidence of student learning are we gathering during closure to inform the next steps?</p> <ul style="list-style-type: none"> • Students participate in discussion

<p>and determine value of each in a trade</p> <ul style="list-style-type: none"> • Students complete graphic organizer 	<ul style="list-style-type: none"> • How did you decide on that value? • How many ___ would trade to get a ___? 	<ul style="list-style-type: none"> • Students correctly trade according to the values they assigned to items • Students correctly complete worksheet
<p>Closure Students determine 3 ways they could pay for a pack of Pokemon cards.</p>		

Lessons 9-10

<p>Social Studies Standards:</p> <p>1.1.2.1.1.1 Describe costs and benefits of choices made by families</p> <p>1.1.2.3.3.1 Define scarcity as <i>not having enough of something</i></p> <p>1.1.2.4.5.1 Explain that people trade voluntarily when they expect to be better off</p> <p>Math Standards:</p> <p>1.3.2.3 Identify Pennies, Nickels, and Dimes</p> <p>1.1.1.7 Counting and Comparing Data</p> <p>1.1.2 Models and Strategies to Solve Problems</p> <p>1.2.2.2 Finding Unknowns</p>		
<p align="center">Preparing for the Mini-Lesson (Part 1 of the Math Workshop Model)</p>		
<p>TQE Lesson Task:</p> 	<p>Learning Goal: Students will be able to look at the needs of their community and determine strategies and models for solving problems in the community.</p> <p>Academic Language Objective: I explain if my business provides a good or service for my community</p>	<p>Materials/Tools:</p> <p>Link to Seesaw Lesson 9</p> <p>Link to Seesaw Lesson 10</p> <p>Arthur's Pet Business Arthur READ ALONG! PBS KIDS</p> <p>Love in the Mirror</p> <p>Business Sign printable document</p>

How this lesson supports MLL Learners (*modify as needed based on your students MLL levels*)

- Lesson includes images
- Turn and talks
- Seesaw activity
- Text read aloud,
- Guided practice and gradual release
- Repeated reading of text
- Students create own business plan
- Worksheets
- Small group work

Sentence Stems and Frames

- When I think about my neighborhood, I know there are business that provide (goods/services)
- If I were to create a business for my neighborhood, my business would be ____ because...

How this lesson supports Culturally Responsive Instruction (*modify as needed*)
4 R's of Instruction

- Students create their own businesses to provide a good or service for their community

Universal Support/Differentiation: (*modify as needed*)

- Some students may benefit from partner or group work, partners or small groups can be based on L1.
- Some students may benefit from previewing or rereading a story.
- Anchor charts with key terms may be beneficial.
- Manipulatives may be beneficial.
- Students may need additional guided practice

Opening Task/Prompt: Read Along

<p>Task Facilitation Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)</p>	<p>Questions <u>TQE Questions Bank</u></p>	<p>Evidence</p>
<p>You Do (<i>individually, what are students doing during the first few minutes for the task</i>): Or I Do</p> <ul style="list-style-type: none"> • Read Along 	<p>Questions:</p> <ul style="list-style-type: none"> • What happened in the story? • What choices did 	<p>What evidence of student learning are we gathering to inform instructional decisions?</p> <ul style="list-style-type: none"> • Students participate in discussion • Students correctly

	<p>Arthur have to make?</p> <ul style="list-style-type: none"> • What were his costs? • What were his benefits? • Would you have made the same or different choices? Why or why not? 	<p>identify choices</p> <ul style="list-style-type: none"> • Students correctly identify costs • Students correctly identify benefits
<p>We Do (<i>In small groups or as a whole, What are students doing?</i>):</p> <ul style="list-style-type: none"> • Teacher facilitates discussion of text • Students talk about words in the text and upcoming lesson • Teacher puts words on anchor chart • Students turn and talk about entrepreneurs • Students watch video of student entrepreneur • Students turn and talk 	<p>Questions:</p> <ul style="list-style-type: none"> • Where have we seen these words before? • What do they mean? • What are goods and services? • What is an entrepreneur? • Do you know any entrepreneurs? • Would you like to be an entrepreneur? • What goods have you heard of? • What goods do you have? • Was Arthur producing a good or a service? • How do you know? • What risks might an entrepreneur have? • So the businesses in your community provide a good or a service? • If you were to create a business in your community, would it be a good or service? Why? • What business did 	<p>What evidence of student learning are we gathering during core learning to inform instructional decisions?</p> <ul style="list-style-type: none"> • Students participate in discussion • Students correctly explain terms • Students correctly summarize text • Students correctly state if a business provides a good or a service <p>What misconceptions or challenges or opportunities for extension are possible?</p> <ul style="list-style-type: none"> • Lesson may be extended over additional day(s) • Some students might benefit from more sentence stems and frames • Some students might benefit from working with same partner

