

**Table 1: Equity and Excellence Framework (EEF) - Lesson Plan Guide**

Layer: Adapted from Muhammad's (2020) Framework	Lesson Components			
	Launch	Explore/Explain	Summarize	Closure
<p><b>Identity:</b> How will your lesson help students learn something about themselves or others? How are you ensuring that students see themselves as a mathematician?</p>	<p>Provide students opportunities to:</p> <ul style="list-style-type: none"> <li>connect with the topic or application to get them interested in the lesson.</li> <li>Connect to their community members' funds of knowledge.</li> </ul>	<p>Students are exploring:</p> <ul style="list-style-type: none"> <li>applications that connect on a personal level</li> <li>applications that are relevant to their community or people group.</li> </ul>	<p>Students are:</p> <ul style="list-style-type: none"> <li>summarizing and generalizing the information; students' words are being used.</li> <li>retelling another student's strategy.</li> </ul>	<p>Students are given an opportunity to:</p> <ul style="list-style-type: none"> <li>show how they can use this application in their own life</li> <li>define things in their own words and pictures.</li> <li>see how this application is helpful in other's lives.</li> </ul>
<p><b>Skills (Concepts/Ideas):</b> What Math concepts will you be teaching? What math concepts do your students need to know for this lesson?</p>	<p>Students can:</p> <ul style="list-style-type: none"> <li>Connect to prior knowledge.</li> <li>Review concepts needed for this lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Students are getting direct instruction on a new concept.</li> <li>Students are investigating new math ideas.</li> </ul>	<p>Students are</p> <ul style="list-style-type: none"> <li>Creating general formulas or procedures.</li> <li>Express repeated reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Students can represent and explain the new concepts they learned in that lesson.</li> </ul>
<p><b>Intellect:</b> What will your students be smarter about? What mathematical practices will students be smarter about? How will your students apply the new math concepts to real-life and problem solving contexts? How does this connect to broader contexts and new situations?</p>	<p>Students are</p> <ul style="list-style-type: none"> <li>Making sense of the problem/situation.</li> <li>Connecting to real-life and/or problem-solving contexts.</li> <li>Making predictions and conjectures about problems.</li> </ul>	<p>Students have opportunities to:</p> <ul style="list-style-type: none"> <li>Explore real-life and/or problem-solving contexts using math strategies.</li> <li>Model and represent mathematical concepts.</li> <li>Build connections to other ideas in math or other subjects.</li> <li>Collect data and analyze patterns</li> </ul>	<p>Students have opportunities to:</p> <ul style="list-style-type: none"> <li>Communicate solutions and problem solving strategies</li> <li>Generalize and justify mathematical ideas.</li> <li>Discuss limitations of the models or applications.</li> <li>Connect to other ideas or contexts/situations.</li> </ul>	<ul style="list-style-type: none"> <li>Students are given the opportunity to transfer their knowledge of the skill they learned to either a broader context or a new situation.</li> <li>Compare strategies and critique the reason for other strategies.</li> </ul>
<p><b>Criticality:</b> How will you engage your thinking about power, equity, and anti-oppression in the text, in society, and the world? What problem or question in your community will this lesson help solve? What are the perspectives of the situation being presented? What is being normalized in the given situation?</p>	<p>Students are</p> <ul style="list-style-type: none"> <li>Introduced to a problem in the community.</li> <li>Asked to evaluate if something is fair based on their own experiences.</li> <li>Introduced to a new perspective on a problem.</li> </ul>	<p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>Mathematical strategies to evaluate a problem in a community or school.</li> <li>A new perspective of mathematics is explored- possibly with a guest speaker or community member.</li> </ul>	<p>Students are asked to:</p> <ul style="list-style-type: none"> <li>Evaluate what is being normalized in the generalizations of the skills.</li> <li>Summarize ideas from different perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Students are given the opportunity to reflect on the impact problem-solving or lesson application has on a community or people group.</li> </ul>
<p><b>Joy:</b> How are you teaching students about the beauty and truth in humanity? How will your instruction spread and amplify joy? Do you include more than negative contexts for marginalized populations?</p>	<ul style="list-style-type: none"> <li>Students are introduced to challenging issues humanly.</li> <li>Connecting students to topics of interest.</li> </ul>	<ul style="list-style-type: none"> <li>Students are shown how other cultures influence this concept of mathematics</li> <li>Students are able to connect personal experience with the mathematics topic.</li> </ul>	<ul style="list-style-type: none"> <li>Students share their solutions, and how they were successful in the lesson.</li> <li>Students make positive connections between mathematics and their world.</li> </ul>	<ul style="list-style-type: none"> <li>Students hear stories or examples that highlight marginalized populations being successful using the new skill.</li> </ul>