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.

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<th>Lesson 1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>(Slides 3-9)</td>
<td>(Slides 10-19)</td>
<td>(Slides 20-25)</td>
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</tr>
<tr>
<td>Lesson 6</td>
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<td>Lesson 11</td>
</tr>
<tr>
<td>(Slides 44-48)</td>
<td>(Slides 49-60)</td>
<td>(Slides 61-68)</td>
<td>(Slides 69-80)</td>
<td></td>
</tr>
</tbody>
</table>

Gr. 1 Financial Literacy slide deck

Additional Resources: Home-School Connection Letter
Lesson 1

Social Studies Standards:
1.1.2.1.1 Describe costs and benefits of choices made by families
1.1.2.3.1 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

Back to Top
- 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.
- Anchor charts with key terms may be beneficial.

**Opening Task/Prompt:** Notice and Wonder

<table>
<thead>
<tr>
<th>Task facilitation</th>
<th>Questions Bank</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conceptual/Linking</strong> (Layers of Facilitation)</td>
<td><strong>Procedural</strong> (Gradual Release)</td>
<td></td>
</tr>
</tbody>
</table>

**You Do** *(individually, what are students doing during the first few minutes for the task):*  
**Or I Do**  
- Students notice and wonder over image  
- Students turn and talk

**Questions:**  
- 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?

**What evidence of student learning are we gathering to inform instructional decisions?**  
- Students participate in discussion  
- Students understand money is used to buy what people want and need  
- Students understand money is earned, spent, saved

**We Do** *(In small groups or as a whole, What are students doing?):*  

- Teacher reads (or students read) *Earn It*  
- Teacher reviews text  
- Students calculate how many carrots book character needs  
- Teacher circulates and

**Questions:**  
- 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?

**What evidence of student learning are we gathering during core learning to inform instructional decisions?**  
- Students participate in discussion  
- Students can explain that Bun earns carrots to use for things  
- Students correctly fill out chart
<table>
<thead>
<tr>
<th>facilitates</th>
<th>● What would you do if you were Bun? Why?</th>
<th>What misconceptions or challenges or opportunities for extension are possible?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some students could have the chart extended into more weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I Do:</strong> (Teacher brings it back to the whole group to discuss student ideas or have students model thinking) <strong>Or</strong> <strong>You do</strong></td>
<td><strong>Questions:</strong></td>
<td><strong>What evidence of student learning are we gathering during closure to inform the next steps?</strong></td>
</tr>
<tr>
<td></td>
<td>● If you were Bun, what could you do to earn more carrots?</td>
<td>● Students participate in discussion</td>
</tr>
<tr>
<td></td>
<td>● Did Bun make good decisions? How do you know?</td>
<td>● Students can list ways to earn more carrots</td>
</tr>
</tbody>
</table>

**Closure** Teacher reviews text and lesson

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**Lesson 2**

**Social Studies Standards:**
1.1.2.1.1 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:**
### Preparing for the Mini-Lesson

(Part 1 of the Math Workshop Model)

<table>
<thead>
<tr>
<th>TQE Lesson Task:</th>
<th>Learning Goal: Students will be able to use models and strategies to solve problems.</th>
<th>Materials/Tools:</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image](31x548 to 187x635)</td>
<td>I can explain why it takes longer to earn some things than it does to earn other things</td>
<td>Link to Seesaw Lesson Save it! Save It by Cinders McLeod</td>
</tr>
</tbody>
</table>

#### 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

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<table>
<thead>
<tr>
<th>Task Facilitation</th>
<th>Questions</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual/Linking (Layers)</td>
<td><a href="#">TQE Questions Bank</a></td>
<td>Back to Top</td>
</tr>
<tr>
<td>You Do (individually, what are students doing during the first few minutes for the task):</td>
<td>Questions:</td>
<td>What evidence of student learning are we gathering to inform instructional decisions?</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Or I Do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students notice and wonder over projected image</td>
<td>• What do you notice?</td>
<td>• Students participate in discussion</td>
</tr>
<tr>
<td>• What do you wonder?</td>
<td></td>
<td>• Discussion relates to money</td>
</tr>
<tr>
<td></td>
<td>• Students participate in discussion</td>
<td>• Discussion relates to earning</td>
</tr>
<tr>
<td></td>
<td>• Discussion relates to saving</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion relates to saving</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>We Do (In small groups or as a whole, What are students doing?):</th>
<th>Questions:</th>
<th>What evidence of student learning are we gathering during core learning to inform instructional decisions?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teacher reads or students read <em>Save It</em></td>
<td>• What was our story about?</td>
<td>• Students participate in discussion</td>
</tr>
<tr>
<td>• Students turn and talk over story</td>
<td>• Why does Honey want to save money?</td>
<td>• Students understand Honey has to do something to earn carrots</td>
</tr>
<tr>
<td>• Students complete worksheet</td>
<td>• What does she want to do with the money?</td>
<td>• Students understand that Honey has to save carrots to buy things</td>
</tr>
<tr>
<td>• Teacher circulates and facilitates</td>
<td>• Have you ever saved money?</td>
<td></td>
</tr>
<tr>
<td>• Students determine how long it will take to earn for various things</td>
<td>• What is something you can save money for?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What are things Honey wants to do with her carrots?</td>
<td>What misconceptions or challenges or opportunities for extension are possible?</td>
</tr>
<tr>
<td></td>
<td>• How many carrots does Honey earn each week?</td>
<td>• Some students may be able to teach others how to</td>
</tr>
<tr>
<td></td>
<td>• If Honey saves all her carrots, how many</td>
<td></td>
</tr>
</tbody>
</table>