	<p>Jonas create?</p> <ul style="list-style-type: none"> • What need did in his community he see that he wanted to help? • Did Jonas provide goods, services, or both? • What need does Jonas fulfill for his community? 	
<p>I Do: <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i></p> <p>Or You do</p> <ul style="list-style-type: none"> • Students create own business plan 	<p>Questions:</p> <ul style="list-style-type: none"> • Will you provide/sell goods or services? Why? • Why will people come to your business? • What will you accept for payment? 	<p>What evidence of student learning are we gathering during closure to inform the next steps?</p> <ul style="list-style-type: none"> • Students participate in discussion • Students successfully complete business plan
<p>Closure Celebration</p>		

Lesson 10

<p>Quarter _____ : Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson</p>
<p>Standard:</p>
<p>Preparing for the Mini-Lesson (Part 1 of the Math Workshop Model)</p>

TQE Lesson Task: Potential of the Task rating: Link Preview image	Learning Goal: Academic Language Objective:	Materials/Tools: <i>What tools/materials will you use to support students to engage with the task?</i>
How this lesson supports MLL Learners (<i>modify as needed based on your students MLL levels</i>) Sentence Stems and Frames		
How this lesson supports Culturally Responsive Instruction (<i>modify as needed</i>) 4 R's of Instruction		
Universal Support/Differentiation: (<i>modify as needed</i>) <ul style="list-style-type: none"> What alternative structures/modifications might be made available to students to provide linguistic and/or differentiated supports? 		
Opening Task/Prompt:(if applicable)		

Task Facilitation Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)	Questions TQE Questions Bank	Evidence
You Do (<i>individually, what are students doing during the first few minutes for the task</i>): Or I Do	Questions:	What evidence of student learning are we gathering to inform instructional decisions?
We Do (<i>In small groups or as a whole, What are students doing?</i>):	Questions:	What evidence of student learning are we gathering during core learning to inform instructional

		decisions? What misconceptions or challenges or opportunities for extension are possible?
I Do: <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i> Or You do	Questions:	What evidence of student learning are we gathering during closure to inform the next steps?
Closure (if different from the I Do/You Do section)		

Daily Small Group Lesson (Week 2)

Quarter _____ : Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson		
Standard:		
Preparing for the Mini-Lesson (Part 1 of the Math Workshop Model)		
TQE Lesson Task: Potential of the Task rating: Link Preview image	Learning Goal: Academic Language Objective:	Materials/Tools: <i>What tools/materials will you use to support students to engage with the task?</i>

<p>How this lesson supports MLL Learners (<i>modify as needed based on your students MLL levels</i>) Sentence Stems and Frames</p>		
<p>How this lesson supports Culturally Responsive Instruction (<i>modify as needed</i>) 4 R's of Instruction</p>		
<p>Universal Support/Differentiation: (<i>modify as needed</i>)</p> <ul style="list-style-type: none"> What alternative structures/modifications might be made available to students to provide linguistic and/or differentiated supports? 		
<p>Opening Task/Prompt:(if applicable)</p>		

Task Facilitation Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)	Questions TQE Questions Bank	Evidence
<p>You Do (<i>individually, what are students doing during the first few minutes for the task</i>): Or I Do</p>	<p>Questions:</p>	<p>What evidence of student learning are we gathering to inform instructional decisions?</p>
<p>We Do (<i>In small groups or as a whole, What are students doing?</i>):</p>	<p>Questions:</p>	<p>What evidence of student learning are we gathering during core learning to inform instructional decisions?</p> <p>What</p>

		misconceptions or challenges or opportunities for extension are possible?
I Do: <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i> Or You do	Questions:	What evidence of student learning are we gathering during closure to inform the next steps?
Closure (if different from the I Do/You Do section)		

Lesson 11

Quarter _____ : Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson
Standard:

