

**I. What do we want to learn from this lesson?** (*Research Lesson Goals for Teachers*)

We want to know if the students can use information to solve a problem

**II. The overarching Lesson Study goal is:**

To see if the students are risk taker, and critical thinkers.

Steps of Research Lesson	Students	Teacher	Evidence of student learning/engagement	Observer's Comments: Things to think about for next time
<p><b>Building a context for the lesson</b> (<i>Connecting to meaningful things or previous lesson</i>)</p> <p>The introduction to the lesson is as follows: Christina will ask the students what happens when they forget a telephone number written on a piece of paper in their pants and it gets washed. The number will be faded away if not completely erased. You have to somehow make out the ghostly figures into the number. The phone number is very important to you and you need the number. You do everything possible to figure out the number, even asking others for help to figure out the number.</p>	<p><b>Doing:</b> The students will be listening and observing.</p> <p><b>Thinking/Possible Questions or Misconceptions:</b> What happens if the paper that got washed out was a check?</p>	<p><b>Doing:</b> Presenting scenario</p> <p><b>Possible Responses/ Questions to Pose:</b> Answering questions with questions to promote critical thinking.</p>	<p>If the students are asking questions about the scenario then they are engaged in the lesson.</p>	
<p><b>Laying the framework for the learning experience</b> (<i>Presenting the activity</i>)</p> <p>Christina will introduce the mystery number #10 to the students. Christina will have a paper with some washed/faded number and the students are to retrieve the number.</p>	<p><b>Doing:</b> Listening and observing</p> <p><b>Thinking/Possible Questions or Misconceptions:</b> How are we going to know what digit goes there? Where do we get the information to find out the number?</p>	<p><b>Doing:</b> Presenting the mystery number and the faded away paper</p> <p><b>Possible Responses/ Questions to Pose:</b> Giving some examples of numbers.</p>	<p>Questions being asked</p>	

<p><b>Engaging students with concepts</b> <i>(Exploring, investigating, problem solving)</i></p> <p>The students are to work in small groups. The teacher will go around the room answering questions the students might have.</p>	<p><b>Doing:</b> The students will be working in small groups</p>	<p><b>Doing:</b> Walking around guiding groups or individual students</p>	Group discussion	
	<p><b>Thinking/Possible Questions or Misconceptions:</b> Can the students see the difference between a curve and a straight line? Do the students know place value? can the students understand the clues?</p>	<p><b>Possible Responses/ Questions to Pose:</b> When you are in a car can you tell the difference between a curve and a straight road? What type of information are they giving us?</p>		
<p><b>Sharing ideas/solutions</b> <i>(Whole group, small group, written)</i></p> <p>Group presentations over their findings.</p>	<p><b>Doing:</b> Presenting, listening, and observing.</p>	<p><b>Doing:</b> Guiding the group presentations</p>	Presenting	
	<p><b>Thinking/Possible Questions or Misconceptions:</b></p>	<p><b>Possible Responses/ Questions to Pose:</b></p>		
<p><b>Closure/Summarizing</b> <i>(Tying ideas together)</i></p> <p>Discussion about what was learned.</p>	<p><b>Doing:</b> Answer questions, concerns, feelings, and summarizing their findings</p>	<p><b>Doing:</b> Listening, questioning, and relating it to real life.</p>	Discussing, and questioning	
	<p><b>Thinking/Possible Questions or Misconceptions:</b></p>	<p><b>Possible Responses/ Questions to Pose:</b></p>		