Toolbox

Chapter 1: Blueprint for Deeper Learning

Flipped GRR (Math Option)

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| **Foundation for Learning** |
| **Title:** |
| **Grade/Course:**  | **Subject:**  | **Duration:**  |
| Focus Standard(s) |
| **Skills:**  | **Concepts:** | **Bloom’s Level:** |
|  |  |  |
| **DOK 1:** | **DOK 2:** | **DOK 3:**  | **DOK 4:** |
| ***NCTM: Establish Mathematics Goals to Focus Learning*** |
| **Learning Goals:** **I am learning to . . .**  | **Success Criteria:** **I will be successful when I can . . .**  |

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| **Real-World Problem and Task Overview** |
| **Real-World Problem/Challenge/Issue:**  |
| **Overview of Learning Tasks (1-2 sentences with aligned standard codes):** |
| **Task 1:** **Task 2:** **Task 3:** **Task 4:**  |

 Adapted from [www.c3teachers.org](http://www.c3teachers.org) Inquiry Design Model by Dr. Lissa Pijanowski

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| **Construction of Knowledge: Task 1** | **Check Expected Level of Rigor/Relevance** |
| **Driving Question:** | *NCTM: Pose purposeful questions*  | **🞎 C** | **🞎 D** |
| **Task Opening:** | *NCTM: Use and connect mathematical representations* |  **🞎 A** | **🞎 B** |
| **Independent Practice*(let them)*** | *NCTM: Support productive struggle in learning mathematics* | **Strategies:**  |
| **Guided Practice*(guide them)*** | *NCTM: Facilitate meaningful discourse* | **Strategies:** |
| **Direct Instruction*(show them)*** | *NCTM: Build procedural fluency from conceptual understanding* | **Strategies:** |
| **Task Closing:** | *NCTM: Use and connect mathematical representations* |
| **Instructional Resources (Print/Digital)** | **Teacher Resources:**  | **Student Resources:** |
| **Learner Considerations:** **(Special Ed, ELL, etc.)** |  |

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| **Inspection and Feedback** |
| *NCTM: Implement tasks that promote reasoning and problem solving*  |
| **Assessment/Task: (Show what you know)** |
| **Success Criteria:** | **Not Yet** | **Meets** | **Feedback:** |
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| **Construction of Knowledge: Task 2** | **Check Expected Level of Rigor/Relevance** |
| **Driving Question:** | *NCTM: Pose purposeful questions*  | **🞎 C** | **🞎 D** |
| **Task Opening:** | *NCTM: Use and connect mathematical representations* |  **🞎 A** | **🞎 B** |
| **Independent Practice*(let them)*** | *NCTM: Support productive struggle in learning mathematics* | **Strategies:**  |
| **Guided Practice*(guide them)*** | *NCTM: Facilitate meaningful discourse* | **Strategies:** |
| **Direct Instruction*(show them)*** | *NCTM: Build procedural fluency from conceptual understanding* | **Strategies:** |
| **Task Closing:** | *NCTM: Use and connect mathematical representations* |
| **Instructional Resources (Print/Digital)** | **Teacher Resources:**  | **Student Resources:** |
| **Learner Considerations:** **(Special Ed, ELL, etc.)** |  |

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| **Inspection and Feedback** |
| *NCTM: Implement tasks that promote reasoning and problem solving*  |
| **Assessment/Task: (Show what you know)** |
| **Success Criteria:** | **Not Yet** | **Meets** | **Feedback:** |
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| **Construction of Knowledge: Task 3** | **Check Expected Level of R/R** |
| **Driving Question:** | *NCTM: Pose purposeful questions*  | **🞎 C** | **🞎 D** |
| **Task Opening:** | *NCTM: Use and connect mathematical representations* |  **🞎 A** | **🞎 B** |
| **Independent Practice*(let them)*** | *NCTM: Support productive struggle in learning mathematics* | **Strategies:**  |
| **Guided Practice*(guide them)*** | *NCTM: Facilitate meaningful discourse* | **Strategies:** |
| **Direct Instruction*(show them)*** | *NCTM: Build procedural fluency from conceptual understanding* | **Strategies:** |
| **Task Closing** | *NCTM: Use and connect mathematical representations* |
| **Instructional Resources (Print/Digital)** | **Teacher Resources:**  | **Student Resources:** |
| **Learner Considerations:** **(Special Ed, ELL, etc.)** |  |

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| **Inspection and Feedback** |
| *NCTM: Implement tasks that promote reasoning and problem solving*  |
| **Assessment/Task: (Show What You Know)**  |
| **Success Criteria:** | **Not Yet** | **Meets** | **Feedback:** |
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| **Construction of Knowledge: Task 4** | **Check Expected Level of R/R** |
| **Driving Question:** | *NCTM: Pose purposeful questions*  | **🞎 C** | **🞎 D** |
| **Task Opening:** | *NCTM: Use and connect mathematical representations* |  **🞎 A** | **🞎 B** |
| **Independent Practice*(let them)*** | *NCTM: Support productive struggle in learning mathematics* | **Strategies:**  |
| **Guided Practice*(guide them)*** | *NCTM: Facilitate meaningful discourse* | **Strategies:** |
| **Direct Instruction*(show them)*** | *NCTM: Build procedural fluency from conceptual understanding* | **Strategies:** |
| **Task Closing:** | *NCTM: Use and connect mathematical representations* |
| **Instructional Resources (Print/Digital)** | **Teacher Resources:**  | **Student Resources:** |
| **Learner Considerations:** **(Special Ed, ELL, etc.)** |  |

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| **Inspection and Feedback** |
| *NCTM: Implement tasks that promote reasoning and problem solving*  |
| **Assessment/Task: (Show What You Know)**  |
| Success Criteria: | Not Yet | Meets | Feedback: |
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| **Reflection on Design and Learning** |
| **Teacher Reflection:**  |
| **Student Reflection:**  |
| **Considerations for Redesign:**  |



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