Preparing for the Mini-Lesson
(Part 1 of the Math Workshop Model)

TQE Lesson Task: Potential of the Task rating: Link Preview image	Learning Goal: Academic Language Objective:	Materials/Tools: <i>What tools/materials will you use to support students to engage with the task?</i>
How this lesson supports MLL Learners (<i>modify as needed based on your students MLL levels</i>) Sentence Stems and Frames		
How this lesson supports Culturally Responsive Instruction (<i>modify as needed</i>) 4 R's of Instruction		
<u>Universal Support/Differentiation:</u> (<i>modify as needed</i>) <ul style="list-style-type: none"> What alternative structures/modifications might be made available to students to provide linguistic and/or differentiated supports? 		
Opening Task/Prompt:(if applicable)		

Task Facilitation Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)	Questions TQE Questions Bank	Evidence
You Do (<i>individually, what are students doing during the first few minutes for the task</i>): Or I Do	Questions:	What evidence of student learning are we gathering to inform instructional decisions?
We Do (<i>In small groups or as a whole, What are students doing?</i>):	Questions:	What evidence of student learning are

		<p>we gathering during core learning to inform instructional decisions?</p> <p>What misconceptions or challenges or opportunities for extension are possible?</p>
<p>I Do: <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i></p> <p>Or</p> <p>You do</p>	<p>Questions:</p>	<p>What evidence of student learning are we gathering during closure to inform the next steps?</p>
<p>Closure (if different from the I Do/You Do section)</p>		

Lesson 12

<p>Quarter _____ : Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson</p>		
<p>Standard:</p>		
<p>Preparing for the Mini-Lesson (Part 1 of the Math Workshop Model)</p>		
<p>TQE Lesson Task: Potential of the Task</p>	<p>Learning Goal:</p>	<p>Materials/Tools: <i>What tools/materials will</i></p>

rating: Link Preview image	Academic Language Objective:	<i>you use to support students to engage with the task?</i>
How this lesson supports MLL Learners (<i>modify as needed based on your students MLL levels</i>) Sentence Stems and Frames		
How this lesson supports Culturally Responsive Instruction (<i>modify as needed</i>) 4 R's of Instruction		
Universal Support/Differentiation: (<i>modify as needed</i>) <ul style="list-style-type: none"> What alternative structures/modifications might be made available to students to provide linguistic and/or differentiated supports? 		
Opening Task/Prompt:(if applicable)		

Task Facilitation Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)	Questions TQE Questions Bank	Evidence
You Do (<i>individually, what are students doing during the first few minutes for the task</i>): Or I Do	Questions:	What evidence of student learning are we gathering to inform instructional decisions?
We Do (<i>In small groups or as a whole, What are students doing?</i>):	Questions:	What evidence of student learning are we gathering during core learning to inform instructional decisions?

		What misconceptions or challenges or opportunities for extension are possible?
I Do: <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i> Or You do	Questions:	What evidence of student learning are we gathering during closure to inform the next steps?
Closure (if different from the I Do/You Do section)		

Lesson 13

Quarter _____ : Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson		
Standard:		
Preparing for the Mini-Lesson (Part 1 of the Math Workshop Model)		
TQE Lesson Task: Potential of the Task rating: Link Preview image	Learning Goal: Academic Language Objective:	Materials/Tools: <i>What tools/materials will you use to support students to engage with the task?</i>

How this lesson supports MLL Learners (*modify as needed based on your students MLL levels*)

[Sentence Stems and Frames](#)

How this lesson supports Culturally Responsive Instruction (*modify as needed*)

[4 R's of Instruction](#)

[Universal Support/Differentiation](#): (*modify as needed*)

- What alternative structures/modifications might be made available to students to provide linguistic and/or differentiated supports?

