**AUBURN UNIVERSITY**

**SYLLABUS**

1. **Course Number: CTEE 4040**

**Course Title: Curriculum Mathematics**

**Credit Hours:** 3 semester hours

**Pre/ Co-requisites:**  This section is restricted to Elementary Education majors enrolled in CTEE 4030: Natural Science

1. **Term** Summer 2016

**Day/Time** See Attached Schedule

**Room:** HC 2414

**Instructor** Dr. Megan Burton

**Office Address** 5020 Haley Center

**Contact Information (phone, e-mail)** 844-8141, megan.burton@auburn.edu

**Office Hours** Before an after class and by appointment

1. **Texts or Major Resources:**

**Required Texts:**  [**Elementary and Middle School Mathematics: Teaching Developmentally, Enhanced Pearson eText -- Access Card, 9/E**](http://www.pearsonhighered.com/educator/product/Elementary-and-Middle-School-Mathematics-Teaching-Developmentally-Enhanced-Pearson-eText-Access-Card-9E/9780133999020.page)Van de Walle, Karp & Bay-Williams  ISBN- 9780134046952

**Required Materials**

Composition notebook, 1 dvd or flash drives for teaching artifact (Wait to purchase until this is discussed in class), school pouch with supplies (tape, mini-scissors, markers, pencil, black ink pen, white out, markers, index cards), COE name-button *[LRC for buttons.]* Materials needed to construct instructional charts, games, and other teaching resources.

**Alabama Course of Study 2013**<http://alex.state.al.us/ccrs/node/74>

1. **Course Description:** Pedagogical content knowledge, principles, and standards in the major concepts and modes of inquiry for integrated study of mathematics for elementary learners. During this course the students will participate in part of the AMSTI precertification training for schools in the state of Alabama.
2. **Student Learning Outcomes:**
3. **Goal:** To critically analyze curriculum and the process of teaching and learning mathematics in the elementary grades.

**B. Objectives:** Student learning outcomes (SLO) for elementary education majors are based on the Alabama Quality Teaching Standards [state standards] (AQTS) and the Association of Childhood Education International (ACEI) [national standards]. After the completion of the course and the clinical based lab, the pre-service teacher should:

1. know, understand, and use the major concepts and procedures that define numbers and operations, algebra, geometry, measurement, data analysis, and probability. In doing so they will engage in problem solving, reasoning, proof, communication, connections, and representation. This includes understanding current reforms efforts and technological resources that enhance the learning experience for K-6 students. (AQTS 1.A 1, B. 1; 4.A. 3) (ACEI 2.3)

2. Have knowledge of techniques for using manipulative materials and play as instruments for enhancing development and learning. Recognize and develop lessons that use techniques such as mathematical recreation, manipulative materials, and technology to enhance development and learning. (AQTS 1.A v, 1.B. iii) (ACEI 2.3, 3.1)

3. demonstrate in-depth knowledge and understanding of how the major concepts and themes of mathematics are integrated across academic fields (AQTS 1.A v, 1.B. iii) (ACEI 2.3, 3.1)classroom that reflect meaningful mathematics and build on prior knowledge.

4. plan and implement engaging learning experiences based on the Alabama Course of Study for Mathematics and the National Council of Teachers of Mathematics standards in which K - 6 students are challenged to problem solve, analyze, and evaluate real world situations and are able to demonstrate their competence and build on prior knowledge. (AQTS 1. A. ii, iii,iv,v; B. ii,iii; 2.A. v, vi, vii) (ACEI 2.3, 3.3., 3.4)

5. use the major concepts and modes of inquiry from mathematics to promote elementary students' abilities problem solve, reason, communicate mathematically, make connections and represent their thinking in a clinically based lab placement (AQTS 4.A. iii, iv, v) (ACEI 2.3)

6. Recognize the importance of communication skills in themselves and in the children they teach, including strategies for reasoning, problem solving, inquiry and debate in new settings in a clinically based lab placement (AQTS 2.D. i, ii, vi, vii, ix, x; 3.A v, vi, vii) (ACEI 2.3)

7. plan and implement a variety of individual and group activities that emphasize student participation. Plan and analyze appropriate assessments in order to monitor K-6 student learning and progress (AQTS 2.E.i, ii, v, vii, viii, ix, x, xi)(ACEI 4.0)

8. demonstrate an understanding of the teaching professional codes of ethical conduct (AQTS 5.E. i, ii, iii, iv F.i, ii, iii, iv) (ACEI 5.1)

9. reflect on their own teaching practices and consult with other professionals in order to grow professionally (AQTS 5.B iv, v, vi, vii) (ACEI 5.1)

