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| **Time** | **What Students Will Do** | **What Teacher Will Do** | **Rationale** |
| 5 minutes | * Enter the room * Do starter * Share starter responses | * Greet the students * Read the starter aloud: Do you think teachers should give students food as rewards? Why or why not? * Ask for volunteers to share responses | * The starter connects us to today’s word problem, since it has to do with teachers giving jolly ranchers |
| 4 minutes | * Do a popcorn read of the problem | * Hand out Jolly Rancher Problem * Ask students to popcorn read the problem aloud   + Explain what popcorn reading is | * Reading aloud can help students better access the text |
| 10 minutes | * Read the problem silently * Fill out problem solving protocol sheet with group | * Hand out the problem solving protocol sheet (a graphic organizer) * Review what each box means * Ask students to reread the problem silently, annotate like they do in English class (have reference symbols on the board), and then fill out the graphic organizer with their groups (except the clarifications box) | * An additional encounter with the text will allow students to read deeper * This graphic organizer will help students pick out the important information for the problem |
| 10 minutes | * Share thinking from problem solving protocol | * Go through each part of the graphic organizer and call on each group to share something * Fill out on the Elmo | * Students might have missed some information in their groups, so this allows the class to get on the same page. It also provides a space for students to ask questions about the problem. |
| 7 minutes | * Talk in groups to develop a problem solving plan * Write down their plan and rationale on back of problem solving protocol | * Ask groups to take 7 minutes to brainstorm how they’re going to start solving this problem * Tell them that they must provide some sort of rationale for their plan * Remind them that they’re not actually solving the problem yet – they’re just coming up with a plan | * This ensures that all students have a plan of some sort, instead of just randomly solving the problem. This will teach them good problem solving habits. * By requiring that they have a rationale for their plan, it promotes the idea of providing evidence to back up claims, which they are encouraged to do in all classes. |
| 11 minutes | * Share plans and rationale | * Ask each group to share their plan and rationale * Record thinking on the board * Encourage students to steal from each other | * By sharing their plans with the class, students will see that there are different ways to go about solving problems. This also gives students a chance to evaluate their own plan against others and switch if they want. |
| 5 minutes | * Decide on a final plan * Start working on solving the problem if there’s time | * Tell students to decide on an approach now that they’ve seen what other groups are doing | * Students will have an action plan that will support them through the problem |