
Part 1: Overview/Introduction

What may affect learning?

- What may affect learning? - State
- What may affect learning? - Age
- What may affect learning? - Health
- What may affect learning? - Motivation

Part 2: Planning the Unit: (-5-7)

What may affect learning?

What may affect learning?

What may affect learning?

What may affect learning?

What may affect learning?

- What may affect learning? - State
- What may affect learning? - Age
- What may affect learning? - Health

Sample Planning Table

Day	State Standards <small> 18A 18B 18C 18D 18E 18F 18G 18H 18I 18J 18K 18L 18M 18N 18O 18P 18Q 18R 18S 18T 18U 18V 18W 18X 18Y 18Z </small>	Topic & Objective(s)	Assessments (summative & formative)	Instructional Activity(ies)	Alignment to rubric Part 3 rows 1a & b, 2 a-d, and 3 a-c
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5	<p>Identify the key mathematical ideas in the problem.</p>	<p>Identify the key mathematical ideas in the problem.</p>	<p>Identify the key mathematical ideas in the problem.</p>	<p>Identify the key mathematical ideas in the problem.</p>	<p>Identify the key mathematical ideas in the problem.</p> <p>2b) identifying key mathematical ideas</p> <p>3a) monitor students' progress and make instructional decisions</p>
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Identify

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- Identify the key mathematical ideas in the problem.
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Part 4: Reflecting and Moving Forward: (~3-5)

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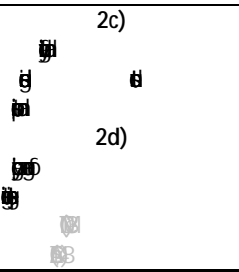
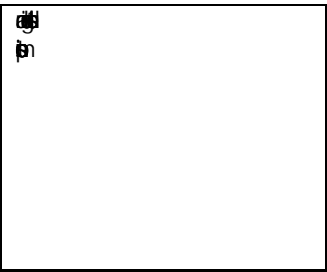
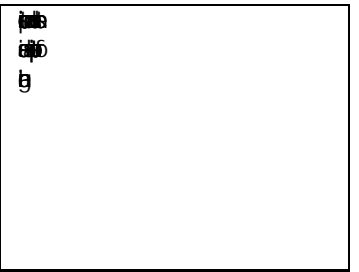
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