10. Use clinical based lab placement's observation and practice of teaching and learning as a basis for experimenting with, reflecting on, and revising professional practice (AQTS 2.D. v, vi, vii, viii, ix, x) (ACEI 5.1)

1. **Course Content Outline: *Instructor reserves the right to change schedule/ modify experiences***

**\* All homework listed is due at the beginning of the class period**

* May 19-8-12 Math AMSTI – Introductions, Teaching Principles & Standards & Literature &

Data Analysis

* *HW- Read chapter 2 & 4 Bring bring composition notebook, 2” binder, supply pouch, a printed or electronic copy of syllabi & math textbook (electronic or hard copy) to class*
* May 20-8-12 Number sense, Counting, Computation, Place Value, Math games & Lesson Planning
* *HW Due: Read chapter 9 and/or 11 Write something that resonates with you from each section in your math journal. Watch the video Mingle and Count from Teaching channel.com. Write one thing that resonated from the video.*
* May 23 8-12 Computation, Algorithms, Manipulatives, Math Games
  + HW Due: Read Chapter 10 and resonated with you from each of the 5 sections. This could be a question, observation, concern, disagreement, or "ahaa" moment.
* May 24 8-12 Computatlion/ Discourse/ Questioning
  + HW Due: Ch 12 or 13 and write something that resonates with you from each section
* May 25 8- 12 Math Games/ Stations
  + **Math Games Due along with a lesson plan for one of your group’s math games:** a)Bring two copies of 5 math games ready to play, b) post handout of clear directions, grade level, objectives, and materials on Canvas, c) also post lesson plan for teaching 1 of your games on Canvas under lesson planning
* June 3 8-4pm Orientation, Planning time and setting up the classroom
* ***\*\*\*\*\*\*\* Elementary Camp June 6th-10 \*\*\*\*\*\*\*\*\*\*\*\****
* ***\*\*\*\*\*\*\* Teaching 11-12 & 1:30 3:30 \*\*\*\*\*\*\*\*\*\*\*\****
* June 7 9-10:50 & 3:40-4:50 Fractions/ Concrete Manipulatives/ Planning & Debriefing-
  + HW Due: Read Chapter 15 post something that resonates with you from each section in your journal **Journal is due (Dr. Burton will check during math camp this week)**
* June 9 9-10:50 & 3:40-4:50 Fractions/ Representations (Chapter 16 not required)
* June 10 9-10:50 Planning & Debriefing
* June 14 9-10:50 & 3:40-4:50 Fractions, Planning & Debriefing

***\*\*\* Complete part 1 of Math Teaching Artifact assignment (which won’t be submitted until entire artifact is due).***

* June 16 9-10:50 & 3:40-4:50 Differentiation/ Measurement
* June 21 Geometry/ Measurement & Review for Pedagogy Test
  + HW read chapter on geometry & write something that resonates with you.

***\*\*\*Submit completed Teaching Artifact (Part I & II) in hard copy form to Dr. B***

* June 23 **Pedagogy test**
* June 27, 28 & 29 AMSTI at AMSTI site 8—4pm

1. **Assignments/Projects:**

1. Class Activities, Field Placement: This course is designed to allow opportunities to ask questions, contribute to class discussion, and share relevant experiences. Therefore, *participation and professionalism are extremely important.*  Requirements for acceptable participation include prompt, timely, and consistent attendance; attentiveness; verbal contributions to small group and whole class discussions; reflection of a positive attitude about learning and class participation; and respecting and supporting the needs of others, including the professor. Participation includes completing all assignments which facilitate the class and or cohort experience including displaying materials, sharing teaching ideas and examples of classroom incidents, writing productively and correctly in all written assignments, and bringing in other materials/information as requested.  Actively participate in class in ways that reflect your preparation including thoughtful completion of required readings. At times this may also involve assignments that you need to complete during your fieldwork and bring back to class. Information about each assignment will be shared in class. You will also complete math journal entries that are related to your experiences in the field, readings, activities, and class discussions. They are designed to help you make connections between the readings, mathematical content and your fieldwork.

In addition, you will be responsible for the curriculum, lesson planning, teaching and assessing of students during elementary camp. You must demonstrated the professional dispositions, an understanding of the content, an understanding of pedagogical content knowledge, the ability to learn from constructive feedback, the ability to work with colleagues, peers , & supervisors, and an ability to effectively support the diverse students in your classroom.

