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| **Time** | **What Students Will Do** | **What Teacher Will Do** | **Rationale** |
| 5 minutes | * Enter room
* Do starter
 | * Hand out starter paper
* Read aloud starter: After you solve the Jolly Rancher problem, you will be asked to write a letter explaining your answer and your thinking. What do you think are characteristics of quality writing in math class?
 | * Since they will soon have to write their letters and review each other’s, this will get them thinking about how to make their letters high quality
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| 20 minutes | * Each person will share something they wrote for the starter
* Debate/agree on Quality Work Checklist
 | * Ask each student to share what they wrote - go around the classroom as many times as necessary
* Record it on a piece of paper on the Elmo – it will be the class’s working “Quality Work Checklist”
	+ I will keep this projected on the board throughout the period and will make copies of it for the students tomorrow
* Explain that they will be doing a peer review of each other’s letters, and they will use this checklist to provide feedback to each other, as well as to guide the writing of their own letter
* Show and explain the writing instructions (content criteria) – similar to what they’ve done in the past for problem write-ups
 | * By having students come up with standards for their own work, it gives them control of the evaluation process. They will now have to hold themselves accountable to the standards *they* came up with.
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| 27 minutes | * Solve Jolly Rancher problem in groups
* Do self-assessment halfway through
* Start writing letters individually if finished
 | * Tell them that they will spend the rest of the class solving the problem and starting their letters
* Tell them to do their self-assessment halfway through
 | * Students need time to work in their groups to actually solve the problem, since they only got 5 minutes at the end of last period
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