**Back to Top**
<table>
<thead>
<tr>
<th>I Do: (Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</th>
<th>Questions:</th>
<th>What evidence of student learning are we gathering during closure to inform the next steps?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Or You do</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students draw picture of 5 things they would like to have</td>
<td>• What are five things you would like to have?</td>
<td>• Students participate in discussion</td>
</tr>
<tr>
<td>• Students sort items</td>
<td>• How could you save for these things?</td>
<td>• Students can explain ways to save for items</td>
</tr>
<tr>
<td></td>
<td>• How could you sort your pictures?</td>
<td>• Students can distinguish between short term and long term goals</td>
</tr>
<tr>
<td></td>
<td>• Why did you sort them the way you did?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Which ones could you get quickly?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Which ones would take longer to earn?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What do you think they cost?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What is a goal?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What is a short term goal?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What is a long term goal?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Why do goals matter when you are earning or saving money?</td>
<td></td>
</tr>
</tbody>
</table>

**Closure** Students turn and talk
### Lesson 3

#### Social Studies Standards:
1.1.2.1.1 Describe costs and benefits of choices made by families
1.1.2.3.1 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

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

<table>
<thead>
<tr>
<th>TQE Lesson Task: Potential of the Task rating:</th>
<th>Learning Goal: Students will be able to use models and strategies to solve problems.</th>
<th>Materials/Tools: <a href="https://example.com">Link to Seesaw Lesson Spend It!</a> <a href="https://example.com">Spend it by Cinders McLeod</a></th>
</tr>
</thead>
</table>

#### 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

<table>
<thead>
<tr>
<th>Task Facilitation</th>
<th>Questions</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)</strong></td>
<td><strong>TQE Questions Bank</strong></td>
<td>What evidence of student learning are we gathering to inform instructional decisions?</td>
</tr>
<tr>
<td><strong>You Do (individually, what are students doing during the first few minutes for the task):</strong> Or I Do</td>
<td>Questions:</td>
<td></td>
</tr>
</tbody>
</table>
| ● Students turn and talk over projected image | ● 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? | ● 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 |
| **We Do (In small groups or as a whole, What are students doing?):** | Questions: | |
| ● Teacher reads or students read *Spend It*  
● Students turn and talk over story | ● What happened in our story?  
● What did Sunny want to buy? | ● Students participate in discussion  
● Students understand it is not |
<table>
<thead>
<tr>
<th>Students complete worksheet</th>
<th>Have you ever wanted to buy everything?</th>
<th>always possible to buy anything we want</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher circulates and facilitates</td>
<td>Is that possible?</td>
<td>What misconceptions or challenges or opportunities for extension are possible?</td>
</tr>
<tr>
<td></td>
<td>Have you ever wanted to buy something, but couldn't?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How did that make you feel?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How did you react?</td>
<td></td>
</tr>
</tbody>
</table>

I Do: *Teacher brings it back to the whole group to discuss student ideas or have students model thinking*

Or

You do

- Students determine whether to spend or save
- Student explain choice

Questions:

- 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?

What evidence of student learning are we gathering during closure to inform the next steps?

- Students participate in discussion
- Students can explain their choice

Closure Teacher reviews text and lesson

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)

<table>
<thead>
<tr>
<th>TQE Lesson Task:</th>
<th>Learning Goal:</th>
<th>Materials/Tools:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential of the Task rating:</td>
<td>Students will be able to use models and strategies to solve problems.</td>
<td>Link to Seesaw Lesson Give It!</td>
</tr>
<tr>
<td>![Bicycle Image]</td>
<td>Academic Language Objective: I can determine when to save, spend or give.</td>
<td>Give it! by Cinders McLeod</td>
</tr>
</tbody>
</table>