Opening Task/Prompt:(if applicable)

Task Facilitation Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)	Questions TQE Questions Bank	Evidence
You Do (<i>individually, what are students doing during the first few minutes for the task</i>): Or I Do	Questions:	What evidence of student learning are we gathering to inform instructional decisions?
We Do (<i>In small groups or as a whole, What are students doing?</i>):	Questions:	What evidence of student learning are we gathering during core learning to inform instructional decisions? What misconceptions or challenges or

		opportunities for extension are possible?
I Do: <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i> Or You do	Questions:	What evidence of student learning are we gathering during closure to inform the next steps?
Closure (if different from the I Do/You Do section)		

Lesson 14

Quarter _____ : Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson		
Standard:		
Preparing for the Mini-Lesson (Part 1 of the Math Workshop Model)		
TQE Lesson Task: Potential of the Task rating: <i>Link</i> <i>Preview image</i>	Learning Goal: Academic Language Objective:	Materials/Tools: <i>What tools/materials will you use to support students to engage with the task?</i>
How this lesson supports MLL Learners (modify as needed based on your students MLL levels) Sentence Stems and Frames		

How this lesson supports Culturally Responsive Instruction (*modify as needed*)
[4 R's of Instruction](#)

[Universal Support/Differentiation](#): (*modify as needed*)

- What alternative structures/modifications might be made available to students to provide linguistic and/or differentiated supports?

Opening Task/Prompt:(if applicable)

Task Facilitation Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)	Questions TQE Questions Bank	Evidence
<p>You Do (<i>individually, what are students doing during the first few minutes for the task</i>): Or I Do</p>	<p>Questions:</p>	<p>What evidence of student learning are we gathering to inform instructional decisions?</p>
<p>We Do (<i>In small groups or as a whole, What are students doing?</i>):</p>	<p>Questions:</p>	<p>What evidence of student learning are we gathering during core learning to inform instructional decisions?</p> <p>What misconceptions or challenges or opportunities for extension are possible?</p>

<p>I Do: <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i></p> <p>Or</p> <p>You do</p>	<p>Questions:</p>	<p>What evidence of student learning are we gathering during closure to inform the next steps?</p>
<p>Closure (if different from the I Do/You Do section)</p>		

Lesson 15

<p>Quarter _____ : Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson</p>		
<p>Standard:</p> <p style="text-align: center;">Preparing for the Mini-Lesson (Part 1 of the Math Workshop Model)</p>		
<p>TQE Lesson Task: Potential of the Task rating: <i>Link</i> <i>Preview image</i></p>	<p>Learning Goal: Academic Language Objective:</p>	<p>Materials/Tools: <i>What tools/materials will you use to support students to engage with the task?</i></p>
<p>How this lesson supports MLL Learners (<i>modify as needed based on your students MLL levels</i>) Sentence Stems and Frames</p>		
<p>How this lesson supports Culturally Responsive Instruction (<i>modify as needed</i>) 4 R's of Instruction</p>		

Universal Support/Differentiation: (modify as needed)

- What alternative structures/modifications might be made available to students to provide linguistic and/or differentiated supports?

Opening Task/Prompt:(if applicable)

Task Facilitation Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)	Questions TQE Questions Bank	Evidence
You Do (<i>individually, what are students doing during the first few minutes for the task</i>): Or I Do	Questions:	What evidence of student learning are we gathering to inform instructional decisions?
We Do (<i>In small groups or as a whole, What are students doing?</i>):	Questions:	What evidence of student learning are we gathering during core learning to inform instructional decisions? What misconceptions or challenges or opportunities for extension are possible?

<p>I Do: <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i></p> <p>Or</p> <p>You do</p>	<p>Questions:</p>	<p>What evidence of student learning are we gathering during closure to inform the next steps?</p>
<p>Closure (if different from the I Do/You Do section)</p>		

Daily Small Group Lesson (Week 3)

<p align="center">Quarter _____ : Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson</p> <p>Standard:</p>		
<p align="center">Preparing for the Mini-Lesson (Part 1 of the Math Workshop Model)</p>		
<p>TQE Lesson Task: Potential of the Task rating: <i>Link</i> <i>Preview image</i></p>	<p>Learning Goal: Academic Language Objective:</p>	<p>Materials/Tools: <i>What tools/materials will you use to support students to engage with the task?</i></p>
<p>How this lesson supports MLL Learners (modify as needed based on your students MLL levels) Sentence Stems and Frames</p>		
<p>How this lesson supports Culturally Responsive Instruction (modify as needed) 4 R's of Instruction</p>		
<p>Universal Support/Differentiation: (modify as needed)</p>		

- What alternative structures/modifications might be made available to students to provide linguistic and/or differentiated supports?