2. Student Mathematics Games: Games develop familiarity with the number system, provide opportunity for practicing computation, encourage strategic thinking, develop fluency with numbers, allow students to communicate with each other, and provide a school to home link. While students play games, the teacher is free to observe student’s work or to work with few students individually. Your grade level team will find 5 math games according to constructivist guidelines developed by Kamii (2000) that are based on the computational skills needed in your grade level. These games must be able to be played with 2-4 players independently, without a student serving as ”teacher” instead of player. These games should have a way to win and an element of chance (so the fastest child or student strongest with content doesn’t always win). These games may deal with numbers, place value, addition, subtraction, multiplication, division, or fractions. You will then prepare two copy of all 5 games (for a total of 10 games) with all materials and clear directions included. You will bring all games to class, because you will be using them during summer camp if they are approved.  Because you will use these games in your summer classroom, your group will select one of these games to write a lesson plan of how your will introduce the game, first implement it, and close the lesson the first time they play the game (see lesson plan assignment). **You will also post a handout on Canvas under assignment that describes the purpose and procedure of both games**.

Summary:

1) Bring two copies of all 5 games along with directions and materials to be played in class.

2) Post handout of purpose and procedure to Canvas under Assignment.

3) See math game lesson plan description below.

3. Math Game Lesson Plan- In pairs you will write a lesson plan for a math game your group brings to class. This lesson plan is one you will implement with your students during summer camp. It must have the components listed in the lesson plan template in this syllabi and will be submitted on Canvas under lesson plan. You will share how you will introduce the game to students, how they will play it, and how you will close the lesson where the game is introduced. Be sure to list a specific way you can assess how every student did on the objective that is measurable.

4. Math Journal- During this class you will be required to keep a math journal. This will contain notes from class as well as homework assignments. You will keep this journal with you whenever you come to class or summer camp. Dr. Burton will score the readings and notes taken before summer camp begins. Therefore you will bring your journal to camp and she will circulate between rooms during this time to score journals.

5. Math Pedagogical Content Knowledge Test: By the end of this course, you should have a firm grasp of the pedagogical content knowledge that you will teach. This course is designed to build upon this and help you see how children understand and develop awareness of mathematical skills. Research shows that in order to effectively teach elementary mathematics, you must have conceptual understanding (Ball, 2006). This test will demonstrate your understanding of common elementary strategies and representations related to multiplication, division, addition, subtraction, and fractions.

5. Teaching Artifact/ Professional Work Sample:  This will be a small (or whole class) group reengagement based on a central focus previous taught in lessons (either by the teacher or the preservice teacher) that needs additional support, remediation or extension. For example, perhaps week 1 lessons were taught on place value, but additional attention is needed so the preservice teacher will create a reengagement lesson on the content. The central focus should support students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills. There will be an additional assessment to analyze the effectiveness of this lesson. This assignment includes: pre-thinking about a lesson based on the assessment from prior lessons, a lesson plan, videotaped teaching, written and oral observer feedback, evidence of student learning (i.e., assessment, analysis, samples), and written reflection on practice towards continuous improvement. Details of this assignment are given in the *Field Placement Handbook*. This may be done in partners with one student teaching the lesson planned by both and one student observing. ***The instructor reserves the right to request additional teachings based on unsatisfactory performance.***

 6. Lab Professionalism and Observation Forms: Document your attendance, professional dispositions, and planning and teaching abilities in your field placement. You must meet weekly professional expectations in the field in order to pass this course. You must also demonstrate your abilities in teaching at the emerging level (Approaching Competency) on all standards and indicators listed on the *EDUCATE Alabama* observation form in order to pass this course. ***See the Laboratory Placement Handbook for details.*** Field experience hours in this course are linked to certification standards. You must complete the minimum number of field experience hours as stated in laboratory handbook to receive credit for this course.

\*\* The only electronic forms for placement are the weekly forms and preplanning portions of teaching artifacts and lesson plans before they are taught

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| --- | --- | --- |
| **Date Due** | **Requirement** | **Value** |
| All class sessions | Class Activities & field placement | 15 points |
| June 7 | Journal | 15 points |
| June 23 | Pedagogy Test | 20 points |
| May 25 | Math Games Assignment | 10 points |
| May 25 | Lesson Plan 1 | 20 points |
| June 21 | Teaching Artifact | 20 points |
|  | **Total** | **100 points** |

**^All assignments must be completed in order to get credit for this course, even if turned in late for less credit.**

**\*Students MUST have satisfactory marks on all areas of the COURSE AND FIELD PLACEMENT by the end of this course in order to receive credit for this course.** Students will be counseled throughout the course by written notification (email), and for more serious matters in person (signed letter or contract), if they are not meeting SATISFACTORY expectations on indicators before the end-of-course conference.