### 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

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<tr>
<th>Task Facilitation</th>
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<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td><strong>Conceptual/Linking (Layers of Facilitation)</strong></td>
<td><strong>TQE Questions Bank</strong></td>
<td><strong>Evidence of student learning are we gathering to inform instructional decisions?</strong></td>
</tr>
<tr>
<td><strong>Procedural (Gradual Release)</strong></td>
<td><strong>Questions:</strong></td>
<td><strong>What evidence of student learning are we gathering during core learning to inform instructional decisions?</strong></td>
</tr>
<tr>
<td><strong>You Do</strong> <em>(individually, what are students doing during the first few minutes for the task):</em> Or <strong>I Do</strong></td>
<td></td>
<td><strong>What evidence of student learning are we gathering to inform instructional decisions?</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Students notice and wonder over projected image</td>
<td>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?</td>
<td>Students participate in discussion Students can explain the difference between wants and needs Students can explain how people get what they want and need</td>
</tr>
<tr>
<td>Teacher circulates and facilitates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class discussion of wants and needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>We Do</strong> <em>(In small groups or as a whole, What are students doing?)</em>:</td>
<td><strong>Questions:</strong></td>
<td><strong>What misconceptions or challenges or opportunities for extension are possible?</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Teacher reads or students read <em>Give It</em> Students turn and talk over story</td>
<td>What happened in the story? What did Chummy’s gran tell him to do with his birthday carrots? Did you think that</td>
<td>Students participate in discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Saint Paul Public Schools*
<table>
<thead>
<tr>
<th>Questions:</th>
<th>Questions:</th>
<th>Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Some students may benefit from examples</td>
<td>* Would you save, spend or share your carrots?</td>
<td>* Students participate in discussion</td>
</tr>
<tr>
<td>* What did Chummy want to do with his birthday carrots?</td>
<td>* Why?</td>
<td></td>
</tr>
<tr>
<td>* Did you think that was a good idea? Why or why not?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* After talking with Gran, what were Chummy’s plans?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* When are times people want to give what they earn?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Lesson 5**
### Social Studies Standards:
1.1.2.1.1 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

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

#### TQE Lesson Task:

**Would you rather have A or B? Why?**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Penny" /></td>
<td><img src="image2.png" alt="Dime" /></td>
</tr>
</tbody>
</table>

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

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### 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

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### 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?

<table>
<thead>
<tr>
<th>Task Facilitation</th>
<th>Questions</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual/Linking (Layers of Facilitation) <strong>Procedural (Gradual Release)</strong></td>
<td><strong>TQE Questions Bank</strong></td>
<td><strong>What evidence of student learning are we gathering to inform instructional decisions?</strong></td>
</tr>
<tr>
<td><strong>You Do</strong> <em>(individually, what are students doing during the first few minutes for the task):</em></td>
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<td><strong>You Do</strong> <em>(individually, what are students doing during the first few minutes for the task):</em></td>
</tr>
<tr>
<td><strong>Or</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I Do</strong></td>
<td>* Would you rather have A or B? Why? *</td>
<td>* Students participate in discussion *</td>
</tr>
<tr>
<td></td>
<td>* Why do you think some people chose the same one as you? *</td>
<td>* Students understand that categories A and B have the same value *</td>
</tr>
<tr>
<td></td>
<td>* Why do you think some people chose the other one? *</td>
<td></td>
</tr>
<tr>
<td><strong>We Do</strong> <em>(In small groups or as a whole, What are students doing?)</em>:</td>
<td><strong>We Do</strong> <em>(In small groups or as a whole, What are students doing?)</em>:</td>
<td><strong>We Do</strong> <em>(In small groups or as a whole, What are students doing?)</em>:</td>
</tr>
<tr>
<td></td>
<td>* Students go to website and read through interactive story or teacher can go through story as a class *</td>
<td>* Students participate in discussion *</td>
</tr>
<tr>
<td></td>
<td>* Students take online quiz or use slides 35 and 36 for discussion *</td>
<td>* Students can answer questions about what happened in story *</td>
</tr>
<tr>
<td></td>
<td>* Teacher shows or students watch first 90 *</td>
<td>* Students can identify Ella’s opportunity costs *</td>
</tr>
<tr>
<td>seconds of the Counting Coins video</td>
<td>decisions? Why?</td>
<td>challenges or opportunities for extension are possible?</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-----------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>● Students discuss what the bunnies used to by things</td>
<td>● What do we call the next best thing, or the thing Ella gave up, when she made her decision?</td>
<td>● Some students might benefit from sentence stems and frames</td>
</tr>
<tr>
<td>● Teacher facilitates discussion of carrots in story having value similar to coins</td>
<td>● What is an opportunity?</td>
<td>● Some students might benefit from anchor charts with more examples</td>
</tr>
<tr>
<td></td>
<td>● What opportunities did Ella have?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● What opportunities have you already had today?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● What choices did Ella have?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● What was Ella’s opportunity cost for playing outside?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I Do: <em>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</em></th>
<th>Questions:</th>
<th>What evidence of student learning are we gathering during closure to inform the next steps?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Or You do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Students turn and talk whether they would spend or save 10 cents</td>
<td>● What coins did we see in the video?</td>
<td>● Students participate in discussion</td>
</tr>
<tr>
<td>● Students use term opportunity cost</td>
<td>● How can we count groups of coins?</td>
<td>● Students correctly identify coins</td>
</tr>
<tr>
<td>● Students use Printable Student Sheet to place and x on coins they don’t need or drag coins to piggy bank</td>
<td>● Why would we want to count the coins this way?</td>
<td>● Students can explain skip counting</td>
</tr>
<tr>
<td></td>
<td>● What did the bunnies use to buy things?</td>
<td>● Students explain that the value of one carrot is the same as the value of one penny</td>
</tr>
<tr>
<td></td>
<td>● What do people use to buy things?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● What does value mean?</td>
<td>● Students correctly identify opportunity costs</td>
</tr>
<tr>
<td></td>
<td>● If one carrot is the same value as one penny, what is the value of five carrots?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● What is the value of ten carrots?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Would you spend your</td>
<td></td>
</tr>
</tbody>
</table>
coins on the ___ or would you save them? Why?  
- What is your opportunity cost?

