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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