\*\*Meeting weekly attendance, planning, teaching, and professional dispositions in the classroom is required for all field students in this course to show readiness for internship. Students who are not continuously meeting all of these expectations may fail their lab placement and this course. **See Lab Placement Handbook.**

\*\*\*Students must meet the total required lab hours and Standards on the *Final Lab Placement Form* in order to pass this course. **See Lab Placement Handbook.**

* Use of *Canvas* system, internet, and email for communication and instruction. All assignments must be submitted in either rich text or Microsoft word format unless directions were given to use PowerPoint or Excel. It is the students’ responsibility to check the assignment, once submitted, to ensure it went through properly. Please save all files with your last name and assignment type in the filename.
* Students will be expected to demonstrate basic skills in reading, writing, speaking, and mathematics. Assignments that have multiple mathematical, grammatical, or spelling errors will have to be revised correctly at a letter grade point loss.
* Graded course assignments are due on the assigned date and must be completed in a thorough manner. Major assignments that are incomplete or not done on time will lose points equal to one letter grade for each day late up to three days. All assignments must be completed, whether or not credit is given, in order to pass this course. **Late weekly assignments will not receive credit.**

1. **Rubric and Grading Scale:**

All rubrics are posted on Canvas. The Auburn Standard Grading Scale will be used to determine grades for this course.

A   =  90-100          B   =  80-89           C   =  70-79

D   =  60-69            F    =  below 60 points

1. **Class Policy Statements:**
2. Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.
   1. **At one absence from class students will be required to meet in conference to discuss continuing in this course.** [See Lab Manual for similar lab attendance policy]. With the limited number of classes each absence is essentially 2 class periods missed. Students will be counseled and placed on an attendance contract in order to continue in the course. Expected professional dispositions and performance competencies in this field-based course require students to meet attendance requirements.
   2. Five points will be deducted from the final grade for any unexcused absence from class or lab. **At 2 unexcused absences students will be referred to the Office of Student Affairs to be withdrawn from the course.** Three unexcused tardies will be counted as one unexcused absence. Leaving class early counts as an absence without prior (not same day) approval.
3. **Excused Absences**:  Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).
4. **Make-Up Policy:**Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.  The format of the make-up exam will be (as specified by instructor).
5. **Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
6. Honesty Code:  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. Some assignments will involve integrating readings & websites into your reflections & lessons. **Plagiarism is the act of representing words, data, works, ideas, computer program or output, or anything not generated by the student as his or her own.** Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent.  Please be sure to cite any outside sources used in work.  Also all work is to be done individually unless otherwise specified. All submitted assignments are subject to a plagiarism check.
7. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

*In addition to the university recommended statements noted above, College of Education syllabi are to include the following statement:*

1. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

     Each student is expected to exhibit courteous, mature, responsible, and professional behavior. This includes not texting messages during class, doing work for another class, and talking when someone else – a peer or instructor – is speaking. Students are expected to participate in all class discussions, exercises and readings. It is the student’s responsibility to contact the instructor if assignment deadlines are not met.  Students are responsible for initiating arrangements for missed work.

Teaching is a field that requires professional reading and reflection. Your thoughtful reading before class, your engaged participation in class discussions and activities, and the positive stance you take in interacting with your instructor and with others in the group are expected. Attend carefully to class presentations and discussions.  Professionalism is more than just showing up for class.  In this course you will be expected to treat the others in our group with respect and to support their successes. Respect does not mean always agreeing with others.  It means actively and courteously listening to what others say and responding with your own perspective.  It means taking an active role and enhancing others’ thinking by sharing your own rough draft thinking as it develops, and by clarifying the reasons that you might “agree to disagree” with others.  Developing strong relationships with colleagues is one of the most important things we do as a teachers.

Cell phones and personal iPads need to be turned to off during class and lab experiences unless otherwise instructed by the professor. In addition, students should not work on university course assignments that are not field based during their lab experience. During lab experiences students are expected to be fully and actively involved in the classrooms in which they are placed.

