

Rubric for Creating a Transfer Lesson

| Does the lesson allow students to | Yes or No |
|--|-----------|
| • Make sense of a real-world problem as opposed to a contrived word problem? | |
| • Persevere in solving the problem? | |
| • Apply mathematical reasoning? | |
| • Reason abstractly and quantitatively? | |
| • Use appropriate tools strategically? | |
| • Work with content of the big ideas or essential questions of the topic taught? | |
| • Construct viable arguments or critique the reasoning of others? | |

Retrieved from the companion website for *The Mathematics Lesson-Planning Handbook, Grades 3–5: Your Blueprint for Building Cohesive Lessons* by Ruth Harbin Miles, Beth McCord Kobett, and Lois A. Williams. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2019 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.