Opening Task/Prompt:(if applicable)

Task Facilitation Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)	Questions TQE Questions Bank	Evidence
<p>You Do (<i>individually, what are students doing during the first few minutes for the task</i>): Or I Do</p>	<p>Questions:</p>	<p>What evidence of student learning are we gathering to inform instructional decisions?</p>
<p>We Do (<i>In small groups or as a whole, What are students doing?</i>):</p>	<p>Questions:</p>	<p>What evidence of student learning are we gathering during core learning to inform instructional decisions?</p> <p>What misconceptions or challenges or opportunities for extension are possible?</p>

<p>I Do: <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i></p> <p>Or</p> <p>You do</p>	<p>Questions:</p>	<p>What evidence of student learning are we gathering during closure to inform the next steps?</p>
<p>Closure (if different from the I Do/You Do section)</p>		

Lesson 16

<p>Quarter _____ : Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson</p> <p>Standard:</p>		
<p>Preparing for the Mini-Lesson (Part 1 of the Math Workshop Model)</p>		
<p>TQE Lesson Task: Potential of the Task rating: <i>Link</i> <i>Preview image</i></p>	<p>Learning Goal: Academic Language Objective:</p>	<p>Materials/Tools: <i>What tools/materials will you use to support students to engage with the task?</i></p>
<p>How this lesson supports MLL Learners (<i>modify as needed based on your students MLL levels</i>) Sentence Stems and Frames</p>		
<p>How this lesson supports Culturally Responsive Instruction (<i>modify as needed</i>) 4 R's of Instruction</p>		

Universal Support/Differentiation: (modify as needed)

- What alternative structures/modifications might be made available to students to provide linguistic and/or differentiated supports?

Opening Task/Prompt:(if applicable)

Task Facilitation Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)	Questions TQE Questions Bank	Evidence
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<p>I Do: <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i></p> <p>Or</p> <p>You do</p>	<p>Questions:</p>	<p>What evidence of student learning are we gathering during closure to inform the next steps?</p>
<p>Closure (if different from the I Do/You Do section)</p>		

Lesson 17

<p>Quarter _____ : Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson</p>		
<p>Standard:</p> <p style="text-align: center;">Preparing for the Mini-Lesson (Part 1 of the Math Workshop Model)</p>		
<p>TQE Lesson Task: Potential of the Task rating: <i>Link</i> <i>Preview image</i></p>	<p>Learning Goal: Academic Language Objective:</p>	<p>Materials/Tools: <i>What tools/materials will you use to support students to engage with the task?</i></p>
<p>How this lesson supports MLL Learners (<i>modify as needed based on your students MLL levels</i>) Sentence Stems and Frames</p>		
<p>How this lesson supports Culturally Responsive Instruction (<i>modify as needed</i>) 4 R's of Instruction</p>		

Universal Support/Differentiation: (modify as needed)

- What alternative structures/modifications might be made available to students to provide linguistic and/or differentiated supports?

Opening Task/Prompt:(if applicable)

Task Facilitation Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)	Questions TQE Questions Bank	Evidence
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<p>I Do: <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i></p> <p>Or</p> <p>You do</p>	<p>Questions:</p>	<p>What evidence of student learning are we gathering during closure to inform the next steps?</p>
<p>Closure (if different from the I Do/You Do section)</p>		

Lesson 18

<p>Quarter _____ : Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson</p>		
<p>Standard:</p> <p style="text-align: center;">Preparing for the Mini-Lesson (Part 1 of the Math Workshop Model)</p>		
<p>TQE Lesson Task: Potential of the Task rating: <i>Link</i> <i>Preview image</i></p>	<p>Learning Goal: Academic Language Objective:</p>	<p>Materials/Tools: <i>What tools/materials will you use to support students to engage with the task?</i></p>
<p>How this lesson supports MLL Learners (<i>modify as needed based on your students MLL levels</i>) Sentence Stems and Frames</p>		
<p>How this lesson supports Culturally Responsive Instruction (<i>modify as needed</i>) 4 R's of Instruction</p>		

Universal Support/Differentiation: (modify as needed)

- What alternative structures/modifications might be made available to students to provide linguistic and/or differentiated supports?