# DAILY LESSON PLAN TEMPLATE

|  |  |
| --- | --- |
| **Preliminary Information** | |
| **Created by**: | **Date developed**: |
| **Lesson Title**: | **Date of lesson**: |
| **Grade Level/ Subject**: | **Number of students**: |
| **Unit/Theme**: | **Period/Time/Estimated Duration**: |
| **Where in the unit does this lesson occur?**  (Beginning, middle, or end?): | **Structure(s) or grouping for the lesson** (Select all that apply)  Whole class, small group, 1:1:  Other (specify): |
| **Any other information that you know about the context, including diversity among the students**: | |
| **Resources and materials required for the lesson (e.g. textbook(s), module, equipment, technology, art materials)**: | |
| **1. What are your goals for student learning and why are they appropriate for these students at this time?** | |
| **Big Idea or Concept Being Taught - - CENTRAL FOCUS** | |
|  | |
| **Rationale/Context for Learning - - JUSTIFICATION FOR YOUR PLANS**  (Why this lesson at this time, for this group of learners? How does it connect to previous learning or succeeding lessons?) | |
|  | |
| **Prior Knowledge and Conceptions**  (What knowledge, skills and/or academic language must students already know to be successful with this lesson?) | |
| **Prior knowledge**:  **Prior skills**:  **Prior academic language**: | |
| **Learning Objective(s)** (These must be behavioral & measurable.)  **STATEMENTS OF WHAT STUDENTS WILL BE ABLE TO DO AT THE END OF THE LESSON** | |
| [Teacher version] Students will demonstrate . . .    [**Learning target**=Student version] We will be able to . . . *or*  I can . . . | |
| **Content Standards**  (Include the Common Core Learning Standards or other discipline-specific standards addressed in this lesson. For CCSS, list strand, grade, and standard number, e.g., RI.4.3 Reading informational text, grade 4, anchor standard 3, and write out the standard.) | |
|  | |
| **Academic Language Demands**  **1) Identify the language demand(s)** (i.e., the method for students to express understanding of the subject matter).  **(2) Identify the language function(s)** (e.g., analyze, compare, interpret, predict, evaluate or summarize) essential to meet the learning objectives.  **(3) Identify the vocabulary** (i.e. words/phrases that are essential to understanding the content of this lesson).  **(4) Identify the discourse** (i.e., the structures of written and oral language, as well as how members of the discipline use language.)  **(5) Identify the syntax** (i.e., the set of conventions for organizing symbols, words, and phrases together into structures.) | |
| **Language demands:**  **Language functions**:  **Vocabulary**:  **Discourse:**  **Syntax:** | |
| **2. How will you know and document students’ progress towards meeting your learning objectives?** | |
| **Evidence and Assessment of Student Learning**  (How will you know students are meeting objectives? What tools will measure their progress? How will feedback be provided to promote learning?) | |
| **Diagnostic/pre-assessment(s)**:  **Formative assessment(s)/feedback to learners**:  **Summative assessment(s)**: | |
| **Expectations for Student Learning - - STANDARDS & CRITERIA**  (Describe in detail the following levels of student performance. What will students’ work look like when it exceeds expectations? When it meets expectations? When it falls below expectations? How will you communicate these expectations to students? Provide any rubrics you will use.) | |
| **Exceeds expectations**:  **Meets expectations**:  **Below expectations**: | |
| **3. How will you support students to meet your goals? Describe EXPLICITLY what you will do!** | |
| **BEGINNING: Launch/Hook/Anticipatory Set**  (How will you get the lesson started? What questions, texts, inquiry, materials, modeling, and/or other techniques will you use to engage students?). List at least 2 higher order thinking questions. Be sure to include the main answers/ points you want to draw from students in this section of the lesson. | |
|  | |
| **MIDDLE: Instructional Strategies to Facilitate Student Learning**  (For example: How will you engage students with ideas/texts/ materials to develop understandings? What questions will you ask (Be sure to list at least 2 higher order thinking questions & the main answers/ points you want to draw from students in this section of the lesson)? How will you promote question generation/discussion? What activities will you use to engage students in learning…for individuals, small groups, or the whole class? How will you incorporate technology? How will you address the academic language demands? **Detail your plan.** Note: For math lesson plans, please write or attach every task/problem students will solve during the lesson – with the correct answers.). | |
|  | |
| **END: Closure**  (How will you end the lesson in a way that promotes student learning and retention? List at least 2 higher order thinking questions. Be sure to include the main answers/ points you want to draw from students in this section of the lesson.) | |
|  | |
| **Differentiation/Extension**  (How will you provide successful access to the key concepts by all the students at their ability levels? | |
| **Supporting students with special needs** (this includes an explicit and specific description of how you will implement accommodations/ modifications required by IEPs/504 Plans and other ways that you will address diverse student needs. If you do not have a student who meets this criteria, you still need to list a way you would support a student with a special need in this lesson):  **Supporting ELL students:**  **Challenging above-average students:**  **Facilitating a classroom environment that supports student learning**:  **Extension (could be whole class or for early finishers depending on the lesson)**: | |
| **What Ifs**  (Be proactive – Consider what might not go as planned with the lesson. What will you do about it? | |
| **What if students….**  **What if students cannot…** | |
| **References**  (Cite all sources used in the development of this lesson including URLs or other references) | |
|  | |