**Closure** Students turn and talk about why it is important to save money.

---

**Lesson 6**

**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)

<table>
<thead>
<tr>
<th>TQE Lesson Task:</th>
<th>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.</th>
<th>Materials/Tools:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic Language Objective: I can explain the cost and the benefit of a choice.</td>
<td>Link to Seesaw Lesson Bunny Money!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bunny Money by Rosemary Wells Book Creator</td>
</tr>
</tbody>
</table>

---

Back to Top
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?

<table>
<thead>
<tr>
<th>Task Facilitation</th>
<th>Questions</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual/Linking (Layers of Facilitation) <strong>Procedural</strong> (Gradual Release)</td>
<td><strong>TQE Questions Bank</strong></td>
<td></td>
</tr>
<tr>
<td><strong>You Do</strong> (individually, what are students doing during the first few minutes for the task):</td>
<td><strong>Questions:</strong></td>
<td><strong>What evidence of student learning are we gathering to inform instructional decisions?</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Or I Do</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| ● Students discuss what is the same and different in image | ● 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? | ● 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 |

<table>
<thead>
<tr>
<th><strong>We Do</strong> (In small groups or as a whole, What are students doing?):</th>
<th><strong>Questions:</strong></th>
<th><strong>What evidence of student learning are we gathering during core learning to inform instructional decisions?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| ● Teacher reads *Bunny Money*  
● 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 | ● What happened in *Bunny Money*?  
● 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? | ● 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  
What misconceptions or challenges or opportunities for extension are possible?  
● Some students may benefit from examples |
<table>
<thead>
<tr>
<th>I Do: (Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</th>
<th>Questions:</th>
<th>What evidence of student learning are we gathering during closure to inform the next steps?</th>
</tr>
</thead>
</table>
| **Or** | **Did you notice anything when you read the story online that you didn’t notice before?**  
| **You do** | **When Max and Ruby made their choices, what was the cost?**  
|  
| • Once story has been done as whole group, students may use QR code to have the book read to them online  
|  
|  
| • Students are more confident in their responses | **What was the benefit?**  
| **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. |  

**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)
**TQE Lesson Task:**

**Learning Goal:** Students will be able to define scarcity as *not having enough of something*.

**Academic Language Objective:** I can give examples of scarcity and how it might affect people.

**Materials/Tools:**
- Link to Seesaw Lesson
- The Doorbell Rang
- Scarcity for Kids

---

### 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

---

<table>
<thead>
<tr>
<th>Task Facilitation</th>
<th>Questions</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual/Linking (Layers of Facilitation)</td>
<td>TQE Questions Bank</td>
<td>What evidence of student learning are we gathering to inform instructional decisions?</td>
</tr>
<tr>
<td>Procedural (Gradual Release)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**You Do** *(individually, what are students doing during the first few minutes for the task):*

- Questions:  

**Or I Do**
- 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

<table>
<thead>
<tr>
<th>What’s the same?</th>
<th>What is different?</th>
<th>What are these coins?</th>
<th>What values do they have?</th>
<th>Are there any other ways to show 25 cents?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>When was a time that you shared with other people?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>How did it make you feel?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>When is a time someone shared something with you?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>How did it make you feel?</td>
</tr>
</tbody>
</table>

- Students participate in discussion
- Students correctly name coins and their values
- Students correctly cite other ways to show 25 cents

**We Do (In small groups or as a whole, What are students doing?):**

- Teacher reads story to students
- Teacher facilitates discussion of how cookies in story were divided

**Questions:**

- 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?

**What evidence of student learning are we gathering during core learning to inform instructional decisions?**

- Students participate in discussion
- Students correctly determine number of cookies that children would get

**What misconceptions or challenges or opportunities for extension are possible?**

- Some students may benefit from drawing examples
- Some students might benefit from manipulatives
Will there be enough kids?  
What would you do?

I Do: *(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)*  

Or  

You do  
• Teacher reads story or students read online  
• Students turn and talk about scarcity

Questions:  
• What happened in the story?  
• What is scarcity?  
• What can we do about scarcity?