Opening Task/Prompt:(if applicable)

Task Facilitation Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)	Questions TQE Questions Bank	Evidence
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<p>I Do: <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i></p> <p>Or</p> <p>You do</p>	<p>Questions:</p>	<p>What evidence of student learning are we gathering during closure to inform the next steps?</p>
<p>Closure (if different from the I Do/You Do section)</p>		

Lesson 19

<p>Quarter _____ : Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson</p>		
<p>Standard:</p> <p style="text-align: center;">Preparing for the Mini-Lesson (Part 1 of the Math Workshop Model)</p>		
<p>TQE Lesson Task: Potential of the Task rating: <i>Link</i> <i>Preview image</i></p>	<p>Learning Goal: Academic Language Objective:</p>	<p>Materials/Tools: <i>What tools/materials will you use to support students to engage with the task?</i></p>
<p>How this lesson supports MLL Learners (<i>modify as needed based on your students MLL levels</i>) Sentence Stems and Frames</p>		
<p>How this lesson supports Culturally Responsive Instruction (<i>modify as needed</i>) 4 R's of Instruction</p>		

Universal Support/Differentiation: (modify as needed)

- What alternative structures/modifications might be made available to students to provide linguistic and/or differentiated supports?

Opening Task/Prompt:(if applicable)

Task Facilitation Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)	Questions TQE Questions Bank	Evidence
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<p>I Do: <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i></p> <p>Or</p> <p>You do</p>	<p>Questions:</p>	<p>What evidence of student learning are we gathering during closure to inform the next steps?</p>
<p>Closure (if different from the I Do/You Do section)</p>		

Lesson 20

<p>Quarter _____ : Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson</p>		
<p>Standard:</p>		
<p align="center">Preparing for the Mini-Lesson (Part 1 of the Math Workshop Model)</p>		
<p>TQE Lesson Task: Potential of the Task rating: <i>Link</i> <i>Preview image</i></p>	<p>Learning Goal: Academic Language Objective:</p>	<p>Materials/Tools: <i>What tools/materials will you use to support students to engage with the task?</i></p>
<p>How this lesson supports MLL Learners (<i>modify as needed based on your students MLL levels</i>) Sentence Stems and Frames</p> <p>How this lesson supports Culturally Responsive Instruction (<i>modify as needed</i>) 4 R's of Instruction</p>		

Universal Support/Differentiation: (modify as needed)

- What alternative structures/modifications might be made available to students to provide linguistic and/or differentiated supports?

Opening Task/Prompt:(if applicable)

Task Facilitation Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)	Questions TQE Questions Bank	Evidence
You Do (<i>individually, what are students doing during the first few minutes for the task</i>): Or I Do	Questions:	What evidence of student learning are we gathering to inform instructional decisions?
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<p>I Do: <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i></p> <p>Or</p> <p>You do</p>	<p>Questions:</p>	<p>What evidence of student learning are we gathering during closure to inform the next steps?</p>
<p>Closure (if different from the I Do/You Do section)</p>		

Daily Small Group Lesson (Week 4)

<p align="center">Quarter _____ : Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson</p> <p>Standard:</p>		
<p align="center">Preparing for the Mini-Lesson (within Part 1 of the Math Workshop Model)</p>		
<p>TQE Lesson Task: Potential of the Task rating: <i>Link</i> <i>Preview image</i></p>	<p>Learning Goal: Academic Language Objective:</p>	<p>Materials/Tools: <i>What tools/materials will you use to support students to engage with the task?</i></p>
<p>How this lesson supports MLL Learners (<i>modify as needed based on your students MLL levels</i>) Sentence Stems and Frames</p>		
<p>How this lesson supports Culturally Responsive Instruction (<i>modify as needed</i>) 4 R's of Instruction</p>		

Universal Support/Differentiation: (modify as needed)

- What alternative structures/modifications might be made available to students to provide linguistic and/or differentiated supports?

Opening Task/Prompt:(if applicable)

Task Facilitation Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)	Questions TQE Questions Bank	Evidence
You Do (<i>individually, what are students doing during the first few minutes for the task</i>): Or I Do	Questions:	What evidence of student learning are we gathering to inform instructional decisions?
We Do (<i>In small groups or as a whole, What are students doing?</i>):	Questions:	What evidence of student learning are we gathering during core learning to inform instructional decisions? What misconceptions or challenges or opportunities for extension are possible?

<p>I Do: <i>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</i></p> <p>Or</p> <p>You do</p>	<p>Questions:</p>	<p>What evidence of student learning are we gathering during closure to inform the next steps?</p>
<p>Closure (if different from the I Do/You Do section)</p>		