

Stride 3 Lesson Planning template

This google slide deck has been provided as a resource to be used as a lesson planning template. Please create a forced copy for yourself. The intent of the copy is for you to fill in the template to meet the needs of you and your students.

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Slide 1	<div><div></div><div><div>Sample Social Emotional Academic Development Flow Chart Template</div><div>How to Use the Tool</div><div><div><div>1. Identify the Social Emotional Academic Development Theme</div><div><div>Discourse</div><div>Belonging</div><div>Agency</div><div>Identity</div></div></div><div><div>2. Identify the Target Standard for Mathematical Practice</div><div><div>MP1: Make sense of problems and persevere in solving them</div><div>MP2: Reason abstractly and quantitatively</div><div>MP3: Construct viable arguments and critique the reasoning of others</div><div>MP4: Model with mathematics</div><div>MP5: Use appropriate tools strategically</div><div>MP6: Attend to precision</div><div>MP7: Look for and make use of structure</div><div>MP8: Look for and express regularity in repeated reasoning</div></div></div><div><div>3. Create / Implement / Reflect on Social Emotional Academic Development Strategy</div><div><div>Embed Strategy into Existing Lesson Plan</div><div>Review Samples in Lesson Study</div><div>Best SEAD Practices Discussions in Professional Learning Communities / Network</div></div></div></div></div></div>	<p>This slide provides a quick summary of “How to use the Tool.” Please see Stride 3 for additional information.</p>				
Slide 2	<div><div></div><div><div>Sample Social Emotional Academic Development Flow Chart Template</div><div>Quick Reference Guide</div><div><div><div>Discourse:</div><div>NCTM: Discourse includes ways of representing, thinking, talking, agreeing, and disagreeing... (see notes below)</div></div><div><div>Belonging:</div><div>"Belonging is a sense of fitting in or feeling like you are an important member of a group." (vocabulary.com)</div></div><div><div>Agency:</div><div>NCTM: The presentation of one's identity to oneself and to others... (see notes below)</div></div><div><div>Identity:</div><div>NCTM: The dispositions and deeply held beliefs that students develop about their ability ...in mathematical contexts... (see notes below)</div></div></div><div><div>Standards for Mathematical Practice</div><div>(http://www.corestandards.org/Math/Practice/)</div><div><div>MP1: Make sense of problems and persevere in solving them</div><div>MP2: Reason abstractly and quantitatively</div><div>MP3: Construct viable arguments and critique the reasoning of others</div><div>MP4: Model with mathematics</div><div>MP5: Use appropriate tools strategically</div><div>MP6: Attend to precision</div><div>MP7: Look for and make use of structure</div><div>MP8: Look for and express regularity in repeated reasoning</div></div></div></div></div>	<p>A Quick Reference Guide has been provided.</p>				
Slide 3	<div><div></div><div><div>Sample Social Emotional Academic Development Lesson Planning Template</div><div><div><div>Social Emotional Academic Development Theme:</div><div>Identify the dispositions and deeply held beliefs that students develop about their ability to participate and perform effectively in mathematical contexts and to use mathematics in powerful ways across the contexts of their lives</div></div><div><div>Standards for Mathematical Practice</div><div>MP1: Make sense of problems and persevere in solving them.</div></div><div><div>Sample Actions / Instructional Strategy through the lens of the Theme / Reflective or Guiding Question</div><div><div>Engage students with conceptual ideas that underlie the procedures to complete the task and develop understanding.</div><div>Provide opportunities for Multiple entry points to provide students with choice (Universal Design for Learning).</div><div>Encourages multiple representations and connections among multiple representations to develop meaning.</div><div>Provide opportunities for students to access relevant knowledge and experiences and make appropriate use of them in working through the task.</div></div></div></div></div></div>	<p>The intent of this slide is to be used for the lesson planning process.</p> <div><div>1. Select an SEAD theme.</div><div>2. Select mathematical practice standard(s).</div><div>3. List specific actions/instructional strategies</div></div> <p>See SEAD Theme Guidebooks for additional information.</p>				
Slide 4	<div><div></div><div><div>Sample Social Emotional Academic Development Lesson Planning Template</div><div><table><tr><th>Student Actions</th><th>Teacher Actions</th></tr><tr><td><div><div>Listen to the reasoning of others, compare arguments, and decide whether the arguments make sense.</div><div>Ask clarifying and probing questions.</div><div>Apply conjectures about patterns and properties to new situations</div></div></td><td><div><div>Establish a safe environment for discussion.</div><div>Ask clarifying and probing questions.</div><div>Avoid giving too much assistance (e.g., providing answers or procedures).</div><div>Ask questions about the application of patterns.</div><div>Highlight different approaches for solving problems.</div></div></td></tr></table><div><div>Summary of Practice / Reflection</div><div><div></div><div></div><div></div><div></div><div></div></div></div></div></div></div>	Student Actions	Teacher Actions	<div><div>Listen to the reasoning of others, compare arguments, and decide whether the arguments make sense.</div><div>Ask clarifying and probing questions.</div><div>Apply conjectures about patterns and properties to new situations</div></div>	<div><div>Establish a safe environment for discussion.</div><div>Ask clarifying and probing questions.</div><div>Avoid giving too much assistance (e.g., providing answers or procedures).</div><div>Ask questions about the application of patterns.</div><div>Highlight different approaches for solving problems.</div></div>	<p>This can be used during the lesson to record evidence or as a reflection tool following the lesson.</p>
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