What evidence of student learning are we gathering during closure to inform the next steps?  
• Students participate in discussion  
• Students can explain scarcity  
• Students can other ideas for what to do about scarcity

Closure: Students play musical chairs

---

**Lesson 8**

**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)*

<table>
<thead>
<tr>
<th>TQE Lesson Task:</th>
<th>Learning Goal: Students will be able to explain that people trade</th>
<th>Materials/Tools:</th>
</tr>
</thead>
</table>
**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**

---

**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**

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

---

**Back to Top**
- Students listen and read online story about bartering and trading
- Students turn and talk about scarcity

- 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?

- Students participate in discussion
- Students can correctly explain bartering and trading
- Students can correctly explain scarcity

**We Do** *(In small groups or as a whole, What are students doing?):*

- 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

**Questions:**

- 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?

**What evidence** of student learning are we gathering during core learning to inform instructional decisions?

- Students participate in discussion
- Students can explain what happens when there is not enough of what someone wants

**What misconceptions or challenges or opportunities for extension are possible?**

- Some students might benefit from more sentence stems and frames

**I Do:** *(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)*

**Or**

**You do**

- Partners or small groups decide the value of items

**Questions:**

- What value did you give each item?

**What evidence** of student learning are we gathering during closure to inform the next steps?

- Students participate in discussion
and determine value of each in a trade
- Students complete graphic organizer
- How did you decide on that value?
- How many ___ would trade to get a ___?
- Students correctly trade according to the values they assigned to items
- Students correctly complete worksheet

Closure Students determine 3 ways they could pay for a pack of Pokemon cards.

Lessons 9-10

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
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1.2.2.2 Finding Unknowns

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

TQE Lesson Task: [Image of a book cover]

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.

Academic Language Objective: I explain if my business provides a good or service for my community

Materials/Tools:
- Link to Seesaw Lesson 9
- Link to Seesaw Lesson 10
- Arthur's Pet Business | Arthur READ ALONG! | PBS KIDS
- Love in the Mirror
- Business Sign printable document
### 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

<table>
<thead>
<tr>
<th>Task Facilitation</th>
<th>Questions TQE Questions Bank</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual/Linking (Layers of Facilitation)</td>
<td>Procedural (Gradual Release)</td>
<td></td>
</tr>
</tbody>
</table>

**You Do** *(individually, what are students doing during the first few minutes for the task):*
- Read Along

**Or I Do**

**Questions:**
- What happened in the story?
- What choices did

**What evidence** of student learning are we gathering to inform instructional decisions?
- Students participate in discussion
- Students correctly
<table>
<thead>
<tr>
<th>We Do (In small groups or as a whole, What are students doing?):</th>
<th>Arthur have to make?</th>
<th>Questions:</th>
<th>What evidence of student learning are we gathering during core learning to inform instructional decisions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher facilitates discussion of text</td>
<td>● What were his costs?</td>
<td>● Where have we seen these words before?</td>
<td>● Students participate in discussion</td>
</tr>
<tr>
<td>Students talk about words in the text and upcoming lesson</td>
<td>● What were his benefits?</td>
<td>● What do they mean?</td>
<td>● Students correctly explain terms</td>
</tr>
<tr>
<td>Teacher puts words on anchor chart</td>
<td>● Would you have made the same or different choices? Why or why not?</td>
<td>● What are goods and services?</td>
<td>● Students correctly summarize text</td>
</tr>
<tr>
<td>Students turn and talk about entrepreneurs</td>
<td></td>
<td>● What is an entrepreneur?</td>
<td>● Students correctly state if a business provides a good or a service</td>
</tr>
<tr>
<td>Students watch video of student entrepreneur</td>
<td></td>
<td>● Do you know any entrepreneurs?</td>
<td></td>
</tr>
<tr>
<td>Students turn and talk</td>
<td></td>
<td>● Would you like to be an entrepreneur?</td>
<td>What misconceptions or challenges or opportunities for extension are possible?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● What goods have you heard of?</td>
<td>● Lesson may be extended over additional day(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● What goods do you have?</td>
<td>● Some students might benefit from more sentence stems and frames</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Was Arthur producing a good or a service?</td>
<td>● Some students might benefit from working with same partner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● How do you know?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● What risks might an entrepreneur have?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● So the businesses in your community provide a good or a service?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● If you were to create a business in your community, would it be a good or service? Why?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● What business did</td>
<td></td>
</tr>
<tr>
<td>Jonas create?</td>
<td>Questions:</td>
<td>What evidence of student learning are we gathering during closure to inform the next steps?</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>● What need did in his community he see that he wanted to help?</td>
<td>● Will you provide/sell goods or services? Why?</td>
<td>● Students participate in discussion</td>
<td></td>
</tr>
<tr>
<td>● Did Jonas provide goods, services, or both?</td>
<td>● Why will people come to your business?</td>
<td>● Students successfully complete business plan</td>
<td></td>
</tr>
<tr>
<td>● What need does Jonas fulfill for his community?</td>
<td>● What will you accept for payment?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**I Do:** *(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)*

**Or**

**You do**

- Students create own business plan

**Questions:**

- Will you provide/sell goods or services? Why?
- Why will people come to your business?
- What will you accept for payment?

