

Evidence Flow of the Lesson

- ☐ The lesson begins with a numeracy routine or activity that inspires mathematical thinking and reasoning
- ☐ Clear learning goals are posted or articulated when appropriate. Students are aware of what they are learning about.
- ☐ Routines are established and students understand classroom expectations.
- ☐ The teacher attends to the C-R-A continuum and students are given opportunities to dialog and construct meaning. Students use a variety of materials including manipulatives when appropriate.
- ☐ There is evidence of opportunities for dialog, small group instruction, conferencing, as well as independent practice.
- ☐ There is a balance between teacher direct instruction, modeling, and students' conjecture, conversation, and practice.
- ☐ There is vocabulary work including teaching vocabulary and a word wall.
- ☐ Where grade-appropriate students keep notebooks or journals.
- ☐ There is consolidation of learning in the form of students or teacher summarizing, drawing generalities, and recording the learning.
- ☐ There is evidence of differences in content, process, and product.
- ☐ Students receive an appropriate amount of practice work.
- ☐ There is spaced practice.