**Closure Celebration**

**Lesson 10**

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

**Standard:**

**Preparing for the Mini-Lesson**

*(Part 1 of the Math Workshop Model)*
<table>
<thead>
<tr>
<th>TQE Lesson Task:</th>
<th>Learning Goal:</th>
<th>Materials/Tools:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential of the Task</td>
<td>Academic Language</td>
<td>What tools/materials will you use to support students to engage with the task?</td>
</tr>
<tr>
<td>rating:</td>
<td>Objective:</td>
<td></td>
</tr>
<tr>
<td>Link</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preview image</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Task Facilitation</th>
<th>Questions</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual/Linking (Layers of Facilitation)</td>
<td>TQE Questions Bank</td>
<td></td>
</tr>
<tr>
<td>Procedural (Gradual Release)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**You Do (individually, what are students doing during the first few minutes for the task):**

**Or**

**I Do**

**We Do (In small groups or as a whole, What are students doing?):**

**Questions:**

**Evidence**

What evidence of student learning are we gathering to inform instructional decisions?
decisions?
What misconceptions or challenges or opportunities for extension are possible?

I Do: *(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)*
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)**

<table>
<thead>
<tr>
<th>Quarter _____ : Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>TQE Lesson Task: <strong>Potential of the Task</strong> rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Link Preview image</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials/Tools:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What tools/materials will you use to support students to engage with the task?</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Task Facilitation</th>
<th>Questions TQE Questions Bank</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual/Linking (Layers of Facilitation) Procedural (Gradual Release)</td>
<td>Questions:</td>
<td>What evidence of student learning are we gathering to inform instructional decisions?</td>
</tr>
<tr>
<td><strong>You Do</strong> <em>(individually, what are students doing during the first few minutes for the task):</em> Or <strong>I Do</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>We Do</strong> <em>(In small groups or as a whole, What are students doing?):</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I Do: <em>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</em></td>
<td>Questions:</td>
<td>What evidence of student learning are we gathering during closure to inform the next steps?</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Or You do</td>
<td></td>
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</tr>
</tbody>
</table>

**Closure (if different from the I Do/You Do section)**

---

**Lesson 11**

<table>
<thead>
<tr>
<th>Quarter _____ : Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard:</td>
</tr>
</tbody>
</table>
## Preparing for the Mini-Lesson
(Part 1 of the Math Workshop Model)

<table>
<thead>
<tr>
<th>TQE Lesson Task: Potential of the Task rating:</th>
<th>Learning Goal: Academic Language Objective:</th>
<th>Materials/Tools: What tools/materials will you use to support students to engage with the task?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Link Preview image</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Conceptual/Linking (Layers of Facilitation)</th>
<th>Procedural (Gradual Release)</th>
<th>Questions [TQE Questions Bank]</th>
<th>Evidence</th>
</tr>
</thead>
</table>

**You Do** *(individually, what are students doing during the first few minutes for the task)*:

Or

**I Do**

**We Do** *(In small groups or as a whole, What are students doing?):

**Questions:**

**Evidence**

What evidence of student learning are we gathering to inform instructional decisions?
<table>
<thead>
<tr>
<th>I Do: <em>(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</em></th>
<th>Questions:</th>
<th>Closure (if different from the I Do/You Do section)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Or <strong>You do</strong></td>
<td>What <strong>evidence</strong> of student learning are we gathering during closure to inform the next steps?</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson 12**

<table>
<thead>
<tr>
<th>Quarter _____ : Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard:</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>TQE Lesson Task: <strong>Potential of the Task</strong></th>
<th>Learning Goal:</th>
<th>Materials/Tools: What tools/materials will</th>
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| **Task Facilitation**  
<table>
<thead>
<tr>
<th>Conceptual/Linking (Layers of Facilitation)</th>
<th>Procedural (Gradual Release)</th>
<th><strong>Questions</strong></th>
<th><strong>TQE Questions Bank</strong></th>
<th><strong>Evidence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>You Do</strong> (individually, what are students doing during the first few minutes for the task):</td>
<td>Questions:</td>
<td>Evidence of student learning are we gathering to inform instructional decisions?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What misconceptions or challenges or opportunities for extension are possible?

**I Do:** *(Teacher brings it back to the whole group to discuss student ideas or have students model thinking)*  
**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:**

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#### 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:**  
What tools/materials will you use to support students to engage with the task?
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)

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<table>
<thead>
<tr>
<th>Task Facilitation</th>
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<tbody>
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<thead>
<tr>
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<table>
<thead>
<tr>
<th>We Do</th>
<th>Questions:</th>
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<tbody>
<tr>
<td><em>(In small groups or as a whole, What are students doing?):</em></td>
<td></td>
<td>What evidence of student learning are we gathering during core learning to inform instructional decisions?</td>
</tr>
</tbody>
</table>

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

---

**Lesson 14**

<table>
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<tr>
<th>Quarter _____: Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>TQE Lesson Task: <strong>Potential of the Task</strong> rating: <strong>Link</strong> Preview image</th>
<th>Learning Goal: Academic Language Objective:</th>
<th>Materials/Tools: What tools/materials will you use to support students to engage with the task?</th>
</tr>
</thead>
</table>

**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)

<table>
<thead>
<tr>
<th>Task Facilitation</th>
<th>Questions TQE Questions Bank</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual/Linking (Layers of Facilitation) <strong>Procedural (Gradual Release)</strong></td>
<td><strong>Questions:</strong></td>
<td><strong>What evidence</strong> of student learning are we gathering to inform instructional decisions?</td>
</tr>
<tr>
<td><strong>You Do</strong> <em>(individually, what are students doing during the first few minutes for the task):</em> Or <strong>I Do</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>We Do</strong> <em>(In small groups or as a whole, What are students doing?)</em>:</td>
<td><strong>Questions:</strong></td>
<td><strong>What evidence</strong> of student learning are we gathering during core learning to inform instructional decisions?</td>
</tr>
<tr>
<td>I Do: (Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</td>
<td>Questions:</td>
<td>What evidence of student learning are we gathering during closure to inform the next steps?</td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Or You do</td>
<td></td>
<td></td>
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</tbody>
</table>

Closure (if different from the I Do/You Do section)

Lesson 15

<table>
<thead>
<tr>
<th>Quarter ______ : Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>TQE Lesson Task: Potential of the Task rating:</th>
<th>Learning Goal: Academic Language Objective:</th>
<th>Materials/Tools: What tools/materials will you use to support students to engage with the task?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Link Preview image</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Task Facilitation</th>
<th>Questions</th>
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</thead>
<tbody>
<tr>
<td>Conceptual/Linking (Layers of Facilitation)</td>
<td><strong>TQE Questions Bank</strong></td>
<td></td>
</tr>
<tr>
<td>Procedural (Gradual Release)</td>
<td>Questions:</td>
<td></td>
</tr>
</tbody>
</table>

**You Do** *(individually, what are students doing during the first few minutes for the task):*

**Or I Do**

**We Do** *(In small groups or as a whole, What are students doing?):*

**Questions:**

- What evidence of student learning are we gathering to inform instructional decisions?
- 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: (Teacher brings it back to the whole group to discuss student ideas or have students model thinking)

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 3)

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

<table>
<thead>
<tr>
<th>Standard:</th>
</tr>
</thead>
</table>

#### Preparing for the Mini-Lesson

(Part 1 of the Math Workshop Model)

<table>
<thead>
<tr>
<th>TQE Lesson Task:</th>
<th>Learning Goal:</th>
<th>Materials/Tools:</th>
</tr>
</thead>
</table>
| **Potential of the Task** | **Academic Language** | *What tools/materials will you use to support students to engage with the task?*
| **rating:** | **Objective:** | |
| Link | |
| Preview image | |

#### 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)

<table>
<thead>
<tr>
<th>Task Facilitation</th>
<th>Questions</th>
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</thead>
<tbody>
<tr>
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<td>TQE Questions Bank</td>
<td>What evidence of student learning are we gathering to inform instructional decisions?</td>
</tr>
<tr>
<td>Procedural (Gradual Release)</td>
<td></td>
<td></td>
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</tbody>
</table>

**You Do** *(individually, what are students doing during the first few minutes for the task):*

**Or**

**I Do**

**We Do** *(In small groups or as a whole, What are students doing?):*

**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?**
<table>
<thead>
<tr>
<th>I Do: (Teacher brings it back to the whole group to discuss student ideas or have students model thinking) Or You do</th>
<th>Questions:</th>
<th>What evidence of student learning are we gathering during closure to inform the next steps?</th>
</tr>
</thead>
</table>

**Closure (if different from the I Do/You Do section)**

---

**Lesson 16**

---

**Quarter ______ : Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson**

**Standard:**

---

**Preparing for the Mini-Lesson**

(Part 1 of the Math Workshop Model)

<table>
<thead>
<tr>
<th>TQE Lesson Task: <strong>Potential of the Task</strong> rating:</th>
<th>Learning Goal: <strong>Academic Language</strong> Objective:</th>
<th>Materials/Tools: What tools/materials will you use to support students to engage with the task?</th>
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</thead>
<tbody>
<tr>
<td>Link Preview image</td>
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<td></td>
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</tbody>
</table>

**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)

<table>
<thead>
<tr>
<th>Task Facilitation</th>
<th>Questions</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conceptual/Linking (Layers of Facilitation)</strong></td>
<td><strong>Procedural (Gradual Release)</strong></td>
<td></td>
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<tr>
<td>You Do <em>(individually, what are students doing during the first few minutes for the task):</em></td>
<td>Questions:</td>
<td>What evidence of student learning are we gathering to inform instructional decisions?</td>
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<tr>
<td>Or I Do</td>
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<tr>
<td>We Do <em>(In small groups or as a whole, What are students doing?):</em></td>
<td>Questions:</td>
<td>What evidence of student learning are we gathering during core learning to inform instructional decisions?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What misconceptions or challenges or opportunities for extension are possible?</td>
</tr>
</tbody>
</table>
I Do: (Teacher brings it back to the whole group to discuss student ideas or have students model thinking)
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 17

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:
What tools/materials will you use to support students to engage with the task?

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)

<table>
<thead>
<tr>
<th>Task Facilitation</th>
<th>Questions</th>
<th>Evidence</th>
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<tbody>
<tr>
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<td>TQE Questions Bank</td>
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<td>Procedural (Gradual Release)</td>
<td>Questions:</td>
<td>What <strong>evidence</strong> of student learning are we gathering to inform instructional decisions?</td>
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</tbody>
</table>

**You Do** *(individually, what are students doing during the first few minutes for the task):*
- Or
- **I Do**

**We Do** *(In small groups or as a whole, What are students doing?):*
- 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: (Teacher brings it back to the whole group to discuss student ideas or have students model thinking)

**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 18**

<table>
<thead>
<tr>
<th>Quarter _____: Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong></td>
</tr>
</tbody>
</table>

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**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:  
What tools/materials will you use to support students to engage with the task? |

---

**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)

<table>
<thead>
<tr>
<th>Task Facilitation</th>
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<td>TQE Questions Bank</td>
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<tr>
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<td>What evidence of student learning are we gathering to inform instructional decisions?</td>
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<tr>
<td>Or I Do</td>
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<tr>
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<td>Questions:</td>
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### Lesson 19

<table>
<thead>
<tr>
<th>I Do: (Teacher brings it back to the whole group to discuss student ideas or have students model thinking) Or You do</th>
<th>Questions:</th>
<th>What evidence of student learning are we gathering during closure to inform the next steps?</th>
</tr>
</thead>
</table>

**Closure (if different from the I Do/You Do section)**

**Quarter ______ : Unit # (Unit Name): (Conceptual/Linking/Procedural) Lesson**

**Standard:**

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

<table>
<thead>
<tr>
<th>TQE Lesson Task: Potential of the Task rating: Link Preview image</th>
<th>Learning Goal: Academic Language Objective:</th>
<th>Materials/Tools: What tools/materials will you use to support students to engage with the task?</th>
</tr>
</thead>
</table>

**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?

<table>
<thead>
<tr>
<th>Opening Task/Prompt: (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task Facilitation</strong></td>
</tr>
<tr>
<td>Conceptual/Linking (Layers of Facilitation)</td>
</tr>
<tr>
<td><strong>Questions</strong></td>
</tr>
<tr>
<td>TQE Questions Bank</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You Do <em>(individually, what are students doing during the first few minutes for the task):</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Or I Do</strong></td>
</tr>
<tr>
<td><strong>Questions:</strong></td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>We Do <em>(In small groups or as a whole, What are students doing?)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questions:</strong></td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
</tr>
</tbody>
</table>

What evidence of student learning are we gathering to inform instructional decisions? What misconceptions or challenges or opportunities for extension are possible?
I Do: (Teacher brings it back to the whole group to discuss student ideas or have students model thinking)
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 20

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: What tools/materials will you use to support students to engage with the task?

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)

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<thead>
<tr>
<th>Task Facilitation</th>
<th>Questions</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
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<td><strong>Evidence</strong></td>
</tr>
<tr>
<td>Procedural (Gradual Release)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### You Do *(individually, what are students doing during the first few minutes for the task):*

<table>
<thead>
<tr>
<th>Questions <strong>TQE Questions Bank</strong></th>
<th></th>
</tr>
</thead>
</table>

Or

**I Do**

Questions:

What evidence of student learning are we gathering to inform instructional decisions?

#### We Do *(In small groups or as a whole, What are students doing?):*

<table>
<thead>
<tr>
<th>Questions</th>
<th></th>
</tr>
</thead>
</table>

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?
<table>
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<tr>
<th>I Do: (Teacher brings it back to the whole group to discuss student ideas or have students model thinking)</th>
<th>Questions:</th>
<th>What evidence of student learning are we gathering during closure to inform the next steps?</th>
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</table>

**Closure (if different from the I Do/You Do section)**

### Daily Small Group Lesson (Week 4)

<table>
<thead>
<tr>
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<tbody>
<tr>
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#### Preparing for the Mini-Lesson (within Part 1 of the Math Workshop Model)

<table>
<thead>
<tr>
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<th>Learning Goal:</th>
<th>Materials/Tools:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Potential of the Task</strong></td>
<td><strong>Academic Language</strong></td>
<td>What tools/materials will you use to support students to engage with the task?</td>
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<td>rating:</td>
<td>Objective:</td>
<td></td>
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<tr>
<td>Link</td>
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**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)

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